

THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY NASSAU COUNTY

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

2018-19 EVENTS AND ACTIVITIES



The Long Island Consortium for Excellence and Equity-Nassau is an evolving collaborative network of regional school districts in Nassau County that for the past seven years have committed to learn and work together to support and 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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UPDATED August 1, 2018

LICEE ACTION LEARNING NETWORK COLLEGIAL CIRCLES

“Equity Challenges to Getting All of Our Students College, Career and Citizenship Ready”

Tuesday, October 2

8:30-11:00

Nassau BOCES

Robert E. Lupinski Center for Curriculum, Instruction and Technology

One Merrick Avenue

Westbury, New York 11590

This half-day session is offered to LICEE district curriculum and instruction and building level administrators as a unique opportunity for sharing of equity-related challenges and promising practices in getting our most challenged students college, career and citizenship ready. In this on-going activity we are collaboratively exploring key student learning and development topics of interest at both district and school levels.

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP SERIES

“Educational Equity Through Cultural Proficiency”

Tuesday, October 16

Monday, November 19

Friday, December 7

8:30-2:30

Nassau BOCES

Robert E. Lupinski Center for Curriculum, Instruction and Technology

One Merrick Avenue

Westbury, New York 11590



**Dr. Erick Witherspoon, National Director of Equity
Generation Ready
New York, NY**

This highly engaging three-day workshop series will provide identified district equity teams, that are interested in building more inclusive, affirming and culturally responsive schools and classrooms, the opportunity to explore a practical framework and develop strategies to more effectively address their diversity challenges. ***Note that this is a three session workshop series for consistent district equity leadership teams*** that is designed to help build system capacities for increasing all students' academic engagement and achievement in learning environments that effectively address culture and diversity. Building upon the foundational work of Dr. Randall Lindsey and his associates, these sessions introduce the Tools of Cultural Proficiency as a shared commitment to excellence and equity for all students. Participants will use strategies and tools needed for districts to embed Cultural Proficiency into their schools' academic cultures. Upon completion of the three sessions, the district teams will better understand and know how to apply the Tools: The Guiding Principles, Essential Elements, Continuum, and Barriers related to Cultural Proficiency, and will explore the best ways to weave these tools into the fabric of their schools.

UPDATED August 1, 2018

Session One consists of an introduction to the four tools of Cultural Proficiency through an exploration of culture at the individual and organization level. The Intended Outcomes include:

- Participants view Cultural Proficiency as a shared priority
- Participants experience Cultural Proficiency as personal and professional work
- Participants ensure a common language and common understanding of this work
- Participants use Culturally Proficient Schools: An Implementation Guide, as a guide for addressing access and achievement gap issues

Session Two builds upon the culture at the individual and organization level to expand understanding of viewing the Tools of Cultural Proficiency as a guide for addressing access and achievement gap issues. The Intended Outcomes include:

- Participants gain a sense of diverse perspectives regarding the history of education in America
- Participants engage in the exploration of the achievement gap and the cultural correlation
- Participants explore federal mandates and the cultural effects on students
- Participants view the Tools of Cultural Proficiency as a guide for addressing their complex achievement gap issues
- Participants begin to design a plan for implementation at the school level

Session Three consists of the continued exploration of achievement gaps and strengthening the understanding of Cultural Proficiency as a shared priority to overcome identified barriers. The Intended Outcomes include:

- Participants review the culture of the school culture and served cultures
- Participants identify barriers that may prevent a person, school, and district from becoming culturally proficient
- Participants deepen the understanding of Cultural Proficiency as a shared priority to overcome barriers
- Participants explore the characteristics/traits of a culturally responsive classroom and to understand how the organization capacity relates to the ability to leverage equity and inclusion

Dr. Erick E. Witherspoon is a nationally recognized educational leader, professor, and motivational speaker, who originally hails from the sprawling Midwest air-capital city of Wichita, Kansas. Dr. Witherspoon holds a B.S. in Elementary Education from Kansas Newman University, a M.S. in Educational Administration from Wichita State University, and Ed.D. in Leadership for Educational Justice from the University of Redlands, Redlands, CA.

