



THE NEW YORK STATE SEAL OF BILITERACY (NYSSB) GUIDANCE TOOLKIT

Module 3: Designing the Culminating Project and Promoting the NYSSB Program



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and Shawnna Sweet (Mid-West RBERN)**



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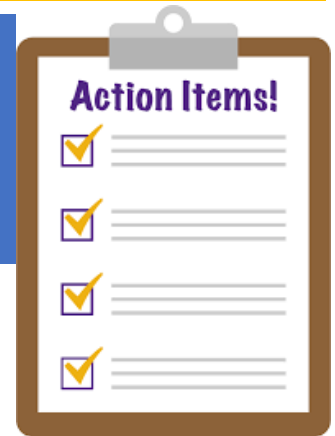
MODULE 3 OBJECTIVES

Participants will be able to:

- ❑ State two ways to promote the NYSSB program with students and families;
- ❑ Describe the role of the advisor; and
- ❑ Understand the criteria of the Culminating Project and Presentation, including:
 - Develop a description of your school's project;
 - Review a sample rubric and begin to develop a rubric for your own school; and
 - Plan the logistics of the panel presentation.



REVIEW MODULE 2 ACTION ITEMS



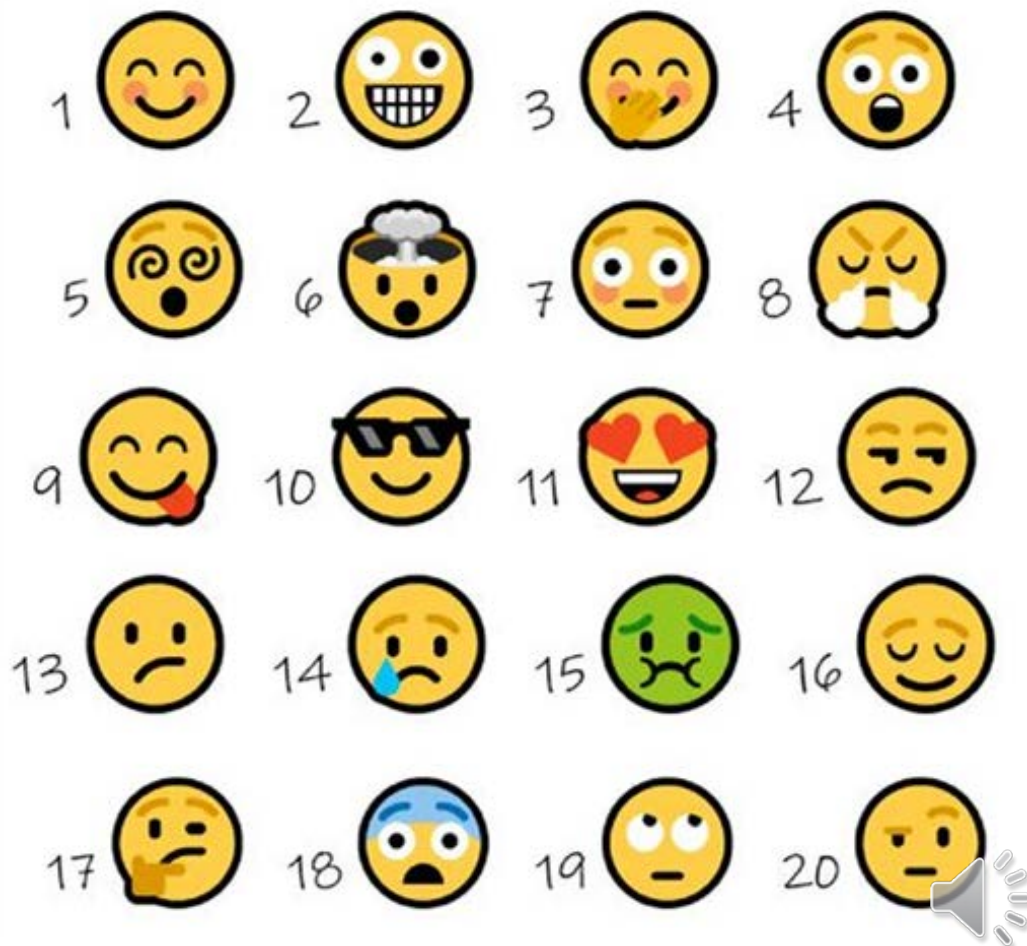
Did your SBC accomplish the following:

- Schedule the Board of Education presentation (share date, and time) and develop a presentation for the event;
- Plan for faculty outreach (date, time of meeting and any resources catered for your school);
- Finalize the implementation plan (review final copy of plan vetted by your SBC); and
- Finalize the School Notification Form?



WARM UP

- Look over the following emojis.
- What # emoji best describes how you are feeling about the NYSSB implementation process and why?



