

THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY

*"Preparing Each and Every Student for Success in
Post-Secondary Education and in Life"*



2014-15

SCHEDULE OF EVENTS AND ACTIVITIES

The Long Island Consortium for Excellence and Equity is an evolving collaborative network of seventeen regional school districts in Nassau and West Suffolk Counties that have committed to learn and work together to support, nurture the school and life success of ALL of their students.

The Consortium serves as a critical regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance. The Consortium creates an important venue where our best collective thinking about policy, research and practice percolate- thinking and action that enhances all of our students' academic achievement, access to high level educational learning opportunities, and equity in attainment.

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Laverne Mitchell, Program Coordinator
Office: (516) 608-6678
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Anthony Carfora, Director of Curriculum, Instruction and Technology
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WEDNESDAY, OCTOBER 1, 2014

SUPERINTENDENTS' PLANNING MEETING

This will be a highly interactive culminating forum for Superintendents' continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned.

Audience: District Superintendents and/or Their Representative

9:00-Noon

Robert E. Lupinski Center for Curriculum, Instruction and Technology
Nassau BOCES
One Merrick Avenue
Westbury, New York 11590

THURSDAY, OCTOBER 2, 2014

DIVERSE STUDENT LEARNERS WORKSHOP

"Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners"



Dr. Bonnie M. Davis
CEO, Educating for Change and Author
St Louis, MO

How can teachers reach and teach all students while implementing the Common Core State Standards? Dr. Davis explores how to create a classroom community that honors every voice and provides positive visibility for every learner in the context of a standards-based classrooms. You will walk away from this workshop with ideas and strategies you can use immediately. Come ready to talk, listen, and learn powerful and practical instructional strategies that reach and teach all learners. You will engage in meaningful discussion and practice high impact instructional strategies that most positively impact student learning, and will design an implementation plan to use with your students to support improved academic achievement for all diverse learners in your schools.

Bonnie is a veteran teacher of more than forty years who is passionate about education. She taught in middle schools, high schools, universities, homeless shelters, and a men's prison. She has presented at numerous national conferences and currently works in school districts across the country, and her work is rooted in critically examining what "we don't know we don't know" about ourselves in order to more effectively teach students who don't look like us. Moving from self-reflection to action, her work offers educators culturally responsive, standards-based instructional strategies that bridge culture, language, race, and ethnicity. Her multiple publications include: Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners; How to Teach Students Who Don't Look Like You: Culturally Responsive Teaching Strategies; How to Coach Teachers Who Don't Think Like You: Using Literacy Strategies to Coach Across Content Areas; The Biracial and Multiracial Student Experience: A Journey to Racial Literacy and Creating Culturally Considerate Schools: Educating Without Bias.

Audience: District Leadership Team of Five Participants, Including,

- District Office Administrators and Leadership Staff (Assistant Superintendent/Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development)
- Teacher Leaders
- Special Education and Title 1 Teachers
- Principals/Assistant Principals

8:30-3:00

Robert E. Lupinski Center for Curriculum, Instruction and Technology
Nassau BOCES
One Merrick Avenue
Westbury, New York 11590

THURSDAY, OCTOBER 30, 2014

DIVERSE STUDENT LEARNERS WORKSHOP

“Common Core Instructional Strategies to Create Equity”



Dr. Eli Johnson
Education Consultant and Author
Cameron Park, CA

The Common Core calls for a rigorous approach to instruction for all students. Research shows that the #1 indicator of Academic Success for students is their successful acquisition of Academic Language. This research which is championed in countries like Australia and New Zealand is a major reason that the Common Core (after searching other nation's standards) required that Academic Language be mandatory for all students in grades 3-12.

The new Common Core Standards have three key areas that were not emphasized in previous state standards: Academic Language, Informational Text Structure, and Text Complexity. The Common Core Standards expect teachers to figure out how to teach students these key skills, concepts, and strategies. This workshop will identify and teach the key strategies needed to support student mastery of academic language and text.

Throughout the workshop, we will look at what the research says about increasing instructional access and equity and dive into over a half a dozen research-based strategies that show us: *What To Do?*, *Why To Do It?*, and most importantly *How To Do It*. These strategies identify key pedagogical principles for teaching our students how to master academic language, access academic text, and more effectively prepare for college and career. These strategies will help all of our students, particularly the most marginalized, master the speaking, listening, reading, and writing skills needed to be effective thinkers and learners.

Participants will learn how to teach for equity through strategies in academic language, inferencing, listening skills, academic talk, informational text structure, structured discussion, text complexity, and so much more. Teachers and leaders will go back to their classrooms and schools armed with practical, research-based strategies that will help all students better access the Common Core and its' essential standards.

