

Office of Bilingual Education and World Languages

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September 2020 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez

Dear Colleagues,

A new academic school year has arrived. Now that the new school year has begun, I ask that you take a moment and allow yourselves to recognize the amazing work you have undertaken to ensure the safety and well-being of all students. It is seldom that we breathe and tell ourselves that we have done well. Today, I celebrate you and your teams.

The classrooms look a bit different: desks apart, school items in personal bins, faces covered, and hand sanitizers are now present. However, the essence and the gift of teaching continues to provide quality instruction in each room. Educating and advocating for our children will never change. Principals and teachers are courageous, compassionate and determined.

It is essential that our students receive supports to address any gap in learning they may have experienced as a result of the abrupt school closures. In addition to this instructional support, equally important is to provide social-emotional support for our students. The reopening provides us with a great opportunity to create high expectations for all educators to learn how to address the needs of our learners. After all, we are all teachers of ELLs!

I urge you and your community to think about a few areas as “essential features” to the core study for English Language Learners. It begins with having a district-wide or school-wide policy that targets the development of English Language Proficiency as priority. This policy must include opportunities for teachers to value and incorporate the child’s first language and culture. Develop units of study with scaffolded support where the child can grow to become an independent learner and thinker. It is important that a student owns their learning and that a teacher becomes a facilitator with ample opportunities for communication and feedback that is relevant and consistent with the learner. Provide translations of the learning goals for families to be able to support their children at home. Enact a policy that is transparent and monitors the progress of the student. Progress monitoring needs to be an on-going source of data that is analyzed among teacher teams in order to provide the appropriate next steps or learning support. Collaboration among teachers and administrators is key. Provide ample time for educators to design and discuss best practices while using authentic student work in making educational decisions for each student. Professional learning opportunities should be presented to provide a deep dive of understanding for every teacher. Finally, I would add an essential feature for a successful district or school addressing the needs of ELLs is to secure a seat at the table for an ELL specialist in every discussion and planning meeting. Our voices must be present.

In unity,

Elisa Alvarez



Waivers Now in Online Format

The Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) manages multiple [waiver forms](#) for qualified school districts in New York State to seek exemptions related to their English as a New Language (ENL) or Bilingual Education (BE) programs. Currently, there are four different waivers posted on our [website](#). These include the **Bilingual Education Program Waiver, the ELL Identification Timeline Waiver, the Grade Span Waiver, and the Professional Development Waiver.**

This year, OBEWL has transformed these waivers into online Microsoft forms for school districts to be submitted electronically. To help school districts to prepare for online submission, please review the corresponding PDF document on the website to view all the questions and sections of the online form prior to submitting the responses online.

School District Waiver-CR Part 154 Professional Development Requirements Specific to ELLs

This form is to be used by New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population. According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that:

- "All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs" and that
- "All Bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs."

Note that this waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

Complete this form and submit electronically by October 15th of the using the prior school year's data. If you have any questions, please submit them to obewl@nysed.gov.

Parental NYSITELL Waiver For Students in Fully Remote Instruction

At the September 2020 Board of Regents meeting, regulatory flexibility was enacted to grant parents/guardians of children receiving fully remote instruction in 2020-21 the option to waive administration of the statewide English language proficiency identification assessment, the New York State Identification Test for English Language Learners (NYSITELL). Students eligible for this waiver must have been provisionally identified as a potential English Language Learners (ELLs) either in the 2020-21 school year, during the summer of 2020, or during the COVID-19 related shut-down of the 2019-20 school year. The student also must receive instruction entirely remotely either due to being enrolled in a school which is operating fully remotely pursuant to the district's reopening plan or due to the parent opting to receive instruction entirely remotely. Notwithstanding the waiver's availability, districts are reminded to make and document in their records all possible efforts to administer the NYSITELL to all new enrollees, including but not limited to those in a fully remote education setting.

