

OCTOBER 27, 2023



42ND ANNUAL CONFERENCE

Long Island Council for the Social Studies

WHY SOCIAL STUDIES MATTERS!

US students' knowledge of history, civics drops to new lows: report

It's Not Just Math and Reading: U.S. History Scores for 8th Graders Plunge

'F' in History for State Ed. Dept.

Groups worry NY will downgrade history and civics

Latest National Test Results Underscore Declining Knowledge Of US History And Civics

'A National Concern': Student Scores Decline on U.S. History and Civics

CONCERN OVER SOCIAL STUDIES

Why Social Studies Matters!

A Keynote Panel Session



New York State Senator
Monica R. Martinez



Brookhaven Town Supervisor
Edward P. Romaine



Howard Schneider, Executive
Director, Stony Brook University's
Center for News Literacy



Lisa Unander, Director of Education,
The Long Island Museum

A keynote panel session addressing the theme of this year's conference.

Session A

The future of Social Studies is in jeopardy. Two former social studies teachers, now serving in government on the state and township level, are joined by a journalist and University Professor, and a Museum Education Director to share their perspectives on this topic.

Special Conference Guests

Ted Dickson, Providence Day School
Christy Radez, Associate in the Office of Standards
and Instruction, NYSED
Michael Raniere, Ingerman Smith
Roger Tilles, Regent, Long Island
(a conference with Regent Tilles
from 10:00 AM until 11:00 AM)

REGISTRATION IN THE HOTEL LOBBY

7:30 – 8:30 AM

**VISIT THE SOCIAL STUDIES MATERIALS EXHIBIT
AND ENJOY A COFFEE WITH THE PUBLISHERS**

7:30 – 8:30 AM

SESSIONS



Session A: 8:20 - 9:20 AM

Session B: 9:30 - 10:30 AM

Session C: 10:40 - 11:40 AM

Session D: 11:50 AM - 12:50 PM

Luncheon: 1:00 – 2:00 P.M.

SESSION A
CONCURRENT WORKSHOPS
8:20 A.M. – 9:20 A.M.

A1. Why Social Studies Matters

A keynote panel session to address the theme of this year's conference. Two former social studies teachers, now serving in government on the state and township level, are joined by a journalist and University Professor, and a Museum Education Director, to share their perspectives on this topic.

New York State Senator Monica Martinez, Brookhaven Supervisor Edward Romaine, Professor Howard Schneider, Lisa Unander, The Long Island Museum James Corcoran, moderator
K-12

A2. AP and BFW

In this session, we will discuss how BFW's offerings can enhance your AP Social Studies courses. The focus will not only be on the text, but also on the electronic and teacher support materials available. The discussion will be guided by the audience's favored courses, but we offer AP Psychology, AP Economics, AP US History, AP Government, AP World History, and AP European History.

Marina Litvinskaya
BFW Publishers
Secondary

A3. Analyzing Primary Sources

You are never too young to hold onto a piece of history and discover its connection to your life. Using primary and secondary sources gives elementary students an opportunity to see, touch, and find clues about the history they are learning. These sources bring the past to life in a way that nothing else can. We will explore several quick, easy methods or techniques to integrate the evaluation of primary and secondary sources in your classroom even if you are short on time, are not sure where to look, or are worried it would be too challenging to students.

Emily Thomas, Cindy Gosser

Curriculum Specialists/ Social Studies School Service

Elementary

A4. Studying the Holocaust

Effective and engaging Holocaust education is one of the best tools we have to combat the rising rates of antisemitism. This workshop will focus on the most impactful and appropriate ways to teach the Holocaust. Several activities, pedagogical approaches, and resources will be discussed, distributed, and shared. The engaging activities and lessons will focus on getting students out of their seats, using historical thinking skills, document analysis, and framing the teaching of genocide in an appropriate and complete manner.

Erin Gearn

Sachem School District

Secondary

A5. Learning Tools for ENL and Students with Disabilities

During the presentation, the presenters will discuss valuable tools that teachers can use to support students with disabilities and ENL students. Teachers will learn strategies that they can use across the high school levels including 9th, 10th, and 11th grades. Tools include vocabulary immersion, Constructed Response Questions (CRQ) instruction, Enduring Issue support, and Civic Literacy essay tools.