THE PLANNING STAGE

Share how you have planned to promote the NYSSB within your school community:



- Board of Education presentation update;
- Plan for faculty outreach;
- Finalized implementation plan; and
- School Notification form.



TIMELINE

Module 3 occurs between the Planning Implementation stages.

Planning Stage	Formation Seal of Biliteracy Committee: <ul style="list-style-type: none"> Determine members of the Seal of Biliteracy Committee (SBC): Administrator, Guidance counselor, World Language Teacher, ELA teacher, ESOL/ENL teacher, Other members SBC members read the NYS Seal of Biliteracy Handbook 	Aug-Sept
	Communication of the program: <ul style="list-style-type: none"> Advertise the Seal of Biliteracy to the school community Establish points of contact for the students, parents and stakeholders 	Sept-Oct
Recruitment Stage	Identification of the qualified cohorts and plan development: <ul style="list-style-type: none"> Identify students who are qualified and interested in applying for the Seal Determine how students will earn their 3 credits each for both World language and English Develop rubrics for both world language and English presentation Create a timeline for important events Begin plans for student recognition and awards Identify potential student candidates for future years to inform and begin the process of planning for Seal candidacy 	Oct-Nov
	Notification to NYSED of intent to establish the NYSSB program for the year: <ul style="list-style-type: none"> Complete the online School Notification Form (by December 1) 	Nov-Dec
Implementation Stage	Student application and scheduling an advisor: <ul style="list-style-type: none"> Students submit applications Match Seal candidates with advisors 	Dec- Jan
	Student Evaluation: <ul style="list-style-type: none"> Advisors monitor students' progress and prepare for presentations World language assessments completed Panel presentations conducted Submit online Culminating Project Notification Form (by April 15) 	Jan-May
Celebration Stage	Ordering of the Seal Image: <ul style="list-style-type: none"> Submit online Seal Request Form (by May 31) Email the End-of-Year Data Form Excel spreadsheet (by May 31) Finalize plans for student recognition and awards 	May
	Celebrating students' achievement: <ul style="list-style-type: none"> Recognize student achievements Use SIRS code 8312 to designate the Seal of Biliteracy on students' transcripts Affix Seals to diplomas Distribute medallions for students to wear at graduation 	June
Reflection Stage	Review data and processes: <ul style="list-style-type: none"> SBC members review progress, subgroup data and procedures Celebrate successes and discuss areas of growth Identify potential student candidates for the following year 	June-Aug



PROMOTING THE NYSSB

Tips & Tools:

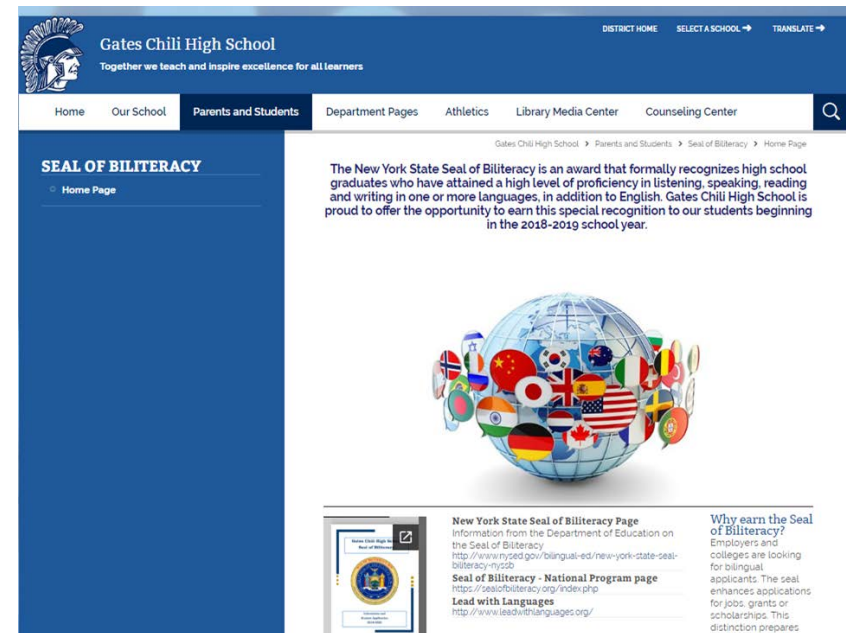
- Advertise in the school building
- Create an informational video ([Example from Webster CSD](#))
- Host student interest meetings
- Present to ELA, ESOL, and World Languages classes
- Administer Student Self Assessments ([Example from South Jefferson CSD](#))



PROMOTING THE NYSSB

Tips & Tools:

- Determine eligibility and invite potential candidates to apply.
- Send letters or emails home.
[\(Example: Parent Letters in 7 Languages\)](#)
- Present at a Parent-Teacher Organization Meeting.
- Include in school newsletter or website.