If a waiver is submitted by a parent, the child shall remain provisionally identified as an ELL during which time the district has discretion to provide the child ENL and other ELL services and supports, including Bilingual Education, but the district may *not* report the child as an ELL in the Student Information Repository System (SIRS). If the school changes to in-person or hybrid instruction, or if the parent opts to no longer have their child receive instruction entirely remotely, then the child must be administered the NYSITELL within ten (10) school days of the child returning to in-person or hybrid instruction, at which point the child may be reported in SIRS as an ELL based on the outcome of the NYSITELL.

Notifications informing parents about the availability of this waiver must be sent in the parent's preferred language and mode of communication and the school must maintain a record of these notifications. Districts are required to maintain a record of all submitted waivers for a period of at least three (3) years.

Any additional questions related to the above can be emailed to OBEWL@nysed.gov. The NYSITELL parent waiver for fully remote students will be available soon in the [Bilingual Education News section](#) of our website.

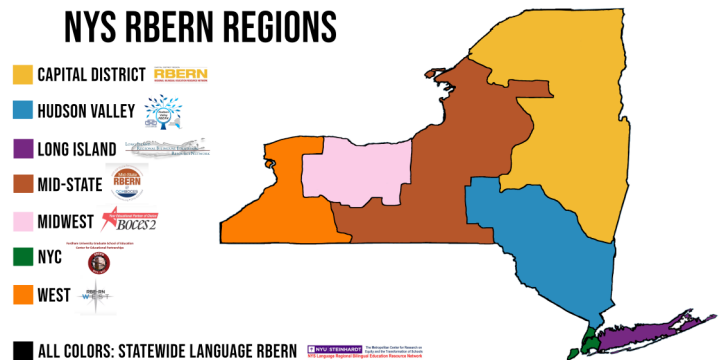
Reopening Guidance FAQ and Webinar

In order to support districts throughout the State in the reopening of schools for 2020-21, OBEWL has compiled a FAQ and PowerPoint presentation to address questions relating to Multilingual Learners (MLs) regarding the reopening process. The term “Multilingual Learners” has been redefined to include ELLs, Former/Ever ELLs, Heritage Speakers of World Languages, and students pursuing a course of study in one or more World Languages. Questions were collected from the field regarding NYSED’s July 2020 School Reopening Guidance: Recovering, Rebuilding and Renewing the Spirit of New York’s Schools, and a working group of specialists from the Regional Bilingual Education Resource Networks (RBERNs) was convened to work with our office to brainstorm responses to these questions in accordance with educational best practices and regulatory flexibility/guidance issued by NYSED, with the goal of ensuring and preserving equity and civil rights for our State’s MLs (including ELLs). These resources cover critical topics relating to reopening and supporting all MLs (in particular ELLs) including ELL identification, instruction and units of study, progress monitoring, ELLs with disabilities, the New York State Seal of Biliteracy, parent and family communication, and accountability/the English language proficiency indicator for accountability determinations. The FAQ and PowerPoint will be available on the following [website](#) in the near future.

RBERN OnDemand

Introducing NYS RBERN OnDemand: A tutorial, video-oriented resource to support ELLs across New York State. This repository of knowledge is a collaboration between all NYS RBERNs and includes seven major categories to address the needs of ELLs:

- Instructional Design;
- Social Emotional Learning;
- Family Engagement;
- Technology Integration;
- New York State Regulations;
- Assessment and Progress Monitoring; and
- English Language Development.



This resource will foster independent learning, provide foundational understanding for second language acquisition, and ensure equitable access to resources statewide. For more region-specific needs, your regional RBERN is ready and willing to meet your individual needs. We understand that every student, every classroom, every school, and every district is different. Therefore, this resource includes supports that are applicable to the needs of ELLs across NYS as a whole according to statewide initiatives. Your regional RBERN has the knowledge and resources to address the unique needs of your ELL populations.

For more information, please visit: www.nysrbernondemand.org



Professional Learning Calendar for ELL Educators

OBEWL is regularly updating a [Calendar of Professional Learning events](#) organized by the RBERNs around the state. These professional learning events will be helpful for teachers and administrators who work with ELLs.

Working Towards Strengthening ELL & ML Instruction

The Strengthening ELL and ML Instruction working group is a sub-group of the ELL Leadership Council. The group includes six ELL & ML educational leaders representing various regions across New York State and members of OBEWL.