Justina Zendrian, Alexa Corben and Michael Engelke

Jericho School District

Secondary

A6. Remember Liss

By discovering Liss's story of enslavement and freedom on Long Island teachers gain access to primary documents which help to bring students a more truthful understanding of slavery on Long Island during the Revolutionary War and founding era. At a time when political tensions surrounding "critical race theory" ask educators to choose between 1619 and 1776, Liss's story joins these narratives together as one unified history of America's birth.

Claire Bellerjeau

Remember Liss, Inc.

Middle School

A7. Living Links

Teaching the Holocaust through the voices of those directly impacted builds students' empathy, civic readiness, and understanding of human rights. 3GNY trains grandchildren of Holocaust survivors to share family testimony to bring history lessons to life. This workshop will model a 3GNY presentation and will engage participants in a discussion of instructional strategies for integrating personal testimony presentations and primary sources into lessons on WWII, the Holocaust, genocide, and civic engagement.

Dave Reckess, Emily Yehezkel

Executive Director, 3GNY-Descendants of Holocaust Survivors

Secondary

A8. Best Practices in AP European History

This workshop offers educators an opportunity to connect with their AP European History colleagues. Best practices, lesson ideas, and assessments will be shared. Strategies for the DBQ and Long Essay Questions will be included in this workshop.

Raegan Sweda-Abrescia, Jennifer Carluccio-Roberts

Patchogue Medford School District

Secondary

A9. Long Island Museums and Civic Literacy

Raynham Hall resources on the American Revolution, Old Bethpage Village. A Long Island Museum network will present lessons and materials on promoting civic literacy from the artifacts and interactive exhibits in the museums. Old Bethpage Village will focus on the 19th century, the Museum of American Armor will share World War II strategies, and the Holocaust and Memorial Center will focus on the legacy of World War II.

Kenneth Quinn, Old Bethpage Village

Gloria Sesso, Museum of American Armor

Donna Rosenblum & Zachary Graulich, Holocaust and Memorial Center

Beth Chiarelli, The Long Island Museum

Justine Lake-Jedzinak, Director of Education, Raynham Hall

K-12

A10. The Bridges Experience: Communication and Collaboration Skills

Bridges is a joint partnership between the Uniondale and Oceanside school districts, designed to grow in all students a stronger awareness and understanding of issues facing our communities and our nation. The Bridges program builds the skills associated with research, public speaking, presentation, and collaboration. It is our belief that engaging students in the evaluation of contemporary issues related to race, economics, and politics will lead to well-rounded, active, and engaged citizens. The program begins in middle school and continues in cohesive cohorts through senior year of high school.

Adeola Tella-Williams, Loreya Cullum, Claudine DeRouen, Jillian Pallone, Sanjay Singh, Uniondale School District

David Hollander, Mitch Bickman, Joe La Torre, Oceanside School District,
Secondary

A11. Civics in Action

During this session, we'll explore together just how easy it is to implement a Civic Mindset into your Social Studies classroom. Join us to discuss the ease of implementing critical life skills that will help students make a difference in their school and local communities. You will leave with actionable strategies and practical tips for engaging learners in civic life. Walk away with easy-to-use classroom resources and the big picture of civics in action!

SAVVAS Social Studies Specialist

SESSION B
CONCURRENT WORKSHOPS
9:30 AM-10:30 AM

B1. Teaching About the Constitution

Participants will learn how to teach about constitutional amendments, topics, and principles using the National Constitution Center's Constitution 101 course, a free 15-week, standards-aligned curriculum, which includes interactive videos, engaging activities, and opportunities for meaningful student-driven collaboration. This session will also highlight the non-partisan educational framework that drove course development, which is focused on storytelling, constitutional thinking skills, and civil dialogue and reflection.

Jazmine Champ, Sarah Harris, Director of Education, National Constitution Center

Director of Outreach Education/National Constitution Center
Secondary

B2. The 1654 Project: Slavery, Racism, Nativism, and Anti-Semitism on Long Island

When English colonists settled on Long Island, they often brought enslaved Africans. The first enslaved Africans in Suffolk County arrived in 1654 when slaveholder Nathaniel Sylvester from Barbados set up a plantation on Shelter Island. Participants will discuss the implications of the past for understanding the present and shaping the future, supporting the themes of developing historical thinking skills and addressing controversial issues. This session provides documents that teachers can use in secondary school classes.

