

# Office of Bilingual Education and World Languages

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## March 2022 Newsletter

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### Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

It is a privilege to greet you once again. Many changes in leadership have taken place at the New York State Education Department (NYSED). Close to our heart and home, Deputy Commissioner of P12 Education, Dr. Kimberly Young Wilkins, has announced her retirement. I would be remiss if I did not take this time to thank her for her fearless and unending support. Dr. Wilkins has never been shy in her advocacy on behalf of our children and families. We wish Dr. Wilkins complete happiness in her new journey.

We are delighted to share that NYSED has made two new appointments to continue the work. Angelique Johnson-Dingle is leaving her post as District Superintendent of the Western Suffolk BOCES to take on the role of Deputy Commissioner, P-12 Instructional Support. In addition, Jason Harmon has been promoted from his previous role as Assistant Commissioner of the Office of Accountability to serve as the new Deputy Commissioner, P-12 Operational Support. OBEWL looks forward to our collaboration with these two inspiring leaders.

As a state, our Chancellor and Commissioner continue to communicate our attention to Diversity, Equity, Inclusion (DEI) and customer service. DEI will help us make certain all children are supported and receive a quality education, as is their right. The focus on customer service is in continuing to build our professional relationship with all of you as our stakeholders. Our common goal is a quality education for all children.

In thinking about diversity, I believe the roles we play as advocates for our English Language Learners (ELLs) speak volumes. Languages celebrate differences, and they are assets we must protect. The mission to educate our children regardless of their home language connects us all. Language provides us with the ability to share our thoughts, feelings, and fears. Whether is it by speech, writing, or through sign, in conversation we find solutions!

We often say that our ELLs are an asset to our schools and our communities as their various languages enrich the lives of others. I find that our actions speak louder than words. For your courageous actions of opening, sustaining, and growing bilingual and dual language programs, and of introducing world languages earlier for your students, I celebrate you.

We will continue to be your voice at the state so that you are empowered to move our advocacy forward.

Thank you for all your continued commitment.

In unity,

*Elisa Alvarez*

## Bridges to Academic Success

Bridges to Academic Success is a curriculum development, teacher training project targeted at school improvement for Students with Inconsistent/Interrupted Formal Education (SIFE). The project is an extensive collaboration among CUNY researchers and content developers, language and literacy teachers, and school administrators in secondary schools throughout New York State. All materials are designed to meet the language, literacy, academic, and social-emotional needs of newcomer students. The mission of Bridges is to advocate for newly arrived immigrants with developing literacy by providing curriculum, resources, and training to educators. Below are spotlights on three educators who use the Bridges program.



Eymi Delgado is a Spanish-English bilingual, speaker who teaches ENL to 8th graders at Roosevelt Middle School in Long Island and uses both languages to support her SIFE. It is her teaching philosophy that supporting her students to learn independently can have an enormous impact on the rest of their lives. Being able to connect with her students remains a priority, and helping them succeed academically is her passion. The Bridges curriculum has been key in achieving her teaching goals. For Eymi, teaching during COVID has been challenging, but she has seen her Bridges students show progress and growth. Eymi teaches the Bridges curriculum in a hybrid environment where some students are in person while other students are learning from home. This year, despite setbacks caused by the

pandemic, she has seen high engagement and attendance from her students, as they are willing to learn, accomplish, and succeed.

Wilson A. Castro is the Assistant Principal at John Jay High School. He has worked with English as a New Language (ENL) and Newcomer students since he began his career in education 15 years ago. Aside from the usual responsibilities of helping students become academically successful and socially responsible well-rounded citizens, he has worked arduously along with his school's ENL teachers to make the Bridges program a staple at John Jay HS. ENL students have been at the forefront of his focus, not because they are the most important, but because they are the most vulnerable. He further explains that, "as educators we are called to make certain that a proper education is provided to all." Wilson's goal has always been to establish equity in the way curriculum is presented for his students, so that they may have a better and greater understanding of it. As an administrator, he has been charged with providing students with a viable program that will allow them to become academically successful, as well as independent learners. To this end, they have partnered with the Bridges program to help their SIFE solidify their literacy base and to provide them with an engaging curriculum.