His career in education includes experience as a classroom teacher, assistant principal, principal, district leader, and adjunct professor in Southern California. Additionally, he has held many local, state, and national offices in the National Alliance of Black School Educators and serves on the California Staff Development Council. Throughout his career, Dr. Witherspoon has received numerous awards, including the San Bernardino County, ACSA Region Elementary Principal of the Year, the Golden Bell Award from the California School Boards Association, the California Association of African American Superintendents and Administrators (CAAASA) Emerging Superintendent Award, and the National Alliance of Black School Educators (NABSE) 2015 Hall of Fame Award inductee among many others.

Currently, Dr. Witherspoon serves as the National Director of Equity for Generation Ready – one of the nation’s premiere educational professional development companies based in New York, NY. Generation Ready partners with parents, school communities, and districts throughout the country to ensure success for all students. <https://www.generationready.com/what-we-offer/cultural-proficiency/>

DIVERSE STUDENT LEARNERS AND SCHOOL IMPROVEMENT WORKSHOP

“Transformative Student Voices for Equity: Nothing About Us Without Us”

Tuesday, January 15

8:30-2:30

Nassau BOCES

Robert E. Lupinski Center for Curriculum, Instruction and Technology

One Merrick Avenue

Westbury, New York 11590

UPDATED August 1, 2018



**Dr. Shelly Zion, Executive Director of the Center for Access, Success and Equity and Professor, Language, Literacy, and Sociocultural Education
College of Education
Rowan University
Glassboro, NJ**

Transformative Student Voice (TSV) refers to sustained and systemic opportunities for historically marginalized students to inquire about the root causes of problems in their schools and take action to address them by working with adults to develop and implement improved policies and practices. National and local models of impactful adult-student partnerships in schools will be highlighted.

Participants (including your students) will begin processes for developing TSV Learning Communities in their schools focused around shared learning around equity, participatory action research and influencing new policies and practices. Expected outcomes of successful TSV initiatives include:

- Students developing as critically conscious leaders and civic actors
- Teachers improving their capacity to share power, facilitating
- participatory action research, and taking on leadership in their schools,
- and
- Schools and school districts sustaining systems that lead to more
- socially just and developmentally responsive schools.

Dr. Zion's work is multi-disciplinary, grounded in the social sciences, and specifically within sociology as it seeks to understand how institutions, social systems and individual experiences create and sustain systems of power and privilege that ensure access for some while excluding others. Her research is situated within a framework of sociopolitical development, informed by a range of critical theoretical perspectives, and advanced by an understanding of the nature of both individual and systemic change. This framework requires that to impact a transformation of the current public education and other social systems towards goals of equity and social justice, we must work to disrupt dominant ideologies by creating spaces in which people begin to develop a critical understanding of the cultural, political, economic, and other institutional forces that perpetuate systems of privilege and oppression. Practically, this translates to a focus on teaching for social justice-preparing educators, students, community members to be active participants in ending oppression through empowerment and organizing. <https://academics.rowan.edu/education/CASE/About%20Us/index.html>

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP

“Learner Active and Technology Infused Classrooms: Lessons That Build Students’ Executive Functioning Skills”

Wednesday, February 6

**8:30-2:30
Nassau BOCES
Robert E. Lupinski Center for Curriculum, Instruction and Technology
One Merrick Avenue
Westbury, New York 11590**

UPDATED August 1, 2018



**Dr. Nancy Sulla, President and Educational Consultant and Author
Innovative Designs for Learning
Naples, FL**

A significant amount of content is available today through the Internet. Need to learn a skill? Google it! However, to be able to take advantage of that content, you need some foundational skills, such as: focusing, holding on to information while considering other information, initiating a task, identifying cause-and-effect relationships, persisting in a task, and more. These are the skills of executive function, without which, academic content is inaccessible. The rush to build academic achievement in struggling students has focused on better materials and better lessons. Still, a teacher can present the best lesson possible, but if students lack executive function, it will fall flat.