The team has met every week since the Spring of 2020 and started by surveying the education field to gather information on the anticipated instructional needs post-COVID-19 and beyond. The responses helped determine future professional learning opportunities, strategies, and best practices to support and strengthen ELL and ML instruction.

From the responses collected, the team decided to focus on the following topics:

Topic 1. Using Translations as a Support, Not a Solution;

Topic 2. Keeping the Communication with our Multilingual Families Alive;

Topic 3. Supporting our Multilingual Digital Learners; and

Topic 4. Building the Bridge from Content to Academic Language Development.

The practical and accessible resources will be developed for ALL teachers of ELLs and MLs to support instruction and help address the needs of the over 260,000 ELLs and the families of all ELLs and MLs in the state.

The team has developed Topic 1. *Using Translations as a Support, Not a Solution*, which will present strategies to bridge the students' languages, using cognates, using the students' home languages as an asset, and how to strategically use translations as a support and not a solution. These resources will be available in the near future.

Ensuring Educational Equity for Immigrant Students

The current immigration context has left many students and their families scared and uncertain about their future and treatment in this country. Many schools are unsure of what steps to take to ensure they are doing everything possible to protect, educate, and uplift their immigrant students and families.

In collaboration with OBEWL, the City University of New York (CUNY) developed a series of short videos and a resource guide for educators to support immigrant and refugee students and families in their school communities. These wonderful videos and resource guide can be found here:

[Key Immigration Issues](#)

[Immigration in Elementary Schools](#)

[Immigration in Secondary Schools](#)

[Approaches to Educating Refugees & Immigrants](#)

[Resource Guide](#)

In partnership with NYSED's Office of Student Support Services, OBEWL also provides support to districts, parents and students to ensure districts adhere to the Dignity for All Students Act (DASA) to investigate and follow up on incidents of bias-based harassment in a prompt, thorough, and effective manner. Due to challenges caused by the COVID-19 crisis and widespread school closures in spring 2020 which had a disproportionate impact on vulnerable populations such as ELLs and immigrant students, it is more important than ever to ensure that these educational rights of immigrant students are respected. Parents with questions or concerns regarding violations of DASA may call our ELL Parent Hotline at 1-800-469-8224 or email nysparenthotline@nyu.edu.

Mid-State Regional RBERN

As one of the eight RBERNs in New York, Mid-State RBERN covers nearly 35% of the state, from the St. Lawrence Seaway in the north to the Pennsylvania state line in the south (approximately 240 miles, north to south). This makes Mid-State RBERN the largest RBERN catchment area in New York State. Mid-State RBERN's service region is expansive and largely rural, with the majority of ELLs and their families residing in the cities of Binghamton, Ithaca, Syracuse, and Utica. Mid-State RBERN currently supports 126 districts and nine Boards of Cooperative Educational Services (BOCES) serving MLs, including 8,239 ELLs who speak 113 languages.



The Mid-State RBERN team, led by Executive Director Tanya Rosado-Barringer, is dynamic and diverse. Their success is attributed to their commitment and determination to keep students at the center of their work in collaboration with OBEWL, districts, and BOCES served in the Mid-State Region.



Tanya Rosado-Barringer is the RBERN Executive Director and a former ENL teacher and administrator with over 15 years experience.



Collette Farone-Goodwin is a full-time Resource Specialist at Mid-State RBERN with over 20 years of teaching experience working with diverse learners.



Yanira Stoker has taught for over 20 years in Early childhood, K-12 and Teacher Training, including helping teachers from Spain to teach in the US.



Maria Fenton has 30 years of teaching experience and is National Board certified. She supports districts with World Languages and ENL programs.