Heidi Lloyd is an ENL teacher at Skaneateles High School. As an AmericaCorps member, Heidi developed an adult citizenship program, taught Pre-K to mostly ELLs, and co-created an initiative to support English language acquisition for adult male newcomers from Cuba. This is when Heidi realized her dream was to become an ENL teacher. After 20 years as a Social Studies teacher, she went on to become a business owner before returning to education as a district-wide ENL teacher. She recalls it as a wonderful, yet isolating, experience. In order to be an effective ENL teacher, she focused on supporting students, using the target language, and helping them feel welcomed, cared for, and safe. Heidi has seen how much her students benefit from a prescribed, focused, and

enriching program like Bridges. As students engage in the curriculum, they build confidence, and become active speakers, readers, writers, and listeners of English in the classroom. According to Heidi, Bridges has helped her overcome certain challenges by providing curriculum, coaching, and research.



## Long Island Regional Bilingual Education Resource Network Family Academy

*This is the third in a series of articles about family engagement activities being conducted throughout New York State by our Regional Bilingual Education Resource Networks (RBERNs). Please check back again next month for more.*



In the spring of 2020, the Long Island Regional Bilingual Education Resource Network (LI RBERN) launched their Parent Academy, which focuses on supporting families of English Language Learners (ELLs). During the spring of 2020, the LI RBERN Family Academy hosted 20 virtual sessions in five languages (Spanish, Mandarin, Urdu, Haitian Creole, and Turkish) reaching 377 family participants on a variety of time-specific topics including virtual learning strategies, family activities during school closures, and social emotional learning.

Throughout the 2020-21 school year, the LI RBERN Family Academy continued offering virtual sessions for parents in multiple home languages. A great deal of creative effort was spent on developing relationships with community based organizations (CBOs). CBOs such as the Cornell Cooperative Extension of Suffolk County, the NYC Department of Health Poison Control Center, Stony Brook Medicine Healthy Libraries Program (HeLP), and UnLocal, Inc. presented valuable information and strategies in multiple world languages to help families of ELLs stay safe, healthy, and happy. Additionally, strategic contracts with Nuestro Terreno Común Language Services, guest authors, and other service providers advanced families' ability to support the multilingual learning of ELLs at home, as well as the tools to advocate for themselves.

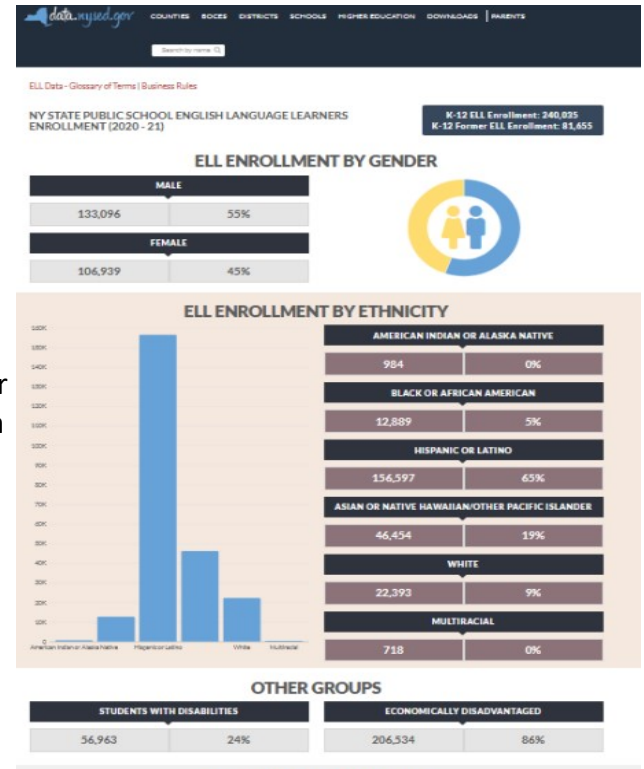
In 2020-21, the LI RBERN hosted 34 sessions for a total of 505 family participants. Now in 2021-22, the LI RBERN Family Academy is continuing to sustain its reputation, offering sessions for families on topics such as Financial Opportunities for Undocumented Students, Family Dynamics & Relationships, and Time Management. Upcoming sessions will focus on Parenting Teens, Communicating with Young Children, Explicit Vocabulary at Home, and Graduation Requirements. A majority of the sessions will continue to be offered virtually, out of convenience for families, with the hope of incorporating in-person experiences when the time allows. To find out more about the LI RBERN Family Academy, please visit their [webpage](#).