[Website courtesy of Gates-Chili CSD.](#)



PROMOTING THE NYSSB

The opportunity for students to earn the NYSSB can be shared with all stakeholders, including students, parents and families, building level faculty and administrators, district level administrators, school board members, and community members.

Resource:

[NYS Seal of Biliteracy Flyer](#)
[Available in 13 Languages](#)

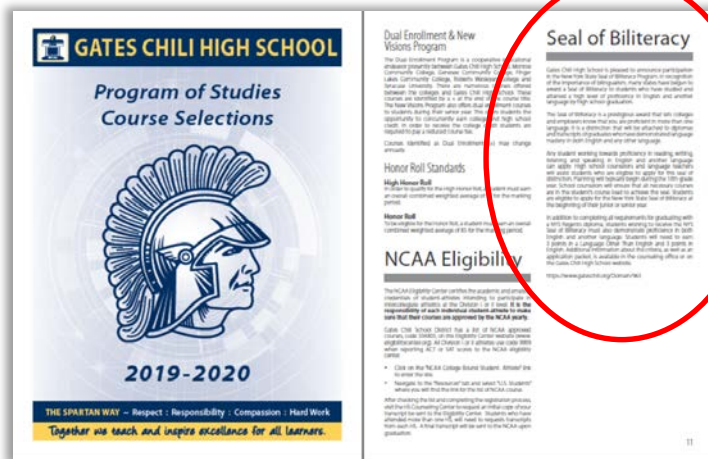


Posters translated courtesy of the [NYS Language RBERN at New York University](#).

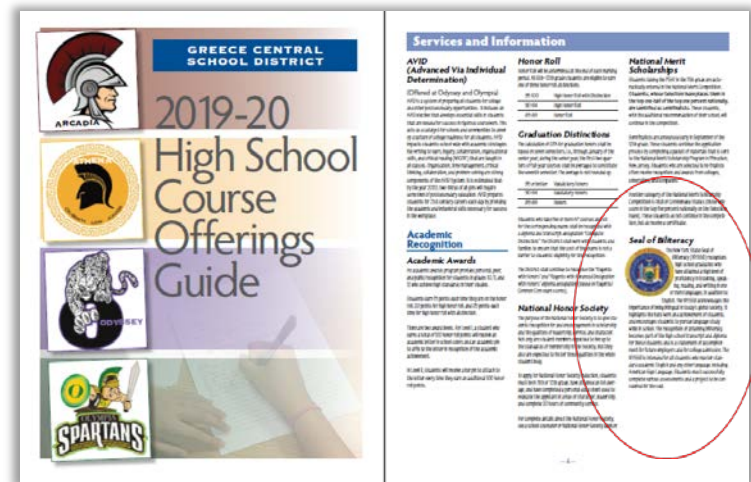


PROGRAM OF STUDIES

Your district may also wish to consider including the NYSSB in its formal Program of Studies/High School Course Offerings Guide to ensure that students and families know about this opportunity as early as possible.



[Document courtesy of Gates-Chili CSD.](#)

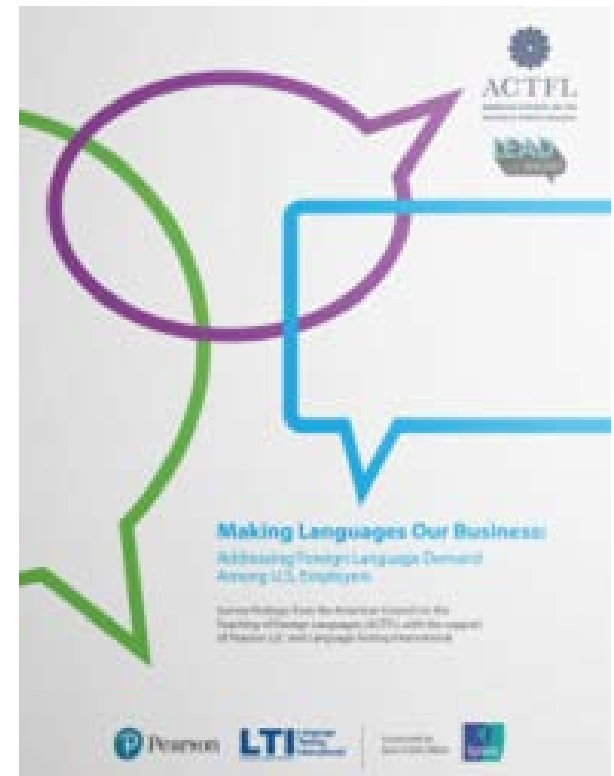


[Document courtesy of Greece CSD.](#)



