THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY NASSAU COUNTY

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

2019-20 SCHEDULE OF 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 eight years have committed to learn and work together to support and nurture the school and life success of ALL 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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Graduate School of Education
Penn GSE
Catalyst@ Penn GSE

8/7/2019
YOUTH LEADERSHIP AND SCHOOL CLIMATE WORKSHOPS
“Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Can Foster Educational Equity and Improve School Climate and Learning”

William Preble, Ed.D.
Professor of Education, New England College and Director of the Center for School Climate and Learning
The Center for School Climate and Learning
Manchester, NH

Monday October 21 and Monday, November 25, 2019
8:30-2:30

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

Until we get equality in education, we won’t have an equal society (Sotomayo)
School climate is like the air we breathe, it tends to go unnoticed until something is seriously wrong (Freiburg)
A school’s culture is a key factor in determining whether improvement in a school is possible (Fullan & Hargreaves, 2011)

These quotes capture the issues we will discuss and work together to address in these two sessions. We will explore the issues of school climate, culture and learning and how to work with students as action research partners. Educators will learn how they can call upon and invite diverse teams of students to serve as school climate experts, researchers and advocates and work with them to identify and solve complex problems and overcome barriers to providing a quality education to all students.

We will examine how schools across the U.S. are using YPAR to transform school climate, learning environments and achieve educational equity, while simultaneously improving adult culture, work environments and teacher morale. In each session, we will explore how to improve schools for everyone by working collaboratively with students using a set of activity-based, action-oriented exercises and protocols, and sharing model action projects that have been used successfully in other schools. Everyone will leave with a personal plan of action and YPAR Tool Kit they can use for leading and sustaining school climate improvement to ensure that all students thrive.

Goals for Session 1:

1. To introduce the power of YPAR to amplify the voices of students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
2. To synthesize research on quality education as a civil right (QECR), personalized learning, democratic school leadership and improving school climate, culture and learning as a call to taking effective action.
3. To explore and apply a simple, yet powerful Youth Participatory Action Research Model that each participant can apply in their schools to address issues of educational equity and improve school climate and culture.
4. To review, design and share simple action steps, activities and projects and that will help all students and teachers thrive in Consortium Schools.

Goals for Session 2:

1. To explore and assess the power of YPAR to amplify the voices of ALL students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
2. To share the ways that students, teachers and school leaders applied the YPAR Action Model in their schools, classrooms and organizations.
To investigate how this process can be applied more broadly in Consortium Schools and sustained in the future to help all students and teachers thrive.

LEADERSHIP FOR socIA.ly AND EMOTIONALLY RESPONSIVE SCHOOLS WORKSHOPS

“Understanding and Effectively Responding to Our Students’ Stress and Trauma”

Frank J. Kros, MSW, JD
President, Kros Learning Group and Consultant, TranZed Institute
Director of the National At Risk Education Network
Baltimore, MD

Tuesday, December 3, 2019 and Wednesday, January 22, 2020
8:30-2:30

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

Day 1: “Student Resilience Realized: Building Extraordinary Brains”

The trauma-informed movement is sweeping through education. Now almost every educator knows something about childhood trauma and its devastating impact on student learning, behavior and quality of life. We also know that building student resilience is the antidote to traumatic experience. But now that we are trauma-informed, how do we respond? And what about students who do not experience trauma yet suffer the significant challenges of severe anxiety and chronic stress due to personal and/or school challenges?

This workshop is focused on providing you with the knowledge, skills, and structures to build resilience in all students. Resilience empowers every student to achieve success and prepares them for future challenges. Educational leaders can drastically increase student resilience by designing and implementing a resilience-building culture so that each student can heal, grow, learn and thrive. Equally important, you’ll be exposed to practices that erode student resilience and lead to poor outcomes. You’ll learn how to apply practical tools to strengthen your students’ readiness for instruction and ability to learn. You’ll also identify strategies to meet students’ needs for behavioral support including motivational tools and effective behavioral health structures. In addition, you’ll learn how to create powerful, transformational school cultures that prioritize inclusion, equity, optimism and hope.

Day 2: “Building Resilience in Our Students Who Are Experiencing Poverty”

Research reveals that experiences of chronic poverty significantly impact how a student thinks, feels and behaves. Because this emerging pattern of thinking, feeling and behavior is often starkly different from those of people not experiencing poverty, helping relationships between the impoverished student and non-impoverished educator can struggle to form, stall midway, or fail altogether. This workshop provides educational leaders with information and insights on the impact of poverty on the brain and equips them with concrete tools for helping staff build effective relationships with impoverished students. Leaders will experience a powerful Poverty Simulation and be furnished with specific, research-backed strategies for influencing students’ thinking, feeling and behavior to produce positive and enduring academic, social and behavioral change for economically-stressed students.
LEADERSHIP FOR SOCIALLY AND EMOTIONALLY RESPONSIVE SCHOOLS WORKSHOP

“Elevating Educational Equity Through Social Emotional Learning”

Thursday, December 5, 2019
8:30-11:00

Nassau BOCES
Robert E. Lupinskie 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 student’s 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.