Alan Singer, Professor, Hofstra University
Adeola Tella-Williams, Uniondale School District
Secondary

B3. Breaking down the Part IIs:

How to approach the CRQs and SEQs for the Global and US Regents Exams. We will provide strategies, resources, and vocabulary that have helped to improve students' writing for the Part II of both exams. We will look at June 2023's exams for Reference.

Dawn Mizrachi, Jennifer Schulken, Margot Howard

Amityville School District

Secondary

B4. We the People: Expanding the Teaching of the Founding of the U.S.

An interactive session expanding the teaching of the US founding. Participants will explore primary sources students can use to address the compelling question, “How do we reckon with a history full of complexities and contradictions?” The inquiry centers on the voices of those in early US history who were excluded from formal political participation but nonetheless appealed to the nation’s founding democratic ideals to assert their own rights and freedoms.

Katie Leo, Senior Program Associate

Facing History and Ourselves

Secondary

B5. New Interpretations of American History

10 Documents for Teaching the Early Republic. This session will examine documents and document activities for teaching aspects of AP U.S. History in the period 1775 - 1840. The presentation will feature topics designed to expand the scope of the survey and will model several document analysis strategies.

Ted Dickson

Chair, History Department, Providence Day School

Secondary

B6. Anti-Semitism and the language of discrimination

Recent racist, antisemitic and other hate-crime incidents, both on Long Island and across the United States, have resulted in the need for greater understanding of both the symbols and language of discrimination, if we want our students to treat all people with respect and dignity. Participants will leave with a practical classroom activity to conduct with their students.

Steven Goldberg

Holocaust & Human Rights Education Center

Secondary

B7. Student Communities and Culturally Responsive Action Civics:

As more school districts commit to enhancing civic education, it is crucial to incorporate the lived experiences of students in the classroom and harness the expertise of community members. Participants will learn about disparities in civics education, collaborate on implementation plans, and receive resources both for pedagogical development and use in the classroom.

Carolyn O'Neil, Elizabeth Casey,
Program Directors, Generation Citizen
Secondary

B8. Using Complex Picture Books to Inspire Seal of Civic Readiness Projects

As teachers begin to prepare their students for the Seal of Civic Readiness, one of the largest questions that looms is, "How will I inspire my students to choose topics that they are passionate about?". One way to do this is through the reading of complex picture books. Picture books can uncover interesting and engaging social studies topics in an extraordinary way for students. The presenters will share profound picture books and reasons why these texts can be the key to unlocking our students' passion for civic responsibility and values.

Sarah Cordova, Jim Mendonis,
East Meadow School District
Secondary

B9. Making Films: Student/filmmakers partnership

Films By Kids pairs accomplished filmmakers with teens from around the world to create short personal documentaries that encourage understanding about universal issues and help foster empathy about global issues. The film that will be highlighted is “Return Date: Unknown.” It features a 17-year-old Ukrainian refugee, and shines light on the effects of war and displacement. This film and others will be available for streaming along with discussion guides and civic action lessons.

Jennifer Abramowski

The WNET Group

Secondary

B10. Underrepresented Voices of the Founding Era

Explore ways to make visible the individuals and groups traditionally underrepresented in our discussions of the Founding Era and whose contributions should be included in any discussion focused on building a more perfect union. Explore strategies to promote critical thinking skills by engaging with primary source documents, to integrate diverse narratives into lessons and units on civics and social studies and to build community with students through exploring diverse perspectives.

Andy Engel

Manager, Teacher Development, The Wilson Teacher Institute of Colonial Williamsburg

Secondary

B11. Making Content Accessible with Vocabulary Strategies

This workshop will focus on academic vocabulary to make content more accessible to secondary students. The workshop will explore best practices in education to meet the needs of general education, special education and ENL students. Participants will engage in collaborative discussion of evidence-based practices to support students who struggle with reading comprehension. Worksheets, resources and activities will be available to take and use in the classroom.

Elizabeth Marro, Alison Russo

Patchogue-Medford School District
Middle School



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SESSION C
CONCURRENT WORKSHOPS
10:40 AM-11:40 AM

C1. AP African American Studies – College Board

Join us for an informative session on the upcoming AP African American Studies course. Shannah Jewsbury, an AP African American Studies pilot teacher, will share updates on the development of the course and insights from her experiences teaching it. Learn how to introduce this dynamic course in your schools.