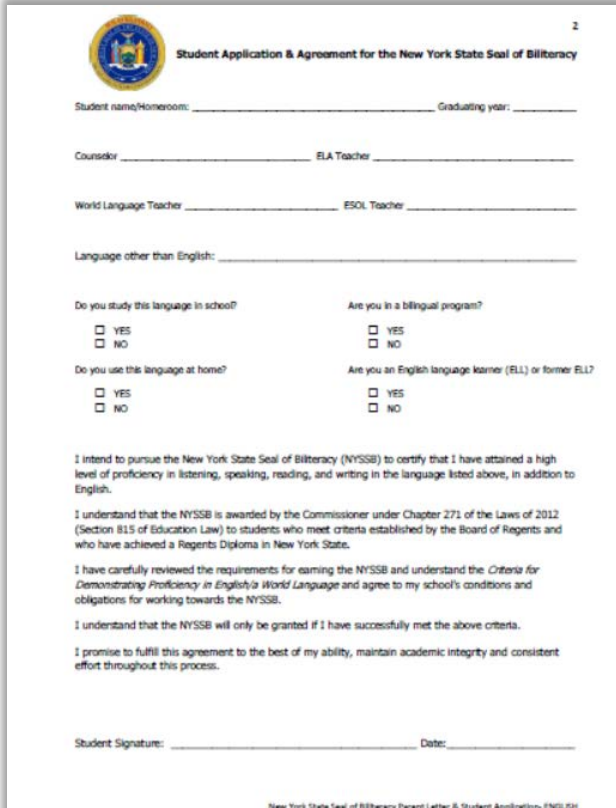
LANGUAGE SKILLS IN HIGH DEMAND!

The American Council on the Teaching of Foreign Languages (ACTFL) and its Lead with Languages campaign, conducted a survey of 1,200 U.S. employers, and the resulting 2019 report, [Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#), indicates an urgent and growing demand for language skills in the workplace.



STUDENT APPLICATION

- Schools/Districts create an application form for students to confirm their intention of attaining the Seal of Biliteracy.
- The purpose of the application is to formalize the students' commitment to the process and allow for tracking of candidates' progress.



The form is titled "Student Application & Agreement for the New York State Seal of Biliteracy" and includes the NYS Seal of Biliteracy logo. It contains fields for student information, teacher signatures, and checkboxes for language proficiency. The form also includes a section for the student to affirm their commitment to the Seal of Biliteracy process.

2

Student Application & Agreement for the New York State Seal of Biliteracy

Student name/Homeroom: _____ Graduating year: _____

Counselor _____ ELA Teacher _____

World Language Teacher _____ ESOL Teacher _____

Language other than English: _____

Do you study this language in school? ☐ YES ☐ NO

Are you in a bilingual program? ☐ YES ☐ NO

Do you use this language at home? ☐ YES ☐ NO

Are you an English language learner (ELL) or former ELL? ☐ YES ☐ NO

I intend to pursue the New York State Seal of Biliteracy (NYSSB) to certify that I have attained a high level of proficiency in listening, speaking, reading, and writing in the language listed above, in addition to English.

I understand that the NYSSB is awarded by the Commissioner under Chapter 271 of the Laws of 2012 (Section 815 of Education Law) to students who meet criteria established by the Board of Regents and who have achieved a Regents Diploma in New York State.

I have carefully reviewed the requirements for earning the NYSSB and understand the *Criteria for Demonstrating Proficiency in English/a World Language* and agree to my school's conditions and obligations for working towards the NYSSB.

I understand that the NYSSB will only be granted if I have successfully met the above criteria.

I promise to fulfill this agreement to the best of my ability, maintain academic integrity and consistent effort throughout this process.

Student Signature: _____ Date: _____

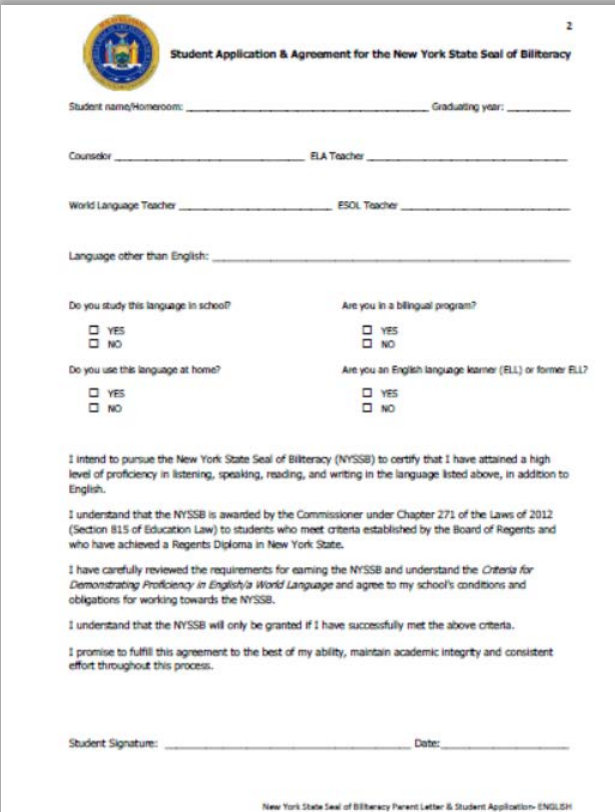
New York State Seal of Biliteracy Parent Letter & Student Application- ENGLISH