Some of the unique programs the Mid-State RBERN offers include:

- **The RBERNing Question Professional Learning Podcast Series** for all teachers of ELLs provides listeners with relevant and current topics of discussion addressing the academic, linguistic, and social-emotional needs of culturally and linguistically diverse student populations. Topics range from co-teaching to science instruction featuring local, international and national experts. 15 episodes are currently accessible on our [website](#). More podcasts are scheduled for release this fall.
- **Building Teacher and Leader Capacity and Efficacy through Coaching** is an ongoing, continuous coaching experience for cohorts of educators of ELLs to leverage and build their capacity in supporting ELLs in their district that is currently in development at Mid-State RBERN. We believe that our role as coaches is to support educators as they increase their own resourcefulness and self-directedness. We commit to engaging as learning partners in reflective, honest, research-based practices with our coaching clients.
- **Labs for World Language, ENL and Bilingual Education** are currently being explored by the Mid-State RBERN as an in-house and virtual professional learning model that takes place in a host teacher's room during the "new normal school day" with partner schools and the ENL, World Languages, and BE Councils. The lab classroom provides an authentic opportunity for colleagues to see ideas in practice.

Mid-State RBERN can be reached by phone at (315) 433-2664 or 2610, by fax at (315) 431-8585, or by email (tbarringer@ocmboces.org). Readers are also encouraged to visit the [Mid-State RBERN website](#).

The New York State Seal of Biliteracy (NYSSB)



With the new school year comes the opportunity to honor our students on the pathway to biliteracy. NYSSB provides a mechanism to acknowledge the importance of being bilingual in today's global society, to highlight the hard work and achievement of students, and to encourage them to continue pursuing language study.

The NYSSB is an award given by a school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation. Over 4,600 students earned this distinction in the 2019-20 school year, despite the COVID-19 related school closures.

To assist schools in implementing a NYSSB program, OBEWL in collaboration with the NYSSB Task Force and the Mid-West and Mid-State RBERNs have created a **NYSSB Guidance Toolkit** that contains a series of self-guiding modules. The modules, consisting of agendas, videos, presentation slides, and supporting documentation, can be used by the NYSSB Committee within a single school or among schools in a consortium looking to implement, improve, or expand their programs.

Current modules exist for the following 7 topics:

- Getting Started
- Planning to Implement the NYSSB
- Designing the Culminating Project and Promoting the NYSSB Program
- Monitoring Student Progress
- Preparing for Panel Presentations
- Celebrating the NYSSB
- Wrapping up Your Program

We anticipate posting the modules on the [NYSSB website](#) in the near future.

The four required forms for NYSSB programs have been updated for the 2020-21 school year and are posted on the website. They include:

- [The School Notification Form](#) (due by December 1st)
- [The Culminating Project Form](#) (due by April 15th)
- [The Seal Request Form](#) (due by May 31st)
- [The End-of-Year Data Form](#) (due by May 31st)

Seal of Biliteracy Coordinators and other school personnel who work to support students earning the NYSSB are encouraged to review the [NYSSB Handbook](#) also located on our website.

For more information on the NYSSB or for assistance in starting your own program, please contact Candace Black at candace.black@nysed.gov.



FOR YOUR INFORMATION—Updated Criteria to Earn the NYSSB

The New York State Board of Regents voted at their September 14th meeting to adopt the following changes to Part 100.5(h)(4)(a) of the Regulations of the Commissioner defining the criteria required to earn the NYSSB:

- **Change to Criteria 1A Regarding the Cancellation of the June 2020 and August 2020 Regents Exams:** The section was amended to provide that students who were unable to take applicable Regents exams due to COVID-19 related cancellation will satisfy criteria for the NYSSB that would have been met by the required June 2020 or August 2020 Regents exam(s), provided that such students have been exempted from the applicable Regents examinations in accordance with section 100.5(a)(5)(iv) of the Commissioner’s regulations.
- **Change to Criteria 1B:**
 - The section was amended to provide that ELLs will satisfy criteria for the NYSSB that would have been met by a 2020 NYS English as a Second Language Achievement Test (NYSESLAT) score through a combination of having achieved an English language proficiency level of Transitioning or Expanding on the 2019 NYSESLAT or NYSITELL and having earned credit in a course of study for ENL or BE in the 2019-2020 school year. This change provides parity for students who would otherwise be disadvantaged to earn the NYSSB due to the cancellation of the 2020 NYSESLAT.
 - The section is amended to update the NYSSB’s NYSESLAT score requirement. Prior to the 2015-2016 school year, the method of determining a student’s English language proficiency level was based on separate proficiency levels for each of the four language modalities (speaking, listening, reading, and writing). Beginning with the 2016 administration of the NYSESLAT, the method for determining a student’s English language proficiency level was changed to be based on a single scale score reflecting English language proficiency overall. The new language reflects this updated score reporting by allowing students to apply a NYSESLAT scale score of 290 towards the NYSSB. The Department has determined this score to be equivalent to the previous requirement of achieving the commanding proficiency level in two separate modalities.