Shannah Jewsbury

The College Board
Secondary

C2. Brown University Choices Program

Come explore the readings, lessons, and videos of the Choices Program's recently revised curriculum: Confronting Genocide: Never Again? Updates include the addition of the Ova-Herero genocide in Namibia, a new Atrocity Risk and Prevention framework, several short videos, and four new lessons. Themes covered in the unit include historical memory, creating a virtual museum of repatriated objects, testing the definition of Genocide in the context of Ukraine, and more. A complimentary two-year digital license will be provided.

Maureen Stephens

Director of Professional Development, Choices Program,
Brown University
Secondary

C3. Rethinking the American West

In this workshop teachers will receive free resources created by the New-York Historical Society that highlight the role of Black Americans, Indigenous people, Chinese immigrants, and women of many races and social classes in the westward expansion of the United States. Participants will leave with new strategies for incorporating these diverse experiences into their lessons on this critical era in US history.

Kelly Aliano

Manager of Social and Economic programs, New York Historical Society

K-12

C4. Investigating Online Antisemitism

This workshop explores online hate speech, celebrity influence, and the real-life consequences they can engender. The resources featured in this workshop will help educators investigate the origin and meaning of one common antisemitic trope and discuss ways students can better identify and deconstruct antisemitism they may encounter online. One recent example of antisemitic rhetoric and the action it inspired is explored to prompt students' thinking about the dangerous role that celebrity influence and social media platforms can play in amplifying online hate speech.

Katie Leo

Senior program associate, Facing History and Ourselves

Secondary

C5. Native Americans and the West after 1900

We Are Still Here: Incorporating post-1890 Native American History into the (AP) U.S. Survey. This session will discuss sources and strategies for expanding the teaching of Native American history in the (AP) U.S. History survey after Wounded Knee.

Ted Dickson

Chair, History Department, Providence Day School
Secondary

C6. Coming to America: The Jewish Immigration Experience (1880-1924)

Immigrants come to the U.S. from many different places and for many different reasons. We will explore a particular group's immigration story at a significant moment —Jewish people in the early 20th century. Through this interactive session, teachers will grasp the context for Jewish immigration between 1880-1924, discuss the various 'push and pull' factors that brought these immigrants to America, explore the cultural pressures and contributions of these Americans, and grapple with the repercussions in the 1924 Immigration Act.

Liz Burns Taormina

New York Educator, Institute for Curriculum Services
Secondary

C7. Facilitating Courageous Conversations through Democratic Classrooms

Educators will discuss methods for facilitating courageous conversations in the classroom, learn and practice democratic classroom pedagogies, discuss common pitfalls and potential solutions, and leave prepared to implement student-centered pedagogies in their own classrooms. They will leave with suggested activities, checklists, and other resources to support creating welcoming & supportive spaces for open conversation in their classrooms and school districts.

Elizabeth Casey, Christina Karahisarlidis, Dalvin Bartley

Program Managers, Generation Citizen

Secondary

C8. Raynham Hall Museum and the Teaching of American History

Raynham Hall Museum's historic house and collection of documents and artifacts offer students a rich opportunity to consider British and colonial perspectives on the ideas and events of the American Revolution through the lens of those who lived on Long Island, including individuals who were enslaved by the Townsend family.

Session participants will learn about the programs and resources that Raynham Hall has to offer, discover strategies for integrating primary sources into lessons on the American Revolution, and analyze materials in the museum's collection.

Justinne Lake-Jedzinak, Director of Education,

Raynham Hall Museum

K-12

C9. Are you bringing the Seal of Civic Readiness to your students?

Come learn how schools across NY are launching project-based learning strategies for capstones, service-learning, work-based learning, research projects, elective courses, and extracurricular activities. Session participants will walk away with the Local Civics' Design Thinking Framework that can be applied to student-led projects and inquiry-based learning.

Caitlin Gallagher, Beverly Leon, Founder and CEO of Local Civics
Head of School Partnerships, Local Civics
Secondary

C10. Using AI to help master Assessment Texts

This workshop will show how AI-powered tools, such as ChatbotGPT, Google BARD, or Bingchat, can help students apply the principles of memory techniques to help prepare students to do well in any classroom, district, or the New York State Examinations in Social Studies.