STUDENT APPLICATION

Consider including the following items:

- World Language spoken/studied
- ELA/ESOL Teacher name
- World Language Teacher name
- Language program information and/or years of study
- Affirmation of intent to earn the NYSSB
- Acknowledgement of responsibilities



The form is titled "Student Application & Agreement for the New York State Seal of Biliteracy" and is labeled with a page number "2" in the top right corner. It features the New York State Seal of Biliteracy logo at the top left. The form includes fields for "Student name/Homeroom:", "Graduating year:", "Counselor:", "ELA Teacher:", "World Language Teacher:", "ESOL Teacher:", and "Language other than English:". Below these fields are two columns of questions with checkboxes. The first column asks "Do you study this language in school?" and "Do you use this language at home?", both with "YES" and "NO" options. The second column asks "Are you in a bilingual program?" and "Are you an English language learner (ELL) or former ELL?", both with "YES" and "NO" options. The form also contains several paragraphs of text, including a statement of intent to pursue the NYSSB, a statement of understanding that the NYSSB is awarded by the Commissioner under Chapter 271 of the Laws of 2012 (Section 815 of Education Law), a statement of understanding that the NYSSB is only granted if the student has successfully met the above criteria, and a promise to fulfill this agreement to the best of their ability, maintain academic integrity and consistent effort throughout this process. At the bottom, there are fields for "Student Signature:" and "Date:". The footer of the form reads "New York State Seal of Biliteracy Parent Letter & Student Application- ENGLISH".



ADVISOR ROLE

All NYSSB candidates are assigned an advisor. The advisor's main role is to review and track student progress. An advisor could be:

- A teacher;
- A school counselor;
- An administrator;
- A community member; or
- A school board member.



Qualifications Checklist for Seal of Bilingual

ORIGINAL COPY COMPLETED AND RETAINED BY SEAL OF BILITERACY COMMITTEE

District Use Only

On track to complete all requirements for graduating with a NYS Regents Diploma				<input type="checkbox"/>
Criteria Required to Demonstrate English Proficiency	Complete	Approved (initials)	Date	
Scored 80 or higher on the NYS ELA Regents exam or ELL scored 75 or above on two Regents exams without translation	1 pt. <input type="checkbox"/>			
ELL scored Commanding on two NYSESLAT modalities	1 pt. <input type="checkbox"/>			
Completed grades 11 and 12 ELA courses with 85 average or higher	1 pt. <input type="checkbox"/>			
Scored 3 or higher on AP English Literature exam or AP English Language and Composition exam	1 pt. <input type="checkbox"/>			
Passed Culminating Project	2 pts. <input type="checkbox"/>			
TOTAL POINTS (3 PTS. REQUIRED)	YES <input type="checkbox"/> NO <input type="checkbox"/>			
Criteria Required to Demonstrate LOTE Proficiency	Complete	Approved (initials)	Date	
Scored 85 or higher on Level 4 and/or Level 5 LOTE coursework and exam	1 pt. <input type="checkbox"/>			
ELL provided transcripts from country outside U.S. showing B average or higher for 3 years or more, 8 th grade and beyond	1 pt. <input type="checkbox"/>			
Scored proficient on approved LOTE assessment	1 pt. <input type="checkbox"/>			
Passed Culminating Project	2 pts. <input type="checkbox"/>			
TOTAL POINTS (3 PTS. REQUIRED)	YES <input type="checkbox"/> NO <input type="checkbox"/>			
Student Awarded Seal of Bilingual	YES <input type="checkbox"/> NO <input type="checkbox"/>			
Year of Graduation: _____				
Verified by Seal of Biliteracy Committee				
Name: _____		Signature _____		



CULMINATING PROJECTS

Students may create a culminating project that showcases their skills, abilities and talents in the target language. School and district SBCs have the flexibility to develop their own projects, such as:

- Research Projects
- Scholarly Essays
- Reflective Journals
- Portfolios of Artifacts

Culminating Project Example For Native Language Speakers

**NYSSB World Language Culminating Project for ELs/Former ELs –
INTEGRATED PERFORMANCE TASKS**

Presentational Speaking and Writing:
Each student must create a PowerPoint presentation of pictures that will guide a bilingual oral presentation. Students should create presentation notes to guide their presentation.

