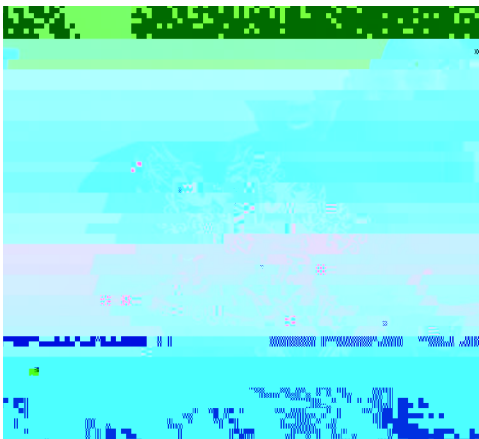


The New York French American Charter School (NYFACS) was the first bilingual Franco-American public charter school in the United States. Founded in 2010, the school was established to address the needs of francophone communities of New York City, including the Little Senegal section of Harlem, where NYFACS is located. Its mission is to develop bilingual, biliterate global citizens who will be the leaders of tomorrow. At present a Prekindergarten through 8th grade school, NYFACS boasts a diverse student body and native French-speaking teachers from the francophone global community.

On Monday, September 19, 2022, the new middle school building of the New York French American Charter School was inaugurated



by Pap Ndiaye, French Minister of National Education and Youth. Minister Ndiaye shared that French is the language of the future. In 2050, the French-speaking world will include over 700 million people who speak French at home. An embodiment of this himself, Minister Ndiaye is the product of a French mother and a Senegalese father. In his remarks at this event, he shared the critical role that bilingual education plays in providing equitable access for all to a high-quality education that develops learners with 21st century skills, including students who can communicate in multiple languages and with intercultural competence.

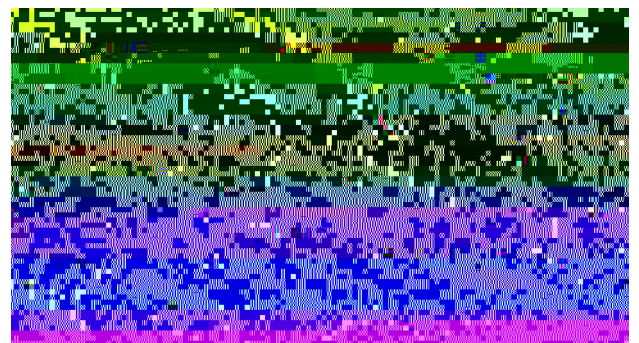


Additional comments were offered by NYFACS principal, Dr. Bertrand Tchoumi, leaders within the New York City Department of Education, and other NYFACS staff members. Several students gave testimonials regarding their school in both English and French.

Principal Tchoumi spoke of his students in the following way: Our students are citizens of the world. From the youngest students and throughout all grades, we instill the notion of respect and curiosity for different cultures. Children who learn in the bilingual environment of NYFACS gain a unique perspective on the world and are prepared for the complex,

multicultural environment of tomorrow.

Following the inaugural presentation, M. Ndiaye unveiled an inauguration plaque and attendees were treated to a traditional drumming demonstration by students, pictured here on the right.



For more information on NYFACS, please visit their [website](#).



While the number of English Language Learners (ELLs) within New York State has increased by around 1.8% (3% out of New York City) in the last decade, the academic gap between ELLs and their non-ELL peers has remained relatively constant. ELLs may experience various stressors including acculturation, English proficiency expectations, the trauma of immigration, discrimination, bullying, and socio-economic disadvantage. Student well-being including social and emotional, physical, and cognitive capacities needs to be centralized in sustainable education. Research has shown that social-emotional competencies positively impact mental health and academic performance. Cognitive development and social emotional learning (SEL) are intertwined to help students build the competencies for college and career readiness and civic life.

How do we implement SEL to ensure ELLs' academic success and well-being? The first principle in teaching should be the integration of academic, social, and emotional learning. Besides curriculum, flexible and achievable practices should be developed and implemented continuously and consistently in instructional and non-instructional spaces. Whole child support, family engagement, school support, and community involvement are essential components of SEL for ELLs. A growing number of SEL frameworks encompass a whole school approach to strengthening SEL through authentic and equitable partnerships between schools, families, and communities.

The following core practices are recommended for to support SEL of ELLs and also of the educators that support them.

Build knowledge of ELLs' linguistic and social-emotional background.

Understand the language demands inherent in each SEL task.