Eli Johnson has spent his entire career helping students become academically successful in school. As a teacher, building and district administrator, author, and nationally recognized speaker he has impacted thousands of lives through his insightful message. Each year educators around the country increase their skills, renew their passion, and improve their teaching as they hear Eli speak personally about closing the achievement gaps and meeting the needs of all students. He is the author of Academic Language! Academic Literacy!: A Guide for K-12 Educators, Common Core Standards - Academic Language in the Classroom, Academic Language & Academic Vocabulary: A K-12 Guide to Content Learning and RTI, and Academic Conferences for Teachers and School Leaders: A K-12 Guide to Creating Collaboration for Teachers, School, and District Leaders with Art Costa. He has also published several articles in ASCD publications, including "The Language and the Habits of Mind" and "Academic Language for the Mathematics, Science, Language Arts, and Science Classroom."

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8:30-3:00

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FRIDAY, NOVEMBER 14, 2014

DIVERSE STUDENT LEARNERS AND SCHOOL CULTURE WORKSHOP

“Culturally Responsive Education Within a Resilience Framework: It Begins With Beliefs”



Dr. Sara Truebridge
 Educational and Youth Resiliency Consultant and Author
 Danville, CA

Come and participate in a powerful, strengths-based, results-oriented workshop that situates cultural responsive education within the framework of resilience. Resilience is the capacity all youth have for healthy development. It refers to an individual’s capacity of being able to spring back, rebound, and successfully adapt in the face of adversity and stress. Resilience research focuses on the whole child. It includes having the awareness and belief that culture is a strength that all students and educators bring to the educational environment. Findings from resilience research support that the success of a culturally responsive education is increased when environments model and provide caring relationships, high expectations, and opportunities for meaningful participation and contribution.

This interactive session will inform participants of the current research in the field of resilience and cultural responsiveness. It will provide them with information, tools, and strategies that empower and support them in their journey to being culturally responsive educators and administrators who understand and embrace the theory of resilience. By providing a safe and trusting environment that models caring relationships, high expectations and opportunities for participation and contribution, this workshop connects participants to their own resilient spirit. It supports them as they reflect on their unique organizational culture and their own individual values, beliefs, and attitudes.

Dr. Truebridge is veteran classroom teacher in Pre-K through high school settings and currently an education consultant and researcher who combines her experience and expertise in the areas of research, policy, and practice to promote success and equity for all. She collaborates with schools, districts, communities, agencies, organizations, groups, teams, and individuals addressing opportunities for learning and transformation. She has consulted and has given numerous presentations, webinars, and workshops throughout the United States from a strengths-based perspective focusing on resilience and positive youth/human development theory, policy, and practice to enhance positive school climate, teaching, learning, health, and safety. Her professional experience and leadership in the field of education, social services, and resilience includes work in the development and formation of new schools, curriculum development, staff development, school climate, student engagement, social-emotional learning, cultural responsiveness, early childhood education, arts in education, special education, and parent education. Sara is the author of the recently released book, [Resiliency Begins With Beliefs: Building on Students’ Strengths for Success in School](#).

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- Teacher Leaders
- Special Education Teachers
- Title 1 Teachers and Administrators
- School Counselors-School Social Workers-School Psychologists

- Principals/Assistant Principals

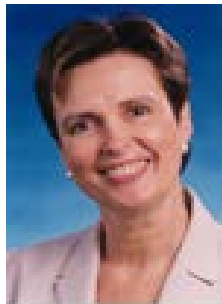
8:30-3:00

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MONDAY, DECEMBER 1, 2014

DIVERSE FAMILY AND COMMUNITY PARTNERSHIP WORKSHOP

“High Impact Strategies for Engaging All of Your Families”



Anne T. Henderson, Senior Consultant for Community Organizing and Engagement
Annenberg Institute for School Reform
Washington, DC

Did you know that close ties with your families and community makes it four times more likely that your school will make major gains in student achievement? At this interactive session, you will learn key messages from cutting-edge research, consider high-impact strategies for engaging families that build collaborative relationships and focus on improving student learning, and assess your own practices of connecting with diverse families and community resources.

During the day, you will also learn about and start to use tools that that can help you be strategic about linking current family activities to what students are learning and doing in class, create a warm and culturally inclusive school climate, and encourage families of all backgrounds to become constructive advocates for their children over the long term.

This session will be hands-on and interactive, designed to assist you to consider your own setting as you plan for new approaches to family and community engagement over the next year.