A. **Background Information:** Tell your personal story of coming to the United States

- I. Name
- II. Native home country
- III. Age of arrival
- IV. Reason for coming
- V. Describe the experience

B. **Virtual Trip:** You are the guide on a virtual trip through your native home country. During your trip, you should highlight at least eight of the following for the audience:

- a. Tourist attractions (monuments, museums, natural wonders)
- b. Historic figures
- c. Geography (mountains, rivers, oceans)
- d. Climate
- e. Pastimes (what do people like to do there)
- f. Cultural traditions and holidays
- g. Traditional food
- h. Educational system
- i. Art, literature and music that originates from the region
- j. Role of religion
- k. Festivals
- l. Customs
- m. Role of family
- n. Traditional dress
- o. Important events in history
- p. Other

C. **Interpretive Reading:** You need to read three articles online in your native language and present on current events in the last portion of your PowerPoint

- a. Print, read and annotate (in either language) all articles
Some web resources for articles are:
<http://www.omniglot.com/links/news.htm>
<http://newspapermap.com/>
<http://www.scola.org/>
- b. Annotations must include
 - I. Underline/highlight key words
 - II. Main idea
 - III. Important details
 - IV. Author's perspective
 - V. Organization of the article
 - VI. Inferences of unknown words

Interpersonal Speaking:
After the presentation, each candidate will answer questions from a panel of reviewers about his/her presentation in the World Language and in English.

Adapted from: West Islip Public Schools NYSSOB Integrated Performance Tasks
By: NYSSOB Midwest Regional Collaborative (Panagiotis, M.Jury, Sweet) - February, 2017



Culminating Project for Native Language Speakers developed by [Greece CSD](#).



CULMINATING PROJECTS

- Culminating Projects can be embedded in regular coursework.
- If students are doing culminating projects for both English and a World Language for 4 points, they must be **different** projects (translations of a project into another language do not qualify for the NYSSB).
- To balance student and SBC workload, consider starting and/or completing the Home Language (L1) Culminating Project in junior year and the L2 Culminating Project in senior year.



Culminating Project slide examples courtesy of [Rochester Early College International High School](#), RCSD.

Human: The first 5G infrastructure network coverage area was completed



首个5G基础网络建设完成·将全域覆盖湖南省长沙市天心区



Article 1

<https://www.france24.com/fr/20190519-egypte-explosion-blesses-pyramides-gizeh-bus-touristes>

17 personnes ont été blessées dans une attaque à la bombe à proximité du Grand Musée Égyptien près des pyramides de Gizeh.
17 people were injured during an autobus bombing near the Grand Museum Egyptian by the Pyramid of Giza



PANEL PRESENTATIONS

“Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS SBC and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.”

Presentation Examples:*

[French Presentation Slides](#)

[French Presentation Video](#)

[Chinese Presentation Slides](#)

[Chinese Presentation Video](#)



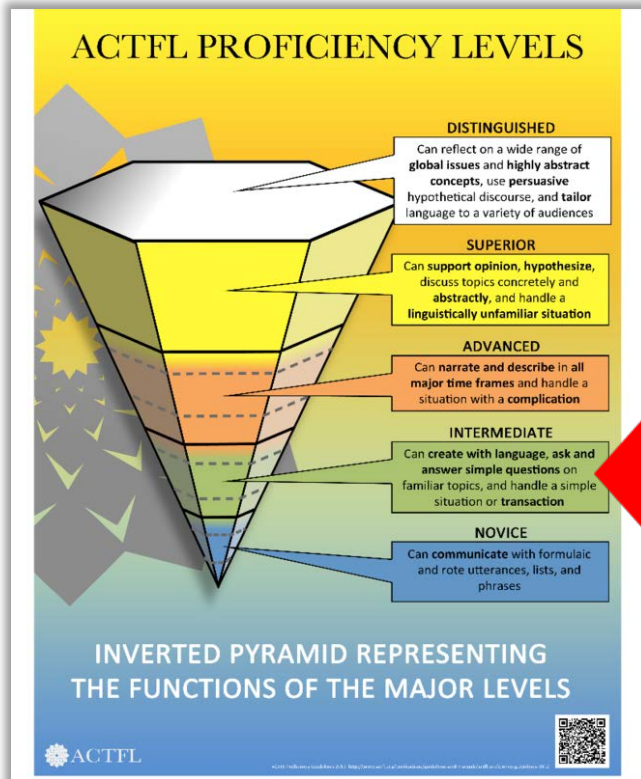
Photo courtesy of [Greece CSD](#).



*Culminating Project slide and video examples courtesy of [Rochester Early College International High School](#), RCSD.