## 2020-21 NYSED ELL Data

The 2020-21 English Language Learner (ELL) data reports are now publicly available on the [NYSED Data Site](#). The ELL data reports contain ELL demographic data specific to each school district and county in New York State. Here you can find data about enrollment for current and former ELLs. Current ELL enrollment can be broken down by gender, ethnicity, grade level, and also into categories such as ELLs with disabilities and economically disadvantaged ELLs.

Additionally, the ELL data reports provide demographic information on ELL subgroups, ELL home languages, and ELL programs. This data covers: ELL newcomers who have received services for three years or less; developing ELLs with four to six years of services; and long-term ELLs who have completed six or more years of services. Further, the reports provide data on Students with Inconsistent/Interrupted Formal Education (SIFE). The reports also contain information on the number of ELLs in Bilingual or English as a New Language programs. Please click [here](#) to access the 2020-21 ELL data reports.



## 2022 World Language Professional Learning Series Continues

The Office of Bilingual Education and World Languages is continuing its series of professional learning workshops for world language educators. These online workshops are offered free of charge for world language educators and administrators working or studying in New York State schools, colleges, universities, BOCES/RBERNs, or other educational institutions. All workshops will take place from 4:00-5:00 p.m. so that educators can attend. Participants who attend these workshops via Zoom may earn a certificate of attendance or a certificate documenting Continuing Teacher and Leader Education (CTLE) credit. Recordings are made of all large-group workshops. Those who are unable to attend the virtual workshops may earn a certificate, including for CTLE credit, by watching the recording and earning a score of at least 7/10 on a post assessment.

Registration for these workshops is now open. Please note that registration for all workshops closes 24 hours prior to the event. There is no same-day registration. Only pre-registered attendees will be admitted into the workshops. Once the registrant's email address has been verified as being from a New York State educational institution, an email confirming registration will be sent. No registration is necessary to view the recordings of these workshops.

- [Understanding Standards-Based Lesson Planning](#) (March 31, 2022)
- [Preparing for Standards-Based Curriculum Planning](#) (May 19, 2022)



## **Summer 2022 Collaborative Unit Design Workshops for Checkpoint A**

In an effort to assure that as many educators as possible are prepared to revise their Checkpoint A curricula prior to implementation of the revised NYS Learning Standards for World Languages in September of 2023, OBEWL will host collaborative unit design workshops in the summer of 2022 in eight regions of New York (Capital, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Southern Tier, and Western regions). Teachers can attend one **or** both days to work collaboratively with others who teach the same language to develop sample Checkpoint A unit plans aligned to the revised standards. The events will run from 9:00 a.m. to 2:00 p.m. on each day with a one-hour break for lunch (not provided). A total of four (4) hours of CTLE credit will be awarded for each day attended. To participate, educators must register in advance using the following [online form](#). Registrations will be accepted on a first come, first served basis until the venue capacity has been reached.

Region	Dates	Location
Capital	Wednesday, June 29th Thursday, July 28th	Questar III BOCES 10 Empire State Blvd., Castleton-On-Hudson, NY 12033
Hudson Valley	Thursday, June 30th Wednesday, July 27th	SUNY New Paltz 1 Hawk Dr., New Paltz, NY 12561
Mid-State	Monday, June 27th Tuesday, July 12th	OCM BOCES 110 Elwood Davis Rd., Liverpool, NY 13088
Mid-West	Monday, July 11th Tuesday, July 19th	Monroe 2-Orleans BOCES 3599 Big Ridge Rd., Spencerport, NY 14559
Long Island	Thursday, July 14th Thursday, July 21st	Western Suffolk BOCES 31 Lee Avenue, Wheatley Heights, NY 11798
New York City	Tuesday, June 28th Wednesday, July 20th*	Long Island City HS 14-30 Broadway, Queens, NY 11106
Southern Tier	Wednesday, July 13th Monday, July 25th	BT BOCES, Johnson City Learning Center 500 Main St, Johnson City, NY 13790
West	Monday, July 18th Tuesday, July 26th	Erie 1 BOCES 355 Harlem Rd., West Seneca, NY 14224


\*The meeting on Wednesday, July 20th will start at 8:00 am and end at 12:00 pm.