James Killoran, Stuart Zimmer
Former AP of Social Studies Supervisors, New York City
Clio publishers
Secondary

C11. Developing Evidence-Based Arguments for World History AP

This interactive session will focus on an update and an analysis of the World History AP examination with special attention to the writing components of the exam. If students are to meet with success, they must be able to use evidence effectively in their writing. This session will provide strategies and methods teachers can employ to improve the arguments students are making.

Jonathan Ferrante

Teacher, Smithtown School District
Secondary

**Special thanks to
SAVVAS Publishing
for lanyards**

SESSION D
CONCURRENT WORKSHOPS:
11:50 AM–12:50 PM

D1. Serious History, Serious Games: Using Mission US in the Classroom to Foster Historical Empathy

Explore how Mission US, an immersive history gaming series, can bring to life stories of diverse communities at key points in U.S. History and help students see history through the eyes of peers from the past. This presentation includes an overview of the gaming series and support materials, an opportunity to experience one of the missions during a demonstration, and a deep dive into one teacher's experience using the series with students.

Jennifer Abramowski, Sandy Goldberg

The WNET Group

Middle School

D2. Culturally Responsive Teaching in the Social Studies

This workshop would be an introduction to CRT including activities for participants to help understand implicit bias, microaggressions, and how to establish and maintain a culturally responsive classroom. It will also include a lesson on the 2022 film 'Till' and how to approach topics such as race, gender, or the disparity of any marginalized group with awareness and the tools to make students feel safe.

Michelle Corbett, Sean Brennan

Shelter Island School District

Secondary

D3. Performing Womanhood

Throughout history, performance has been one way to understand identity, culture, and societal norms, particularly for women. This workshop will focus on how Chinese women experienced “Exclusion,” how performance was central to their experience as Americans and how Americans understand Chinese culture. Through this analysis, participants will learn about the ways in which live performance affected important cultural trends and resonated with important historical events.

Kelly Aliano

Manager of Education and Special Projects, New York Historical Society

Secondary

D4. AP Psychology

AP Psychology is a vocabulary-driven course and can feel dry or even boring at times. This presentation will help teachers create engaging projects for each unit to promote collaboration and student engagement. These projects are not only a fun way to approach each unit but help make the curriculum more dynamic and come alive. These projects have helped increase student enrollment in a class that has historically been difficult to grow.

Kerri Schmalacker, Robert Drysielski

Islip School District

Secondary

D5. Civic Matters

In association with the League of Women Voters, teachers from Longwood High School will share ideas and resources for the Seal of Civic Readiness. How can you harness the energy of your students to engage in civic learning? Why is civic engagement important? Why does voting matter? What organizations can help your students participate in civic projects? This interactive workshop will provide educators with concrete ideas, resources, and contacts to successfully implement or continue the NYS Seal of Civic Readiness in their schools.

Jeanne Knudsen, Lauren Goepfert, Longwood School District

Carole Huston, Nancy Marr, and Linda Devin-Sheehan

The League of Women Voters

Secondary

D6. Everything You Should Know About Islam and Muslims to Combat Bigotry

As our nation continues to become more diverse ethnically, racially and religiously, we must find ways to help our students to become culturally competent. Islamophobia and antisemitism are at an all-time high nationally and the best way to mitigate prejudice and discrimination is through education. Attendees will develop a better understanding of Islam and Muslims in America dating back to the founding of our nation and will be given an overview of this misunderstood community as well as resources to use to build empathy and compassion.

Dr. Debbie Almontaser

Bridging Cultures Group and American Muslim Women's Association

K-12

D7. Innovative Lesson Planning Techniques

The purpose of this workshop is to provide social studies educators with best practices in a co-teaching classroom. Best practices that will be highlighted include collaborative lesson planning, effective instructional strategies, cultivating positive relationships, and increasing student engagement to foster academic growth and success for all students.

Alyssa Lionetti, Megan Dreiss

Jericho School District

Secondary

D8: Legal Issues and Social Studies Teachers

This session will include a myriad of legal issues facing social studies teachers and administrators. Particular attention will be paid to issues currently being challenged in the classrooms. Some of the areas to be focused upon are:

- Instructional controversies
- Free speech

Michael D. Raniere

Ingerman Smith LLP

K-12

D9: Technology, the local community, and civic skills

In this session, we will identify dozens of skills for civics, media literacy, and Social Studies that students can pursue through tech-based learning. You will hear how educators across New York State leverage the Local Civics Tech Platform and other digital tools to individualize learning, to incentive skill building with badges, and to deepen foundational civic skills. All participants will gain trial access to try the Local Civics Tech Platform with their students.