ACTFL PROFICIENCY LEVELS



NYSED has set the target level of proficiency at Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

NYSSB = Intermediate-High

Resource:

[ACTFL Guidelines and Manuals](#)



	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	<p>Direct oral communication (face-to-face or telephonic) between individuals who are in personal contact.</p> <p>Direct written communication between individuals who come into personal contact.</p>	<p>Receptive communication of oral or written messages.</p> <p>Mediated communication via print and non-print materials.</p> <p>Listener, viewer, reader work with visual or recorded materials who creator is absent.</p>	<p>Productive communication using oral or written language</p> <p>Spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode</p> <p>Author of visual or recorded material not known personally to listener or reader.</p>
PATHS	<p>Productive abilities: speaking, writing</p> <p>Receptive abilities: listening, reading</p>	<p>Primarily receptive abilities: listening, reading, viewing</p>	<p>Primarily productive abilities: speaking, writing, showing</p>



INTERMEDIATE HIGH LEVEL

Interpretive Listening and Reading

Students can usually follow the main message and story and actions or flow of events expressed in various time frames in conversations, discussions, and straightforward, and sometimes descriptive, paragraph-length informational texts.



INTERMEDIATE HIGH LEVEL

Interpersonal Speaking and Writing:

Students can:

- exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.



INTERMEDIATE HIGH LEVEL

Presentational Speaking and Writing:

Students can:

- tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- state their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.



EVALUATING PROJECTS

General Guidelines:

- Students are evaluated holistically on the 3 modes of communication (interpretive, interpersonal, presentational).
- Students are assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation.
- If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel may consist of fewer reviewers.



RUBRICS

- If schools design their own rubrics to evaluate the Culminating Project and Presentation, they must be submitted to OBEWL by December 1st of each year in which the NYSSB is offered.
- Rubrics for English must be aligned to the ELA standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.
- Rubrics for World Languages must be aligned to the LOTE standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.



RUBRICS

NYSED has designed a suggested rubric that may be used in full or in part by schools as they consider how to evaluate the Culminating Projects. Schools are not required to use this rubric as they can create their own.

New York State Seal of Biliteracy						
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)						
Standard 1.1: Interpretive Communication – <i>Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.</i> → Interpretive Communication is assessed by the classroom teacher in English Language Arts (ELA) or World Languages, or an evaluator proficient in the target language.						
Standard./Mode	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpretive Communication – What can I understand, interpret, or analyze in authentic informational texts that I hear, read, or view? NY.S1.1.1	Identify the topic and related information from simple sentences in short informational texts	Understand the main idea and key information in short straightforward informational texts	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts
Interpretive Communication – What can I understand, interpret, or analyze in authentic fictional texts that I hear, read, or view? NY.S1.1.2	Identify the topic and related information from simple sentences in short fictional texts	Understand the main idea and key information in short straightforward fictional texts	Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts	Follow the main story and some supporting detail across major time frames in fictional texts	Follow the main story and most supporting details across major time frames in fictional texts	Follow the flow of ideas and some nuances from different viewpoints in most fictional texts
Interpretive Communication – What can I understand, interpret, or analyze in conversations or discussions that I hear, read, or view, in which I am not a participant? NY.S1.1.3	Identify the main idea in short conversations	Identify the main idea and key information in short straightforward conversations	Usually understand the main idea and flow of events expressed in various time frames in conversations and discussions	Understand the main message and some supporting details across major time frames in conversations and discussions	Understand the main message and most supporting details across major time frames in conversations and discussions	Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions
Evidence/Notes:						

Resource: [Suggested Rubric for the Culminating Project](#)



RUBRICS


Take some time in your SBC to review the suggested rubric and others that may currently be in use in your school and begin to design your NYSSB rubric.

—	✓	
—		✓



PANEL INTERVIEW LOGISTICS


- Following the student's presentation of their culminating project, a panel of reviewers will interview the student in the target language to measure interpersonal and presentational skills (see examples of interview questions).
- Schools may invite members of the community to serve on the panel, especially in the case of low-incidence languages.
- The SBC may also consult with its [Regional Bilingual Education Resource Network \(RBERN\)](#) to find qualified panelists.



Interviewers Questions for NYSSB Candidates

1. You selected _____ (name country/place) for your portfolio presentation. How and why is _____ (name country/place) important to you?
2. If you had to select a person, famous or not, that inspires you; who would that person be and why?
3. Why do you think it is important to know a second language?
4. As a candidate for the New York State Seal of Biliteracy, what are your future goals once you become a recipient?
5. When do you plan on using your second language skills?
6. How has the process of being a candidate for the NYSSB impacted you as a graduating senior?

*Bilingual reviewers should perform the interview in both Spanish or English.