# Administrator Reference Guide for World Languages—Part 2: The Standards in Action


The Administrator’s Reference Guide for World Languages is a three-part series of one-page briefs for administrators on the Revised NYS Learning Standards for World Languages. Parts 1 and 2 are now available in downloadable PDF format. Collectively, these one-page guides detail and illustrate key information about the revised NYS Learning Standards for World Languages, as well as related concepts, and offer administrators practical recommendations for supporting world language educators as they shift their instruction. The guides are sequenced to correspond with the phases of the standards implementation process. Part 1 of 3, “Planning for Implementation,” provides a brief overview of the standards, an implementation timeline, and recommendations for supporting professional learning and the standards implementation process. Part 2 of 3, “Standards in Action,” will further illustrate the standards and describe what language proficiency looks like at each of the three proficiency Checkpoints. This information will enhance administrators’ ability to understand what they are viewing when observing in a world language classroom or what world language educators are saying when they discuss their practice. The Part 2 documents are available for both modern and classical languages. Part 3 of 3, yet to be named, will be a set of world language-specific observable criteria that can be used as a complement to locally-adopted teacher evaluation rubrics. To facilitate their use, each criterion will be cross-referenced to common APPR rubrics. Following the publication of part 3, OBEWL will offer online webinars on the revised standards implementation for administrators.

- [Administrator Reference Guide - Part 1: Preparing to Implement the revised World Language Standards](#)
- [Administrator Reference Guide - Part 2: The Standards in Action \(Modern Languages\)](#)
- [Administrator Reference Guide - Part 2: The Standards in Action \(Classical Languages\)](#)



New York State  
EDUCATION DEPARTMENT  
*Knowledge > Skill > Opportunity*

OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES  
NEW YORK STATE EDUCATION DEPARTMENT  
<http://www.nysed.gov/world-languages>




Administrator Reference Guide  
**Revised New York State Learning Standards for World Languages**  
Part 2 of 3: The Standards in Action  
(Modern Languages)


**The Learning Standards Defined and Illustrated**

To know what the revised [NYS Learning Standards for World Languages](#) look like in action, it’s important to understand them individually and collectively. As defined and illustrated below, Interpretive Communication is an *input*-based standard, while Interpersonal and Presentational Communication are *output*-based standards. It is through input that learners make meaning of the target language and through output that they can interpret input and express their own meaning.


Revised NYS Learning Standards for World Languages (Modern Languages)




**Input**




**Output**



**Input or Output**



**Anchor Standard 1: Communication**



**Anchor Standard 2: Culture**

**1. Interpretive Communication:**  
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

**2. Interpersonal Communication:**  
Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.

**3. Presentational Communication:**  
Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.

**4. Relating Cultural Practices and Products to Perspectives:**  
Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

**5. Cultural Comparisons:**  
Learners use the target language to compare the practices and products of the cultures studied and their own.

Communication icons created by G. A. Suárez, Cobb County Public Schools World Languages Department and authorized for use under CC 4.0

**Identifying Learning Targets with Can-Do Statements**

With contextualized communicative proficiency development at the heart of the Revised NYS Learning Standards for World Languages, unit- and lesson-level learning targets are designed to reflect these priorities. Written as “Can-Do Statements,” learning targets begin with “I can” followed by a *language function* (purpose for communication) and *meaningful context* (that may be cultural or content-based). **Language functions** (in red above) are associated with specific standards. Meaningful contexts derive from the [NYS World Language Themes and Topics](#). **The role of vocabulary and grammar is to support learners’ ability to carry out the language function(s) in the meaningful context and may be noted in Can-Do Statements at the lesson level.** The examples below align to Standard 3, Presentational Communication:

- **Unit-level:** I can *persuade* others to make environmentally-conscious choices.
- **Lesson-level:** I can *persuade* members of the school community to make environmentally-conscious choices using informal commands by creating a public service announcement poster.

**World Language Can-Do Statements and Content-Area Learning Objectives Compared**

The chart below compares world language Can-Do Statements to content-area learning objectives.