Develop scaffolding for SEL instruction to enable ELLs to successfully participate in independent and class activities.

Set high expectations and provide rigorous, adaptive instructions.

Involve parents and students in curriculum design to affirm a sense of identity & dignity for an inclusive learning and social environment.

Use mindful reflections on thoughts, emotions, and behaviors in independent and group PBL work to develop assertiveness, empathy, critical thinking skills, and a growth mindset with positive attitudes.

Apply compassionate communication practices in PBL teamwork to foster responsible decision-making, build a self-agency in learning, and establish mutually supportive relationships.

Provide guidance on leveraging OST pr

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Initiate a dual capacity-building framework for family engagement and collaboration between teachers and parents in terms of confidence, cognition, and connections.

Reduce family social isolation/exclusion through collective parent engagement and family support.

Establish a shared vision and mission for SEL.

Build consensus and commitment to SEL among all educators.

As the school year moves forward, the Office of Bilingual Education and World Languages (OBEWL) wants to reshare our educator tools and supports to help both teachers and their ELL students experience a successful 2022-2023. Our office works with numerous experts who specialize in language acquisition and instruction for English Language Learners to present the educators of New York State useful and timely tools to support their pedagogy and ultimately assist in allowing ELLs to realize their full potential not only in English but also in their home language and within all content areas.

We hope these resources will be helpful during the new school year, and we invite each of you to reach out for more information on pedagogy by visiting [OBEWL](#)

This October, the staff from all regions of our RBERN teams joined OBEWL in Albany for a staff retreat. During this in-person opportunity for statewide collaboration and support, the teams

The American Association of Teachers of Italian (AATI) has selected Greece CSD Italian teacher Ida Wilder as the 2022 recipient of the Distinguished Service Award for K-12 Teaching. This award aims to recognize AATI members for distinguished service to the Association as well as notable teaching and/or published scholarship in the fields of Italian language, literature, cinema, culture, and civilization. The award consists of a plaque and lifetime membership in the AATI and is presented under the auspices of the AATI Selection Committee at the Association's annual convention.

Ms. Wilder has taught the Italian language and culture in the same school district for 43 years. To both her students and her colleagues, she is an inspiration, opening their eyes to the beauty of Italy's language and culture and encouraging both students and adults to visit, study, and live in Italy. Ms. Wilder is not only an animated teacher in the classroom, but has also led 40 student trips to Italy including student exchanges with cities such as Bologna and Pescara. In 1994, her outstanding achievement in teaching was recognized via the New York State Association for Language Teachers (NYSALFT) Ruth E. Wesley Distinguished Teacher Award.

In addition to the more than four decades of classroom instruction in Italian at the Greece Central School District, Ms. Wilder has also served as an adjunct instructor of Italian at various Rochester-area colleges for more than 20 years. She is committed to the preparation of the next generation of Italian teachers through World Language Methods courses and by serving as a cooperating teacher. This commitment to the teaching profession is also evident through her long-standing participation in professional organizations, including as AATI, NYSAFLT, Italian Teachers Association of Central New York (ITACNY) and National Italian American Foundation (NIAF). Finally, Ms. Wilder has been a College Board consultant for Italian for 16 years and continues to be involved in the development of the AP Italian Language course and exam. She has also been an instructor of the AP Italian Summer Institute for 16 years.

A memo regarding the [delay in the Transition of New York State English as a Second Language Achievement Test \(NYSESLAT\) to Computer-Based Testing](#) can be found here.

November is Native American Heritage Month, and we are celebrating by sharing [educational resources](#) from the Library of Congress, the U.S. National Archives, the National Endowment for the Humanities, the National Gallery of Art, the National Park Service, and the Smithsonian to help students learn about Native American history and traditions. Students can also learn about the rich and diverse cultures, histories, and contemporary lives of Native Peoples with the [Native Knowledge 360° Education Initiative](#) a feature from the [National Museum of the American Indian](#). The New York State Museum is honoring the cultural heritage, diverse histories, and continuing

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 \(statewide\)](#)

[Mid-State RBERN at OCM BOCES](#)

[Capital District Region RBERN at Questar III BOCES](#)

[Mid-West RBERN at Monroe 2 - Orleans BOCES](#)

[Hudson Valley RBERN at SW BOCES](#)

[New York City RBERN at Fordham University](#)

[Long Island RBERN at Eastern Suffolk BOCES](#)

[West Region RBERN at Erie 1 BOCES](#)

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[Bilingual Education website](#)

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[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.

