The Technical Assistance Center on Disproportionality (TAC-D), in partnership with New York State Education Department, welcomes you to

**TAC-D SUMMER INSTITUTE**

**MAY 18, 2018**

**DISPROPORTIONALITY: RACE, POLICY, AND JUSTICE**

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AKNOWLEDGEMENT

The Technical Assistance Center on Disproportionality (TAC-D) is funded by the Office of P-12: Office of Special Education, New York State Education Department. Without its support of our work, the Summer Institute would not be possible.

“The problem of the twentieth century is the problem of the color-line.”

Dr. WEB Dubois
Dear 2018 Summer Institute Attendee,

Thank you for agreeing to participate in the Technical Assistance Center on Disproportionality at New York University’s (“NYU”) 2016 Summer Institute.

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It gives me great honor to welcome you to this year’s NYU Metro Center TAC-D Summer Institute. I want thank our partners at The New York State Education Department, The New York State Board of Regents, and our incredible district and school partners throughout New York State and beyond. To our many collaborators in the noble pursuit of advancing equity in education, I thank you.

I would be remiss not to extend my heartfelt gratitude to our amazing NYU Metro Center team. It has yet been three years since I joined NYU Metro Center, which this year celebrates 40 years of service to schools, communities, families, and children. In my brief time with the Center, I’ve witnessed our team elevate this work to heights of our most distant ideas, where research evidence is being put into practice in the service of transforming our schools. Indeed, this is the daily toil, the undying determination, the studiousness work of our TAC-D team.

As many of you know, the work of TAC-D is not optional. Hope today is threatened by powerful interests investing in campaigns to diminish the essence of equity’s cause; to argue in ways that affirm (as opposed to interrupt) our deepest, most lingering inequities in education. It has now been over a year since the Manhattan Institute released a report suggesting that efforts to reduce school suspensions may, in fact, worsen school climate. The report’s findings were based on a flimsy analysis of otherwise interesting evidence. According to the report, school climate (in NYC) is on a decline, in part, because of recent and successful efforts to reduce suspensions. The report suggests as well that some kids may deserve to be suspended because they come from situations that might promote behaviors necessary to police in order to deter chaos and maintain order in our schools.

We reject this thesis, affirming data that show that we can educate all children—that children who come from conditions inspired by gross inequities are not expendable. For all students, but particularly vulnerable students, interrupting the epidemic of injustice in education cannot wait. Based on the rigorous work of NYU Metro Center and TAC-D, we know that the majority of suspensions in New York State for vulnerable children are based on subjective reasons—so called “soft infractions” such as wearing hats or scarves. We also know that Black and Brown students are more likely to receive harsher penalties and longer suspensions for such infraction than White students. We know as well that teachers and other school personnel view such students as older, more threatening, and less innocent than less vulnerable students the same age.
These perceptions have consequences. They are part of the structural and ideological apparatuses that animate gross systems of disparity in our schools and our society. Such apparatuses have so hardened in place that in many schools across New York State, and indeed across our nation, few people seem hardly aware of the chronic patterns of disproportionality that leave us with a tale of two systems—one that serves some students and one that evicts Others. This is the reason why we must perfect ways to keep our children in school for as long as they are supposed to be there. It’s beyond a civil rights issue; it’s a human rights issue tied to uneven access to dignity and opportunity. The effort to transform our schools, then, must be part of a greater campaign to care for people. It must be a central part of our deep and vital investment in our humanity.

And while reducing suspensions is the right thing to do, state climate data in addition to other emerging evidence on exclusionary discipline suggest that reducing suspension cannot be the only thing we do. We can reduce suspensions, but unless we support districts and teachers and deal with the underlying and sometimes hidden causes that drive disparity and impair relationships in schools, we will invent new struggles. New York State has been among the few states ahead of the game in recognizing that reducing suspensions is the right thing to do, but it is not the only thing that must be done to transform our schools.

As a state and as a nation, we have the right and responsibility to define ourselves and to seek our allies in common cause: across district, city, and state lines against the plague of inequity and for the future of our children. But most of all, as a state and as a nation, we have the right and responsibility to recognize our collective power to transform our systems without fear. As Audre Lorde reminds us:

It would be ridiculous to believe that this process is not lengthy and difficult. It is suicidal to believe it is not possible. As we arm ourselves with ourselves and each other, we can stand toe to toe inside that rigorous loving and begin to speak the impossible—or what has always seemed like the impossible... The first step toward genuine change. Eventually, if we speak the truth to each other, it will become unavoidable to ourselves.

Again, I thank you. I welcome you. Please enjoy our 2018 Summer Institute.