World Language Can-Do Statements with Acceptable Evidence	Content-Area Learning Objectives (ABCDE Model)
I Can + <ul style="list-style-type: none"> <li>• Student-facing, student-friendly</li> </ul>	A – Audience <ul style="list-style-type: none"> <li>• Teacher facing: Students will be able to (SWBAT)</li> </ul>
Language Function + <ul style="list-style-type: none"> <li>• Purpose for communication, as per learning standard</li> </ul>	B – Behavior <ul style="list-style-type: none"> <li>• Observable action; may reflect Bloom’s Taxonomy</li> </ul>
Meaningful Context + <ul style="list-style-type: none"> <li>• As per NYS WL Themes and Topics; may be cultural or content-based</li> </ul>	C – Condition <ul style="list-style-type: none"> <li>• Supports, tools, or other learning conditions</li> </ul>
Supporting Language Form(s) (optional) + <ul style="list-style-type: none"> <li>• Language structure and/or vocabulary</li> </ul>	D – Degree <ul style="list-style-type: none"> <li>• Accuracy, mastery</li> </ul>
Acceptable Evidence <ul style="list-style-type: none"> <li>• Communicative task appropriate to proficiency level</li> </ul>	E – Evaluation <ul style="list-style-type: none"> <li>• Assessment</li> </ul>

**Identifying How Well Learners Can Perform at Three Proficiency Checkpoints**

How well a learner carries out a language function and associated tasks depends on their proficiency level. **Language proficiency—what students can do with language—**develops with time and repeated use of the target language in varied contexts. The chart below summarizes expectations in terms of *input* and *output* at Checkpoints A, B, and C, each a two-year course of study in a grade 7-12 program. In programs that start world language study prior to grade 7, Checkpoint A begins with the first course in the sequence. More precise performance descriptors by Checkpoint and Standard are found in the NYS World Language Performance Indicators for [Category 1-2 Modern Languages](#) (Roman alphabet-based languages and ASL) and [Category 3-4 Modern Languages](#) (non-Roman alphabet-based languages and Indigenous languages).

Summary of Input- and Output-Based Performances by Language Category and Proficiency Range						
Proficiency Level	Novice-Level Proficiency			Intermediate-Level Proficiency		
Proficiency Sub-Level	Low (NL)	Mid (NM)	High (NH)	Low (IL)	Mid (IM)	High (IH)
Category 1-2 Modern Languages	Checkpoint A			Checkpoint B		
				Checkpoint C		
Category 3-4 Modern Languages	Checkpoint A			Checkpoint B		
				Checkpoint C		
	Input: Can understand words and phrases and the main idea from a simple, highly-predictable text with strong visual support.			Input: Can understand main ideas and some supporting details on familiar topics from a variety of texts. At the IH level, begins to understand main ideas and details of complex texts on a range of topics including those of community, national, and international interest.		
	Output: Can express short, simple messages in highly familiar contexts using isolated words and phrases; may be difficult to understand.			Output: Can create with language and ask and answer questions on familiar topics in straightforward survival situations using sentences and strings of sentences. At the IH level, begins to narrate and describe in major time frames in paragraph-level production on a range of topics including those of personal, community, national, and international interest.		



## Highlighting Bilingual Education Through Dual Language Programs

Southampton Union Free School District is home to one of our wonderful bilingual education programs. Upon entering the doors of either their elementary, middle, or high school you'll find a culturally rich, Spanish dual language bilingual program that begins in kindergarten and continues through twelfth grade.

Often there are so many questions surrounding implementation of dual language, especially through high school. Ana Martinez, Director of ENL, Dual Language/WL and Diversity, Equity and Inclusivity PreK-12, explains that while the work of advocacy for our English Language Learners (ELLs) can be difficult at times. In Southampton it has only fueled their fire and determination for bilingualism, biliteracy, and biculturalism.

Currently, 25.9% of their student population are ELLs. This percentage includes former ELLs, which is an important point that Director Martinez emphasizes. "The work doesn't stop once our ELLs reach that final level of proficiency according to the NYSESLAT. Students continue in bilingual education as they develop multiliteracies in both Spanish and English." Equity is a focus in the district; they strive each day to put that into action for all of their ELLs, honoring the belief that language, culture, and access must be at the forefront of their work.

Superintendent of Schools, Nicholas J. Dyno, Ed.D., took a stance for bilingual education through a decision he made only a couple of years ago. The demand for dual language education in his district, left Spanish and English dominant students on waitlists. In an effort to offer access to their dual language program, Dr. Dyno worked with his administrative team to turn all of his elementary classrooms into dual language classes. All students currently enrolled in grades K-2 are dual language students! *¡Qué emoción!* In two short years, their elementary school will be a complete dual language school.

Director Martinez and her team released their first newsletter in March and we invite you to use the link below to read more on their dynamic program and get to know, not only the ELLs, but all the students of Southampton.