[Interviewer Questions](#) for NYSSB candidates courtesy of [East High School, RCSD](#).



IDENTIFYING PANELISTS

Resource

Guide to Community-based Organizations for Immigrants



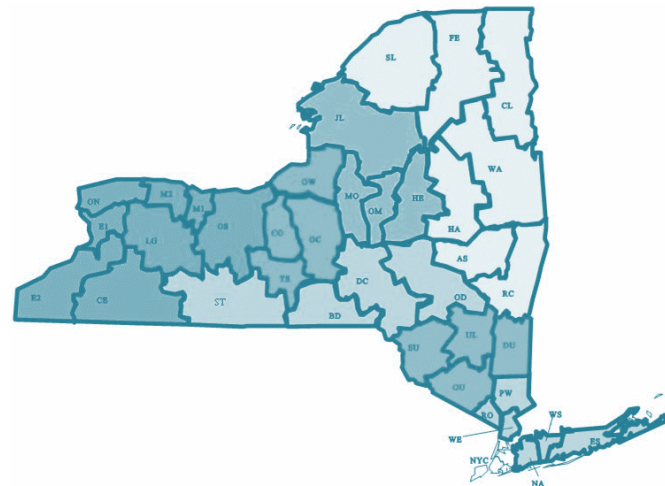
A Guide to
Community-Based
Organizations for
Immigrants

Capital Region
2019



<http://www.nysed.gov/bilingual-ed/news/guide-community-based-organizations-immigrants>

Regional Support/RBERNS



<http://www.nysed.gov/bilingual-ed/regional-supportrberns>



FORMAT OF PRESENTATIONS

- Student & panelists introduce themselves.
- Lead panelist reviews format of presentation and interview and explains once the presentation has started, only the target language will be used.
- Student presents their Culminating Project in the target language (to assess presentational speaking skills).
- Panelists engage student in conversation in the target language by asking spontaneous questions (to assess interpersonal speaking and listening skills).
- Student leaves and panelist evaluate student performance.



REVISITING MODULE 3 OBJECTIVES

Participants will be able to:

- ✓ State two ways to promote the NYSSB to students and families;
- ✓ Describe the role of the advisor; and
- ✓ Understand the criteria of the Culminating Project and Presentation.
 - ✓ Develop a description of your school's project;
 - ✓ Review a sample rubric and begin to develop a rubric for your own school; and
 - ✓ Plan the logistics of the panel presentation.



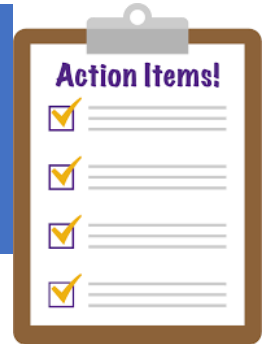
QUESTIONS?

Please share any additional questions you may have.

Further questions can be emailed to candace.black@nysed.gov or your local RBERN representative.



ACTION ITEMS



Before the next Module meeting, please do the following:

- Bring your school's Program of Studies and how you will incorporate the NYSSB next year.
- Bring your promotion plan and any associated materials (e.g., parent letters).
- Bring a good draft of your NYSSB Student Application (reviewed by your SBC).
- Bring a good draft of your Culminating Project Rubric (reviewed by your SBC).



FOR MORE INFORMATION

Please contact Candace Black at candace.black@nysed.gov or via phone at (518) 473-7505 with any questions on the NYSSB. New York City Department of Education schools should contact the Division of Multilingual Learners at dml@schools.nyc.gov.

[The OBEWL New York State Seal of Biliteracy website](#)

Regional Bilingual Education Resource Network (RBERNs):

- [NYS Language RBERN \(Statewide\)](#)
- [Capital District 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](#)
- [NYC RBERN at Fordham University](#)
- [RBERN West at Erie I BOCES](#)



ACKNOWLEDGEMENTS

NYSSB TASK FORCE

Abby Baruch, NYC RBERN @ Fordham

Chastity Beato, Newburgh CSD

Cristina Campbell-Santiago, NYC DOE

Melissa Duquette, West RBERN

Jordan Gonzalez, Yonkers CSD

Jian Liu, NYSED-OBEWL

Pietro Mendola, Buffalo Public Schools

David Mumper, Hudson Valley RBERN

Wanda Ortiz-Rivera, Brentwood CSD

Paschalia Parpounas, Long Island RBERN

Lyda Ragonese, Syracuse CSD

Lourdes Roa, Mid-West RBERN

Roser Salavert, NYS / NYC Professional Development &
Resource Center for Religious and Independent Schools @
Fordham University

Jill Schimmel, NYC DOE

Sandy Strock, Capital RBERN

Jessa Waterhouse, Capital RBERN

Ron Woo, NYC Language RBERN @ NYU