Caitlin Gallagher, Beverly Leon

School Partnerships, Local Civics

Secondary

D10. Updates on the Seal of Civic Readiness

This session will provide examples of the implementation of the Seal of Civic Readiness.

Christy Radez, Associate in the Office of Standard and Instruction,

New York State Education Department

D11. The Impact of September 11 on Diverse Groups

Using 9/11 as a framework, consider why marginalized communities remain underrepresented, even in more recent historical narratives.

Explore first-person stories of diverse speakers sharing their experiences on and after 9/11 scaffolded with robust digital resources during this interactive session.

Julianne Oroukin

9/11 Memorial & Museum

Secondary



The Museum of American Armor

1303 Round Swamp Round, Old Bethpage, New York 11804

www.museumofamericanarmor.org

Contact: 973 985-9845 / Howard Cannon hcannon@rubenstein.com

The Museum of American Armor offering LI college and high school seniors a D-Day essay challenge: a trip to Normandy during next year's 80th anniversary of the historic invasion.

(Old Bethpage, NY) The founder and president of the Museum of American Armor, Lawrence Kadish, has announced a contest that will challenge Long Island college students and high school seniors to submit an essay on the legacy of the historic World War II invasion, the winner being provided with a trip to Normandy, France, during 2024 that marks the 80th anniversary of history's largest amphibious assault.

Mr. Kadish noted, "A survey by the American Council of Trustees and Alumni (ACTA) found that a quarter of Americans didn't know that D-Day occurred during World War II and less than half knew that Franklin Delano Roosevelt was president during that time. With such basic historic facts unknown to many college students, there is little surprise that few appreciate how our geo-political world is defined by the courage, valor, and sacrifice of Americans who answered the call of freedom over seventy-five years ago."

Essay essentials

Essays will be accepted by the Museum of American Armor until March 30, 2024.

They may be of any length and in any medium.

They may be mailed, emailed, or delivered by hand.

The email address is Info@MuseumOfAmericanArmor.com

Its US mail address is The Museum of American Armor, 1303 Round Swamp Road, Old Bethpage, New York 11804.

The essays will be judged by members of the Armor Museum board and recognized educators. The winner must be over 18 years of age and will be responsible for having a valid passport. If a high school senior is chosen, he or she will be accompanied by parent or guardian at the expense of the Armor Museum.

The Armor Museum will provide air and ground transportation and appropriate accommodations on the Cotentin Peninsula, France, that is near the historic Normandy beaches. The decision of the judges will be final and all essays will become the property of the museum for the purpose of creating a permanent online archive of the submissions.

A winning essayist will be selected in the Spring of 2024 **Adapted from NHD**

Criteria for judging D-Day Essays DRAFT	
Historical Argument (Thesis or Claim)	<ul style="list-style-type: none">• The thesis is clearly stated.• The thesis is imaginative, creative, and analytical.
Historical Accuracy	<ul style="list-style-type: none">• Information is consistently accurate • Information is without critical omissions.• Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.
Primary Sources	<ul style="list-style-type: none">• Primary sources and secondary sources are used to develop the thesis or claim.• Primary sources are analyzed and support the thesis.
Historical Context	<ul style="list-style-type: none">• Relevant connections to the time and place are analyzed.• Connections are consistently made.
Wide Research	<ul style="list-style-type: none">• A bibliography is included using proper format.• Bibliography includes a wide variety of sources.• Citations consistently credit quotations and paraphrased information.
Significance	<ul style="list-style-type: none">• The impact of the topic• The importance of the topic

CONGRATULATIONS TO OUR 2022-2023 LICSS AWARD WINNERS

Outstanding Middle School Social Studies Teacher

Elizabeth Marro

Patchogue-Medford School District

Outstanding High School Social Studies Teacher

Adeola-Tella Williams

Uniondale School District

Outstanding Untenured High School Social Studies Teacher

—

Alyssa Lionetti

Jericho School District

Outstanding Social Studies Chairperson/Supervisor

Dr. Eric Sundberg

Jericho School District

Lynch Award —

Doreen Gordon

Hauppauge School District (retired)



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