*Anne is a senior consultant with the Annenberg Institute for School Reform, and a nationally-recognized expert in the relationship between families and schools, and its impact on students' success in school and through life. Since 1981, she has steadily tracked research and effective practice on how engaging families can improve student achievement, especially in diverse and low-income communities. Over the past twenty-five years, Anne has written, by herself and with others, a small library of articles, reports, handouts, brochures, and books, all in a reader-friendly, jargon-free style. Some of the titles include: **Parents Are Powerful**; **Urgent Message: Families Crucial to School Reform**; and **No Child Left Behind: What's in it for Parents**. She is the co-author of the best-selling book, **Beyond the Bake Sale: The Essential Guide to Family-School Partnerships**, and has also co-written **A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement**, with Dr. Karen L. Mapp.*

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- Special Education Teachers
- Title 1 Teachers and Administrators
- School Counselors-School Social Workers-School Psychologists
- Principals/Assistant Principals
- Parent Leaders

8:30-3:00

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Nassau BOCES
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MONDAY, DECEMBER 15, 2014

DISTRICT AND SCHOOL LEADERSHIP FOR EQUITY WORKSHOP

“Cultivating Equity-Mindedness for Leaders, Teams, and Decision-Making”



Dr. Sharon Radd, Educational Equity Consultant and Assistant Professor of Organizational Leadership
St. Catherine University
St. Paul, MN

It's hard to argue that the No Child Left Behind Act of 2001 (NCLB) has increased overall awareness of the “achievement gaps” that exist in and result from our current educational system. Still, this framing masks gaping disparities in opportunities and support to learn leaving these larger inequities unnoticed. In fact, “the achievement gap between children from high- and low-income families is 30 to 40 percent larger among children born in 2001 than among those born 25 years earlier” In short, the “achievement gap” framing has done little to address what Ladson-Billings (2006) calls our “education debt” to historically marginalized students.

Educational leaders who want to enact meaningful systemic transformation need to consistently practice critical consciousness, the active awareness of, and inquiry into, beliefs and language that otherwise mask systemic inequities. Moreover, in order to build more equitable systems they need to engage others in identifying how and why their underlying personal and institutional beliefs, assumptions, norms, and practices contribute to inequality.

This workshop offers district and school leaders new information for understanding both the barriers and the promising pathways for engaging others in equity work, and provides practice with specific skills and a set of tools to foster equity-mindedness in their sites through engagement with teams, decision-making processes, and community members.

Foundations: What is critical consciousness and why do we need it?

- Systems of Inequality
- The Neuro-Science of Bias and Inequality
- Case Examples: MN Desegregation Rule, Dis Ease and Disability, Federal Education Policy

Applications: Skills and Tools to Lead Self and Others with Critical Consciousness

- Identifying Assumptions
- Increasing Cognitive Flexibility
- Power and Leadership
- Fostering Critical Dialogue in Team Meetings
- Building Critical Consciousness in Individual & Group Decision-Making
- Using Critical Consciousness to Engage with Text

Dr. Radd is an Assistant Professor of Organizational Leadership at St Catherine University and the Founder and Lead Consultant at Sankalpa Consulting. She specializes in the areas of educational equity, leadership, adult learning, organizational change and development, and communication, conflict and decision-making. She brings over 20 years of experience in public education as a school administrator, professional development facilitator, and school social worker, and her practice and research explore the complexities of public education as a transformative institution for social justice and equity, and the practice of leadership to create democratic, inclusive, and just communities.

Audience: District Leadership Team of Five Participants, Including,

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- Principals/Assistant Principals
- Teacher Leaders

8:30-3:00

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THURSDAY, JANUARY 22, 2015

DIVERSE LEARNERS AND SCHOOL CULTURE WORKSHOP

“Co-Creation: Unlocking the Conundrum of Authentic Engagement”



Dr. Alicia Monroe
ASCD Faculty and Educational Consultant
Mt. Laurel, NJ

Relationship building through co-creative processes in conversation is an important element in developing schools which are responsive to the needs of diverse and ever-changing communities. Since schools are havens for relationships, conversations are one of the most important aspects of social behavior. The art and science of skillful conversation encourages a forum for dialogue which values the voices of all people.

As schools become increasingly more diverse, it is imperative that educators invest sufficient time to develop constructive dialogue in order to adequately serve the needs of all learners. We will examine the intricacies of conversation and its importance in moving schools forward to educate each child to high academic and social standards. Particular attention is given to conversation relative to structure, power through voice, relationship connectivity, and individual and organization generativity.

Implementing the Common Core State Standards, new teacher evaluation models, and other reforms that encumber our school systems demands fundamental shifts in how we prepare students to be college and career ready. The dialogical process puts the needs, interests, and concerns of students and teachers at the center of their own learning and liberation. Authentic engagement anchors organic, organizational values which seed creative, critical inquiry. This session will provide a glimpse into the socio-dynamics of our school communities and methods of self-correction that will support and sustain student achievement.