News from the Office of Higher Education

In response to the COVID-19 crisis, the New York State Board of Regents [adopted an emergency measure](#) such that educators who hold an extension of an initial or provisional certificate with an expiration date of August 31, 2020 would have the expiration date extended to January 31, 2021 to correspond with the expiration date of their base initial and provisional certificates that were already extended from August 31, 2020 to January 31, 2021. The expiration date of the extensions was automatically changed in the [TEACH online system](#).



World Languages Needs Assessment Survey Results

A World Languages Needs Assessment Survey was conducted from June 15 to July 15, 2020 for world language teachers and administrators. The purpose of this survey was to collect feedback on stakeholder needs as schools plan to transition to a revised set of standards. A total of 2,096 responses were received. The responses exemplify a representative demographic sampling of our state's world language educators. 86% respondents identified as teachers, 9% as department chairs or coordinators, and 4% as administrators. Responses came from teachers of 16 different languages, with Spanish (68%), French (24%) and Italian (10%) representing the most common languages. Educators from all levels (elementary school through post-secondary) and all checkpoints (A, B, and C) made their voices heard in this survey. Responses were received from all eight regions of the state (Capital-East, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, and West). Finally, survey participation spanned all levels of experience from less than three years to 30 or more years. Respondents' profiles provide valuable information to OBEWL and the World Language Content Advisory Panel (WLCAP) on the constituencies that need to be engaged as part of the standards revision process. The full [Survey Results Report](#) can be found on our website.



**The New York State Association of
World Language Administrators (NYSAWLA)
is proud to present a free, online workshop:**



“Curating Authentic Resources for the World Language Classroom” by Leslie Grahn

November 3, 2020 - 8:00 AM – 12:00 PM

NYSAWLA, in collaboration with NYSED-OBEWL, is offering a free, online workshop for world language teachers and administrators working in New York State schools.

Leslie Grahn, a noted leader, presenter, author, and blogger in the field of world language education, will explore and discuss "authentic texts": what they are; ways to find, organize and curate them; and how to use them for intentional skill-building with students.

Those who attend the live, online workshop will be provided with a certificate of attendance documenting 4 hours of Continuing Teacher and Leader Education (CTLE) credit. A maximum of 950 registrations will be accepted. The live webinar will be recorded and uploaded to the NYSAWLA and OBEWL websites for on-demand viewing by teachers who are unable to attend virtually. Only those who wish to attend the live event need to register. Certificates of attendance will not be provided for on-demand viewing after the live event. For more information, visit our [website](#).



Register using this [online form](#):



Participants are encouraged to create a free Pinterest account prior to the date of the workshop (<https://www.pinterest.com/>).

NYSED Workshops for World Language Educators

NYSED and OBEWL are proud to present a series of Virtual Learning Workshops for World Language Educators aligned to the proposed revisions to the NYS Languages Other Than English (LOTE) Standards. These workshops for NYS educators created by the American Council on the Teaching of Foreign Languages (ACTFL) were originally offered as in-person events from January-March of 2020. About half of these events had to be cancelled due to the COVID-19 Pandemic. In response to this, OBEWL commissioned ACTFL to create online versions of these workshops that could be accessed by all World Language educators and administrators from schools within our state.

The three Virtual Learning Workshops are:

1. Focusing Learning through Standards and Can-Do Statements;
2. Developing Proficiency through High-Leverage Teaching Practices; and
3. Designing Effective Units of Instruction.