Nancy believes that the skill areas of executive function (working memory, cognitive flexibility, planning, reasoning, problem-solving, inhibitory control, and self-awareness) are more critical to student achievement than we think. Yet executive function skills are not taught through lessons, but built through continual practice, using a specific part of the brain. Her instructional model engages students in a problem-based approach to understanding and applying content, with students taking greater responsibility for their own learning. Join her for an engaging workshop that will immerse you in a student-centered learning environment that builds executive function.

Dr. Nancy Sulla is an author, national speaker, and thought leader in transforming learning environments to build student engagement, empowerment, and efficacy. As the creator of the Learner-Active, Technology-Infused Classroom and founder of IDE Corp. – Innovative Designs for Education, Dr. Sulla leads her educational consulting firm in the pursuit of equity-focused instructional design, positioning students to change the world.

*Designing student-driven classrooms is the subject of Nancy's first book, *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom*. Her second book, *It's Not What You Teach But How: 7 Insights for CCSS Success* offers critical insights for achieving levels of standards-based learning focused on understanding and application.*

*In her latest book, *Building Executive Function Skills: The Missing Link to Student Achievement* she frames executive function skills as a requirement for mastering six increasingly complex life skills that should be the goal of any school: conscious control, engagement, collaboration, empowerment, efficacy, and leadership. <https://www.idecorp.com/>*

PUPIL SERVICES PROFESSIONALS SUPPORTING DIVERSE LEARNERS WORKSHOP

“Creating Trauma Sensitive Schools and Classrooms”

Tuesday, March 19

8:30-2:30

Nassau BOCES

Robert E. Lupinski Center for Curriculum, Instruction and Technology

One Merrick Avenue

Westbury, New York 11590

UPDATED August 1, 2018



Dr. Melissa Sadin, Executive Director

**Ducks & Lions: Trauma Sensitive Resources and Program Director, Creating Trauma Sensitive Schools for the Attachment & Trauma Network
Somerville, NJ**

One out of four children in a school classroom have experienced trauma and the likelihood of children in a special education classroom who have experienced trauma may be as high as 80% of all classified students in a district. Children who experience prolonged trauma have been shown to develop difficulties with internalizing and externalizing behaviors and may likely struggle in their cognitive and executive function development. In addition, studies have shown that children who experience early childhood trauma have disorganized or disrupted attachment. Children with fragile attachment struggle with trust and the development of relationships with teachers and peers and may demonstrate other externalizing behaviors such as defiance, disrespect, or severe aggression. Other students may respond to their unstable affect regulation with internalizing behaviors such as withdrawal, shutting down, or zoning out.

A trauma informed school or classroom is one where educators realize the prevalence of trauma, recognize the impact of trauma on neurobiological and psychological development, respond in a trauma-informed way, and resist re-traumatization. Students with trauma, indeed ALL students, must feel safe, be connected, get regulated in order to be ready to learn. Schools where trauma-informed practices are in place have noted improvement in the behavior and academic achievement, increased attendance, and decreased suspensions. Teachers working in trauma-informed schools report increased productivity, feelings of support and safety, and have higher attendance rates than schools that are not trauma-informed. In this session participants will:

- Become better aware of the different types of childhood trauma and their prevalence.
- Realize the impact of trauma on a child's neurobiology and the influence of this atypical neuro-biological development on learning and social/emotional growth.
- Recognize learning challenges and behaviors that are the result of trauma and develop plans for addressing them in a trauma-sensitive way through mindfulness practices, resiliency development and executive function support.
- Learn about their own exposure to trauma and ACE score and identify their triggers.
- Develop classroom strategies to respond in a trauma-informed way and to avoid re-traumatization.