Alicia is an independent consultant with over 17 years of experience in education and serves as an ASCD faculty member. Her experience includes positions as classroom teacher, supervisor, and assistant principal, principal, and assistant superintendent, spanning both suburban and urban school districts. As a collaborative leader, she has successfully tackled issues that pervade school districts nationwide. Notably, she has been able to increase academic performance in language arts literacy and mathematics, provide services to English language learners and students with special needs, implement supplemental educational programs to assist low-performing students, build a strong professional development and coaching network to support teachers, and create programs to actively engage parents and community stakeholders in school activities.

*Alicia views schools as community institutions and steadfastly works to develop healthy school climate and culture in order to ground schools in the communities which they serve. Her nationally recognized research, **Co-Creative Dialogue in Culturally Proficient Schools**, provides a glimpse into the socio-dynamics of school communities and methods of self-correction that will support student achievement. Her innovative leadership strategies for the implementation of Common Core State Standards, effective instructional practices, and positioning schools as sustainable havens for learning continue to gain notable recognition. Her structuring of out-of-school-time programs, family/school partnerships, and neighborhood networks has provided learning communities with the support necessary to build a continuum of cradle-to-college/career solutions of both educational programs and community supports.*

Audience: District Leadership Team of Five Participants, Including,

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- Teacher Leaders-Special Education Teachers-Title 1 Teachers and Administrators
- School Counselors
- Principals/Assistant Principals

8:30-3:00

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TUESDAY, FEBRUARY 10, 2015

DIVERSE STUDENT LEARNERS WORKSHOP

“Growth Mindset as a Pathway to Equitable Access”



Mary Cay Ricci, Coordinator of the Office of Gifted and Talented Education
Baltimore County Public Schools
Towson, MD

The commitment to building and maintaining a learning environment where expectations are high for all students, differentiated, responsive instruction is the norm and a place where students value effort and perseverance paves the way for equitable access for all students. It is the mindset of the teacher and the student that will open the door for all students to access and embrace enriched and challenging instruction. Dr. Carol Dweck's research in the area of fixed and growth mindsets provides the springboard for this session with practitioner/ schoolhouse application of her work.

Participants in this interactive workshop will learn ways to build and maintain a growth mindset classroom or school culture and challenge students to change their thinking about their own abilities and potential. When children believe that perseverance and effort can change their performance in school, they can grow to become resilient, successful students. Workshop topics include: How an educator's fixed/growth mindset affects student achievement, building students' conceptual understanding of learning and the brain, the critical importance of differentiated, responsive instruction and ways students can learn from failure.

When teachers view students through a lens of perceived fixed intelligence, they deny students access to challenging instruction. When students view themselves through a lens of fixed intelligence they become resistant to challenging learning opportunities. This session will provide concrete ways to cultivate a growth mindset classroom and school culture in order to break down barriers to allow for equitable access to high level learning for all students.

Mary Cay currently serves as the Coordinator of Gifted and Talented Education for Baltimore County MD Public Schools, and is the author of Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools. She serves on the Council for Exception Children-The Association for the Gifted (CECTAG) Board of Directors and is an active member of the National Association for Gifted Children (NAGC). As part of her involvement with NAGC, she participated in The National Summit on Low -Income, High Ability Learners which led to the publication of the report, Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High Ability Students. Mary Cay has classroom experience at elementary and middle school levels and served as an Instructional Specialist K-12 for Montgomery County Public Schools, MD. Mary Cay is a frequent presenter and state and national conferences and serves as an educational consultant for public and private schools and districts.

Audience: District Leadership Team of Five Participants, Including,

- District Office Administrators and Staff
- Principals/Assistant Principals
- Teacher Leaders/Coaches/Mentors/Team Leaders
- School Counselors, Social Workers, Nurses, Psychologists
- Parent Leaders

8:30-3:00

Robert E. Lupinski Center for Curriculum, Instruction and Technology
Nassau BOCES

One Merrick Avenue
Westbury, New York 11590

THURSDAY, MARCH 12, 2015

“Creating School Cultures That Nurture Our Diverse Learners’ Optimism and Engagement “



Dr. Megan Tschannen-Moran, Professor of Education
The College of William and Mary
Co-Founder, Center for School Transformation
Williamsburg, VA

In this hands-on workshop, participants will experience how a focus on strengths can build a collaborative and productive culture in schools working with challenging and/or diverse student populations. You will learn firsthand the power of the positive. Through one-on-one and small group conversations grounded in your best professional experiences while working with these populations, you will develop powerful images of schools at their best and design concrete action steps to innovate ways to make those images a reality.