Each Virtual Learning Workshop consists of a processing guide, videos, presentation slides, activities, supporting documents, and a culminating application activity. Registration for Virtual Learning Workshop 1 (Focusing Learning through Standards and Can-Do Statements) is now available through our [website](#). The other two Virtual Learning Workshops will be released in late October and November, respectively. Participants can complete one, two, or three workshops in any order they wish once all have been released. CTLE credits can be earned for each workshop.

Registration process

World Language educators and administrators must provide a valid work email from a New York State school, college, or university to register. All schools in our state—public, private, charter, religious and independent—are eligible. Registrants will submit a [registration form](#), create a free ACTFL account*, and submit a self pre-assessment. **Please allow for one week from the time of completing the registration form to receiving the link to access the workshop.** Once a participant is registered for one workshop, they will gain access to all three workshops as they are released without having to fill out additional registration forms.

For more information on these Virtual Learning Workshops, please contact Candace Black at candace.black@nysed.gov or visit our [website](#).

** To create a free ACTFL account, visit the [ACTFL website](#). Enter your contact information, including your school email (not your personal email). This does NOT require you to become a member of ACTFL. All this does is set up a username and password for you to use in order to log into ACTFL's learning management system to access the content. Once your username and password are created, you will receive a confirmation email and will use these credentials to login into the workshop.*

Additional 4+1 Pathway Exam in Arabic Approved

The New York State Education Department recently approved a new Pathway Assessment in a LOTE which students may use meet the assessment requirements of their Regents or Local diploma using the NYSED's "4+1" pathway assessment option. ACTFL's Assessment of Performance toward Proficiency (AAPPL) in Arabic was added to the [Department-Approved Pathway Assessments in Languages Other Than English](#). Questions pertaining to the [Multiple Pathways](#) or graduation requirements can be directed to the Office of Curriculum and Instruction at (518) 474-5922 or emscgradreq@nysed.gov.



ACTFL Statement on Supporting Language Educators and Learners This Fall

ACTFL issued a statement in August in which they made the following five (5) recommendations in support of the language education community during and following the COVID-19 Pandemic:

1. Prioritize Educator and Learner Health and Safety;
2. Include Language Educators in the Decision-Making Process;
3. Focus on Equity and Access;
4. Invest in a Pipeline of Well-Prepared and Diverse Educators; and
5. Make Professional Development Widely Available.



Excerpt from the online article: *“The five recommendations above are essential to supporting all teachers and learners in the upcoming year and beyond. While the classroom experience is important, we cannot lose sight of the enormous pressure the pandemic is causing. We know educators are stressed. They are experiencing feelings of anxiety, confusion, and worry. We owe them the social and emotional support that is required to manage simultaneously their own families, the rigors of new teaching requirements and guidelines, and their students, many of whom are facing their own COVID-related trauma. Schools should consider dedicating specific blocks of time to focus on the emotional well-being of both teachers and students. Additional funding for counselors and training for staff must be prioritized. Resources that address self-care should be made widely available.*

We know the numerous benefits of multilingualism, which include increased cognitive function, career competitive advantage, better cultural understanding, and increased empathy. If we are serious about giving every student in the U.S. this critical skill set, we must prioritize access to high-quality language education. In a normal year, this would mean addressing issues like teacher recruitment and retention, teacher development, racial and socioeconomic inequalities in education, and respect for the teaching profession. With the emergence of COVID-19 and its profound effects on the education landscape, the stakes have been raised dramatically. If we fail to act in a measured way on behalf of today’s learners, we risk losing a generation of incredibly dedicated educators and support for language programs across the country could diminish considerably. Now is the time to act.”

To read the full article, visit the [ACTFL site](#).

Resource Collection for MLs

In response to New York State school closings due to the COVID-19 public health emergency, OBEWL has collected resources for educators to provide continuity of instruction for ELLs and World Language students. We are also providing educational resources for students and parents to continue moving ELLs toward English proficiency in the absence of face-to-face classroom instruction, and to support their remote learning of core content areas.

[Resource Collection for ELLs](#)

[Resource Collection for World Language Students](#)

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](#)

Tuesday, September 15th—
Thursday, October 15th is National
Hispanic Heritage Month!

For more information, visit [https://
hispanicheritagemoth.gov/](https://hispanicheritagemoth.gov/).



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[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.