8/7/2019
Educators must ensure a healthy, safe learning environment in which each student feels supported, engaged, and challenged. However, institutional barriers exist that hinder our students’ academic, social, and emotional growth. By integrating social-emotional learning (SEL), educators can dismantle barriers, heal wounds from inequity, and cultivate students’ social-emotional skills. In this session, educators will study the five competencies of SEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as well as recognize the social, emotional, and cognitive benefits of SEL integration.

Participants will reflect on their identity development and how this influences their daily interactions with others, thus acknowledging that culture serves as a predominant force in teaching, learning, access, and achievement. After analyzing the Cultural Proficiency Continuum, educators will devise a course of action that leverages their own SEL strengths, fosters the SEL skills of their students, deconstructs barriers to equity, and creates a more inclusive learning environment.

**LEADERSHIP FOR EQUITABLE AND INCLUSIVE SCHOOLS WORKSHOP**

*“Transforming Our Professional Practice Through Equity”*

Natalie McGee, Lead Consultant
Generation Ready
New York, NY

**Thursday, March 12, 2020**

8:30-2:30

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

We are all coming to understand that school leaders play a critical role in leading the charge for transforming professional practice for equity and inclusion at the classroom and school level. Building upon our three-day Equity Through Cultural Proficiency workshop series in 2018-19, this workshop will provide additional interactive experiences designed to explore how the culture of the school organization correlates with the ability to leverage equity and inclusion.

This workshop will continue to reinforce our awareness, knowledge, and skills related to the impact of personal and professional belief systems and will serve to develop cultural responsiveness necessary to create conditions for educational access. School practitioners will continue to build their cultural proficiency through engaging exercises that respond to challenges and proactively plan for issues that may emerge in their diverse school environments.

**LICEE-NAASSAU DISTRICT ADMINISTRATORS’ ANNUAL PLANNING MEETING**

*“Sharing Our Successes and Addressing Barriers to Equity”*

Robert L. Jarvis, Ph.D., Director of the Coalition for Educational Equity and LICEE-Nassau
Thursday, April 2, 2020
1:00-3:30

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

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 2019-20 Consortium activities and affirm continued commitment and provide input for program planning in the 2020-21 school year.

LEADERSHIP FOR SOCALLY AND EMOTIONALLY RESPONSIVE AND INCLUSIVE SCHOOLS WORKSHOP

“The BASIS of Our Work: Nurturing Our Students’ Belonging and Sociocultural Identities in Our Schools”

Cindi Sternfeld, M.A., Ed.S., Licensed Professional Counselor
Lambertville, NJ

Wednesday, May 6, 2020
8:30-2:30

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

Belonging has long been recognized as a fundamental need and motivator. This introductory workshop of BASIS (Belonging and Sociocultural Identities in Schools) professional development series is designed specifically for school/districts. In this training, participants gain a foundational understanding of school belonging and its relationship to supporting one’s sociocultural identities (i.e. class, disability, ethnicity, family structure, gender, race, religion and sexual identities).

Recent research has linked belonging’s importance to successful learning and self-esteem development for K-12 students. School personnel’s own sense of belonging is also addressed since those who experience a positive sense of belonging in their workplace have greater satisfaction, engagement, teamwork and retention.

For both students and personnel when a sense of belonging is lacking, the opportunity for disconnection and discord is greater. The workshop will also provide information and practice addressing such missteps and putdowns from students as well as colleagues.
# 2020 LICEE-NASSAU MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE

**Date and New Location TBD**

## ANTICIPATED 2019-20 LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY-NASSAU COUNTY MEMBER SCHOOL DISTRICTS

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<th>School District</th>
<th>Superintendent</th>
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<tr>
<td>Baldwin Schools</td>
<td>Shari Camhi, Superintendent</td>
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<td>Christine Finn, Superintendent</td>
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<td>Kenneth Card, Superintendent</td>
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<td>Al Harper, Superintendent</td>
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<td>Tonie McDonald, Superintendent</td>
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<td>Oyster Bay-East Norwich Central SD</td>
<td>Laura Seinfeld, Superintendent</td>
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<td>Cheryl Champ, Superintendent</td>
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<td>Valley Stream School District 13</td>
<td>Constance Evelyn, Superintendent</td>
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8/7/2019
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<td>Nicholas Stirling, Superintendent</td>
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