[South Hampton Union Free School District](#)  
[ENL, Bilingual, and World Language Newsletter](#)





## **Affordable Connectivity Program**

The Affordable Connectivity Program is a Federal Communications Commission (FCC) benefit program that helps ensure that households can afford the broadband they need for work, school, healthcare and more.

The benefit provides a discount of up to \$30 per month toward internet service for eligible households and up to \$75 per month for households on qualifying Tribal lands. Eligible households can also receive a one-time discount of up to \$100 to purchase a laptop, desktop computer, or tablet from participating providers if they contribute more than \$10 and less than \$50 toward the purchase price. The Affordable Connectivity Program is limited to one monthly service discount and one device discount per household.

The ACP toolkit includes downloadable Affordable Connectivity Program social media images, fact sheets, and other outreach content and materials that can be customized for consumer awareness campaigns. Check out the Affordable Connectivity Program Consumer FAQ for more information about the benefit. If you need to talk to someone about your eligibility or application status, call the ACP Support Center at (877) 384-2575. To enroll, go to [ACPBenefit.org](https://www.fcc.gov/acp) to submit an application or print out a mail-in application and contact your preferred participating provider to select a plan and have the discount applied to your bill.

### **Who Is Eligible?**

A household is eligible for the Affordable Connectivity Program if the household income is at or below 200% of the Federal Poverty Guidelines, or if a member of the household meets at least *one* of the criteria below:

- Participates in certain assistance programs, such as SNAP, Medicaid, Federal Public Housing Assistance, SSI, WIC, or Lifeline;
- Participates in Tribal specific programs, such as Bureau of Indian Affairs General Assistance, Tribal TANF, or Food Distribution Program on Indian Reservations;
- Participates in the National School Lunch Program or the School Breakfast Program, including through the USDA Community Eligibility Provision;
- Received a Federal Pell Grant during the current award year; or
- Meets the eligibility criteria for a participating provider's existing low-income internet program.

For more information on this program, please visit the [Affordable Connectivity Program website](https://www.fcc.gov/acp).

### **TWO STEPS TO ENROLL**

# 1

Go to [ACPBenefit.org](https://www.fcc.gov/acp) to submit an application or print out a mail-in application.

# 2

Contact your preferred participating provider to select an eligible plan and have the discount applied to your bill.

Some providers may have an alternative application that they will ask you to complete.

Eligible households must both apply for the program and contact a participating provider to select a service plan.

### **LEARN MORE**

 Call 877-384-2575, or

 Visit [fcc.gov/acp](https://www.fcc.gov/acp)

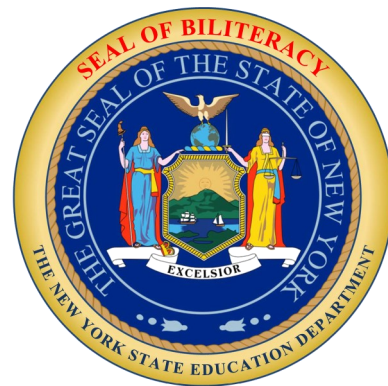




## Culminating Projects for the Seal of Biliteracy

Schools that offer the New York State Seal of Biliteracy must submit a series of three forms in each year they offer the Seal:

- The [NYSSB School Notification form](#), which notifies NYSED of their intent to offer the Seal in the current school year and is submitted by **December 1st**;
- The [Culminating Project Notification form](#) (below), which notifies NYSED of the date and location of Culminating Project Presentations, as well as the languages in which the presentations will be given, and is submitted by **March 15th**; and
- The [End of Year Data form](#), which provides data on Seal earners to NYSED, and is submitted by **May 5th**.



Each year, the Office of Bilingual Education and World Languages (OBEWL) schedules visits with a small sample of schools offering the NYSSB for two purposes: (1) to observe and participate in Culminating Project Presentations and (2) to provide feedback and support to schools in this process. Schools must have offered the NYSSB for at least two years in order to be selected. All NYSSB schools must complete the online Culminating Project Notification Form in each year that they offer the NYSSB. A template ([Word](#), [PDF](#)) is provided so that schools can view the entire form before completing the online form. Only online submissions of forms will be accepted. The template form should not be emailed to NYSED.

All schools offering the NYSSB must submit this form electronically no later than March 15th of each year in which the NYSSB is offered. If your school is selected, you will be notified no later than March 31st with the date and time of visit and the name and contact information of the representative that will be present.