Melissa has served as a special education teacher and a building administrator, and currently works as a director of special education. Publicly, Dr. Sadin has been vice-president of her local School Board, is on the Board of Directors of the Attachment & Trauma Network and serves as the director of the Creating Trauma Sensitive Schools Program. She is a published author and has produced numerous webinars on children with attachment trauma in schools. Currently, Melissa works as an education consultant and developmental trauma expert providing professional development to school districts, municipal service providers and parents. As an adoptive mother, she provides first hand expertise in her work with adoptive parents at conferences and in other formal and informal settings. Her first book, Teachers' Guide to Trauma has recently been released. <http://www.traumasensitive.com/>

LICEE-NASSAU SUPERINTENDENTS' ANNUAL PLANNING MEETING ***"Continuing the Momentum for Increasing Inclusion, Opportunity and Access"***

Friday, April 12

1:00-3:00
Nassau BOCES
Robert E. Lupinski Center for Curriculum, Instruction and Technology
One Merrick Avenue
Westbury, New York 11590

UPDATED August 1, 2018



This will be a highly interactive culminating forum for District Leaders' continued sharing of successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2018-19 Consortium activities and affirm continued commitment and provide input for program planning in the 2019-20 school year.

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP "Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation"

Monday, May 13

8:30-2:30

Nassau BOCES

Robert E. Lupinski Center for Curriculum, Instruction and Technology

One Merrick Avenue

Westbury, New York 11590



**John Krownapple, Cultural Proficiency Coordinator
Department of Diversity, Equity and Inclusion
Howard County Schools
Woodstock, MD**

Despite well-intentioned efforts, schools continue to suffer from persistent inequities. Move beyond good intentions by growing as a culturally proficient facilitator and developing what it takes to guide the transformation of a school or district into one that is inclusive, equitable, and excellent for students in all demographic and identity groups. Explore the shift in mindset required to achieve excellence with equity. Increase your effectiveness as a culturally proficient facilitator of professional learning and organizational change. Participants will have the opportunity to:

- Enhance their capabilities to shape professional learning environments that facilitate transformation from unhealthy mindsets that perpetuate inequity and exclusion to healthy mindsets that support excellence with equity.
- Develop an understanding of what is necessary to lead transformative professional learning that leads to profound change for equity and inclusion.
- Identify knowledge, skills, and dispositions of culturally proficient facilitators of transformative professional learning systems.
- Experience powerful strategies, protocols and moves to add to your repertoire as a leader of professional learning.

John Krownapple specializes in facilitating professional learning and organizational development focused on social justice, equity, diversity and inclusion. In his book Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation (2017), he offers educational leaders support for enhancing their knowledge, skills, and dispositions for facilitating effective, equity-focused professional learning. Since 2007 he has led the development and implementation of one of the first and most comprehensive Cultural Proficiency programs in the United States. John continues to administer this program for the Howard County Public School System

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(Maryland) in his role of Coordinator for the Department of Diversity, Equity and Inclusion, where he has guided transformative processes for a variety of teams and groups: organizational leaders, staff members, partners, government officials, students, and families. As an educator for over two decades, John has served as a equity specialist; district office administrator; professional development facilitator; language arts and social studies curriculum specialist; and elementary teacher. He is also an adjunct professor at Johns Hopkins University and McDaniel College.

4TH ANNUAL LICEE MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE ***“Your Voice Matters: Make A Difference”***



Monday, May 20

8:30-1:30
Molloy College Suffolk Center
7180 Republic Airport
Farmingdale, NY

The goal of these one-day forums is to help support the development of the leadership and academic potential of diverse students in our Delaware Valley Consortium for Excellence and Equity school districts. Our aim is to support our students in effectively addressing their school and life challenges, as well as empowering them to make sound and success-producing decisions about their futures. This learning experience is designed to:

- Inspire emerging student leaders to seek high levels of personal and academic success and accept leadership responsibilities for making positive contributions to their families, schools and society;
- Develop a network of students that supports possible future collaboration among these emerging leaders; and
- Engage students in activities that will foster personal leadership development, build a diverse community, and assist in establishing meaningful continuing leadership activities back in their home district.