The evidence base for this workshop includes research on three powerful constructs that together do what few variables explored by educational researchers can boast: they explain student achievement above and beyond the effects of SES. These include high trust, a culture of strong academic press, and collective teacher efficacy. Trust brings out the best in teachers by facilitating greater collaboration, innovation, and more open communication, while trust in students fosters a more positive learning environment and less reliance on rules and punishments to keep order.

A culture of academic press speaks to high expectations for students and the support mechanisms in place to assist all students to meet those expectations. It also reflects a high degree of respect among students for those who do well academically. Collective teacher efficacy means a deeply held belief among faculty that together they have the capabilities necessary to foster student learning and engagement of ALL students. Parallel beliefs from the student perspective are also powerful predictors of student success. This workshop builds a bridge between these potent theories to the real world of your schools.

Megan is a professor of educational leadership at the College of William and Mary School of Education, and prepares prospective school leaders for K-12 building-level and central office positions in the Educational Policy, Planning, and Leadership program. Her research focuses on relationships of trust in school settings and how these are related to important outcomes such as the collective efficacy beliefs of a school faculty, teacher professionalism, and student achievement. Another line of research examines teachers’ self-efficacy beliefs and the relationship of those beliefs to teacher behavior and student outcomes. Her book [Trust Matters: Leadership for Successful Schools](#) reports the experience of three principals and the consequences of their successes and failures to build trust. Her second book, [Evocative Coaching: Transforming Schools One Conversation at a Time](#), co-authored with her husband Bob who is a professional coach, presents a person-centered, no-fault, strengths-based model for supporting teacher professional learning.

FRIDAY, APRIL 24, 2015

SUPERINTENDENTS’ ANNUAL PLANNING MEETING

This will be a highly interactive culminating forum for Superintendents’ continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2014-15 Consortium activities and affirm continued commitment and provide input for program planning in the 2015-16 school year

Audience: District Superintendents and/or Their Representative

9:00-Noon

Robert E. Lupinski Center for Curriculum, Instruction and Technology
Nassau BOCES
One Merrick Avenue
Westbury, New York 11590

ANTICIPATED 2014-15 LICEE MEMBER DISTRICTS

Baldwin Public Schools	Jim Scannell, Superintendent Cynthia Seniak, Assistant Superintendent	Baldwin, NY
Carle Place Schools	David Flatley, Superintendent Christine Finn, Assistant Superintendent	Carle Place, NY
Elmont School District	Al Harper, Superintendent Kathy Safrey, Director of Curriculum and Instruction	Elmont, NY
Freeport Public Schools	Kishore Kuncham, Superintendent Gerard Poole, Assistant Superintendent	Freeport, NY
Hewlett-Woodmere Public Schools	Joyce Bisso, Superintendent Mark Secaur, Assistant Superintendent	Woodmere, NY
Long Beach Public Schools	David Weiss, Superintendent Kenneth Graham, Assistant Superintendent	Long Beach, NY
Malverne School District	Jim Hunderfund, Superintendent Rose Linda Ricca, Assistant Superintendent	Malverne, NY
Mineola Public Schools	Mike Nagler, Superintendent Patricia Burns, Assistant Superintendent	Mineola, NY
Oyster Bay-East Norwich Central School District	Laura Seinfeld, Superintendent Lisa Mulhall, Assistant Superintendent	Oyster Bay, NY
Port Washington Public Schools	Kathleen Mooney, Superintendent Wafa Westervelt, Assistant Superintendent	Port Washington, NY
Rockville Centre School District	Bill Johnson, Superintendent Chris Pellettieri, Assistant Superintendent	Rockville Centre, NY
Roosevelt School District	Deborah Wortham, Superintendent Marnie Hazelton, Assistant for Elementary Education Marilyn Zaretsky, Assistant for Secondary Education	Roosevelt, NY
Roslyn Public Schools	Dan Brenner, Superintendent Allison Brown, Assistant Superintendent	Roslyn, NY
Sewanhaka Central HS School District	Ralph Ferrie, Superintendent Cheryl Champ, Assistant Superintendent	Floral Park, NY
Valley Stream Union Free School District 13	Adrienne Robb-Fund, Superintendent	Valley Stream, NY
Valley Stream Union Free School District 30	Nicholas Stirling, Superintendent Roxanne Garcia France, Assistant Superintendent	Valley Stream, NY
Valley Stream Central High School District	Bill Heidenreich, Superintendent Thomas Troisi, Assistant Superintendent	Valley Stream, NY