On the Culminating Project Notification Form, high schools will provide:

- Seal Coordinator contact information;
- Location for the presentations;
- Languages in which the presentations will be given; and
- Date(s)/time(s) of the culminating project presentations.

For more information on the New York State Seal of Biliteracy, please visit our [website](#).



### **NYSSB Culminating Project Form Template (2021-22)**

*This TEMPLATE is being provided so that schools can gather the required information before entering it on the [online form](#) on or before **March 15th** of each year the NYSSB is offered.*

Each year, the Office of Bilingual Education and World Languages (OBEWL) will schedule visits with a small sample of schools offering the NYSSB for two purposes: (1) to observe and participate in Culminating Project Presentations and (2) to provide feedback and support to schools in this process. The online form is used to notify the New York State Education Department (NYSED) of the date(s), time(s), location(s), and language(s) of these presentations so that a visit may be scheduled, if your school is selected. Schools must have offered the NYSSB for at least two years in order to be selected. This TEMPLATE is being provided so that schools can view the entire form before completing the [online form](#). Only online submissions of forms will be accepted. **Do not email this form to NYSED.**

All schools must submit this form electronically no later than **March 15<sup>th</sup>** of each year in which the NYSSB is offered. If your school is selected, you will be notified no later than March 31<sup>st</sup> with the date and time of visit and the name and contact information of the representative that will be present.

#### School Information

1. District name		2. School name	
3. Contact name	First:	Last:	
4. Phone		5. Email	
6. Not including the current school year, has your school offered the NYSSB for at least two years? (Years can be non-consecutive.)	<input type="checkbox"/> Yes <input type="checkbox"/> No		

#### Culminating Project Presentations in World Languages

7. Location of presentations	
8. Street	
9. City	10. Zip
11. Dates and times of presentations by language (e.g., Spanish – April 15th, 12:00-2:30 pm; Arabic – April 16th, 11:00-11:30 am)	
12. Are you planning for in-person or virtual presentations, or both?	<input type="checkbox"/> In-person only <input type="checkbox"/> Virtual only <input type="checkbox"/> Both In person & virtual
13. Does your school have the capability of allowing for a virtual visitor?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Submit this information electronically using the [online form](#) by no later than March 15th:

## **News from Other NYSED Offices**

The New York State Archives and the Archives Partnership Trust are now accepting entries for the [2022 New York State Student Research Awards program](#). In its 32nd year, the Student Research Awards program is a statewide historical research competition for students in grades four through twelve. This annual program provides an award to students whose projects are selected as winners in the elementary, middle school, and high school divisions. All projects must use historical records, contain an annotated bibliography, and be nominated by a mentor. The deadline for submissions is July 1, 2022.

NYSED is accepting applications for the [2022 Summer Food Service Program \(SFSP\)](#). Last year, 574 sponsoring organizations served meals at more than 3,000 locations across the state. The SFSP will operate throughout New York State from June 27 through September 5, 2022. Potential new sponsors may request a sponsor application and obtain additional information on NYSED's [SFSP website](#).

[Expanded high school equivalency computer-based testing options](#) will be available to test takers beginning in 2022 under a contract with the GED Testing Service (GEDTS). The GED exam is a well-recognized test of the academic knowledge and skills needed for college and career readiness as defined by NYSED's standards for adult education. With its computer-based testing options, GEDTS will provide greater flexibility and increased access to the exam for more of New York's students.

The [regulation](#) to allow registered nurses (RNs) to provide COVID-19 vaccines to New Yorkers who choose to be vaccinated has been in effect as an emergency rule since October 2021, and it was permanently adopted by the Board of Regents at its February 2022 meeting. In the case of vaccinating a child, the regulation requires RNs to obtain a parent or guardian's written permission (informed consent) before the RN may vaccinate a child against COVID-19. The regulation does not allow an RN to administer a COVID-19 vaccine to any child without written permission from the child's parent or guardian. The regulation is not specific to school nurses. It is a local school decision whether to allow vaccines to be administered in school (again, only with the written consent from a child's parent or guardian), whether by the local Department of Health or the school-employed RN.

The [Educator's Reference Complete](#) is a fantastic resource for educators & education students, providing access to materials covering pre-school to college and most educational specialties, including technology and bilingual education.

## 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 – EB505, Albany, NY 12234, (518) 474-8775

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.