Each Consortium district is welcomed to invite a team of 10 emerging leaders to join us with identified chaperone/advisor(s). Districts should identify emerging student leaders who they believe might significantly benefit by the experience.

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ANTICIPATED 2018-19 LICEE-NASSAU MEMBER DISTRICTS

Baldwin Schools	Shari Camhi, Superintendent Anthony Mignella, Assistant Superintendent	Baldwin, NY
Carle Place School District	David Flatley, Superintendent Eileen Fredericks, Assistant Superintendent	Carle Place, NY
East Meadow Schools	Kenneth Card, Superintendent Dave Casamento, Assistant Superintendent	Westbury, NY
East Rockaway School District	Lisa Ruiz, Superintendent Mona Hecht, Assistant Superintendent	East Rockaway, NY
Elmont School District	Al Harper, Superintendent Ken Rosner, Dir. Curriculum and Instruction	Elmont, NY
Farmingdale Public Schools	Paul Defendini, Superintendent Joan Ripley, Assistant Superintendent William Brennan, Assistant Superintendent	Farmingdale, NY
Glen Cove City School District	Maria Rianna, Superintendent Michael Israel, Assistant Superintendent	Glen Cove, NY
Hempstead Public Schools	Regina Armstrong, Acting Superintendent James Clark, Associate Superintendent	Hempstead, NY
Hewlett-Woodmere Public Schools	Ralph Marino, Jr., Superintendent Mark Secaur, Assistant Superintendent	Woodmere, NY
Levittown Public Schools	Tonie McDonald, Superintendent Todd Winch, Assistant Superintendent	Levittown, NY
Long Beach Public Schools	Jennifer Gallagher, Superintendent A.J. Hepworth, Assistant Superintendent	Long Beach, NY
Malverne School District	Jim Hunderfund, Superintendent Steven Gilhuley, Assistant Superintendent	Malverne, NY
Mineola Public Schools	Mike Nagler, Superintendent Matthew Gavin, Assistant Superintendent	Mineola, NY
Oyster Bay-East Norwich Central SD	Laura Seinfeld, Superintendent Lisa Mulhall, Assistant Superintendent	Oyster Bay, NY
Rockville Centre School District	William Johnson, Superintendent Chris Pellettieri, Assistant Superintendent	Rockville Centre, NY
Roosevelt School District	Marnie Hazelton, Superintendent Vronique Bailey, Assistant Superintendent Michele Van Eyken, Assistant Superintendent	Roosevelt, NY
Sewanhaka Central HS District	Ralph Ferrie, Superintendent Kathleen Sottile, Assistant Superintendent	Floral Park, NY
Uniondale Public Schools	William Lloyd, Superintendent Rhonda Taylor, Assistant Superintendent	Uniondale, NY
Valley Stream School District 30	Nicholas Stirling, Superintendent Roxanne Garcia France, Assistant Superintendent	Valley Stream, NY
Valley Stream Central HS District	William Heidenreich, Superintendent Thomas Troisi, Assistant Superintendent	Valley Stream, NY
Westbury Public Schools	Eudes Budhai, Superintendent Maria-Angelica Meyer, Director of Instruction	Westbury, NY

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Catalyst @ Penn GSE connects people and ideas across diverse constituencies to develop innovative ways to address persistent and emerging problems in education.

Building upon Penn GSE's history of leadership in education, Catalyst is both a collection of unique programs and a facilitator within and beyond the University. Throughout its work, Catalyst combines education, business, and technology to embrace an ongoing process of generating, testing, adapting, and disseminating best practices.