David E. Kirkland  
Executive Director  
New York University’s Metropolitan Center for Research on Equity and the Transformation of Schools
AGENDA

7:30–8:15AM
Registration
1st Floor
8:15–9:00AM
MC: Dr. Natasha M. Strassfeld
10th Floor, Rosenthal Pavilion
Greetings from Metro Center:
Dr. David Kirkland, Executive Director
Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center)
Welcome/Introduction to Team:
Dr. María G. Hernández, Director
Technical Assistance Center on Disproportionality (TAC-D)
Greetings from NYSED:
Angélica Infante-Green,
Deputy Commissioner, P-12 Instructional Support
Dr. Lester Young,
Regent-at-Large, New York State Board of Regents
9:00–9:45AM
TAC-D TALK #1
Dr. Yohuru Williams
10th Floor, Rosenthal Pavilion

9:55–11:10AM
Session A
Breakout Sessions
4th, 8th and 9th Floor
Meeting Rooms
10 min transition

11:20AM-12:05PM
TAC-D TALK #2
Dr. Khalil Gibran Muhammad
10th Floor, Rosenthal Pavilion
10 min transition

12:15–1:30PM
Lunch/Luncheon Speaker:
Mr. Kenneth B. Morris, Jr.
10th Floor, Rosenthal Pavilion
10 min transition
3:05-3:50PM
10th Floor, Rosenthal Pavilion

TAC-D TALK #3
Introduction by Hui-Ling Malone
Mr. Shaka Senghor

3:55-4:50PM
10th Floor, Rosenthal Pavilion

A Conversation with:
YTAC-D, Dr. Edward Fergus, Shaka Senghor, and Co-Director Harlem Renaissance Education Pipeline Inc Ocynthia Williams, Parent Leader, NYC Coalition for Educational Justice

Moderator: Dr. Alfredo Artiles

4:50-5:00PM
10th Floor, Rosenthal Pavilion

Closing Remarks:
Dr. David Kirkland, Executive Director
Dr. Artiles is the Dean of the Graduate College and the Ryan C. Harris Professor of Special Education at Arizona State University. His scholarship focuses on educational equity related to disability intersections with race, social class, language and gender, teacher learning in urban contexts, and policy. He directs the Equity Alliance and was elected Vice President of AERA. He served on the White House Advisory Commission on Educational Excellence for Hispanics and has advised the National Research Council, the National Academy of Education, and the Kennedy Foundation, among others. Dr. Artiles is an AERA Fellow, a former Spencer Foundation/ National Academy of Education Postdoctoral Fellow and was a Resident Fellow at Stanford University’s Center for Advanced Study in the Behavioral Sciences. He edits the Teachers College Press book series “Disability, Culture, & Equity.” Recent publications include World Yearbook of Education: Assessment inequalities (Routledge) and Inclusive education: Examining equity on five continents (Harvard Education Press).
Y-TAC-D

Y-TAC-D members work closely with field support staff to explore and improve policies that most impact the lives of young people. Students conduct research, form working groups, and tackle shared challenges together. BSACs help keep DOE student voice channels flowing and increase youth-adult partnership in policy-making and practice. The student presenters of this workshop are active members of the Brooklyn North, Brooklyn South, and Manhattan Borough Student Advisory Councils (BSACs) and the adult presenters, Ari Sussman and Emilie Mittiga, co-facilitate these groups.

Dr. Edward Fergus

Dr. Fergus is Assistant Professor of Urban Education at Temple University. Dr. Fergus is a former high school teacher, evaluator, and community school program director. Dr. Fergus’ current work is on the intersection of educational policy and outcomes with a specific focus on Black and Latino boys’ academic and social engagement outcomes, disproportionality in special education and suspensions, and school climate conditions. He has published numerous articles and is the author of Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth (Routledge Press, 2004), co-editor of Invisible No More: Disenfranchisement of Latino Men and Boys (Routledge Press, 2011), co-author of Schooling For Resilience: Improving Trajectory of Black and Latino boys (Harvard Education Press, 2014) and author of Solving Disproportionality and Achieving Equity (Corwin Press, 2016). Fergus has worked with over 65 school districts since 2004 on educational equity and school reform. Fergus serves on various boards such as NY State Governor’s Juvenile Justice Advisory Group (2010-present), appointed in 2011 to the Yonkers Public Schools Board of Education (2011-2013), and is an expert consultant for the U.S. Department of Justice Civil Rights Division on Educational Opportunities (2014-present) and NAACP Legal Defense Fund (2018). Dr. Fergus received a bachelor’s degree in Political Science and Education from Beloit College and a doctorate in Educational Policy and Social Foundations from the University of Michigan.
**DR. KENNETH B. MORRIS, JR**

Dr. Morris is the founder and President of Frederick Douglass Family Initiatives (FDFI). As the President of FDFI he has initiated PROTECT, a partnership with two California-based nonprofit organizations, 3Strands Global and Love Never Fails, to provide grade-level appropriate, state standard-compliant human trafficking prevention education to thousands of California school children from grade school to high school and the One Million Abolitionists project, which with a wide range of partners including the National Park Service, educational institutions, community organizations, and individuals will print and distribute one million copies of a special Bicentennial edition of Frederick Douglass’s first autobiography, Narrative of the Life of Frederick Douglass: An American Slave, to young people across the country through the 2018 celebration of the bicentennial of Douglass’s birth.

**DR. KHALIL GIBRAN MUHAMMAD**

Dr. Muhammad is professor of History, Race and Public Policy at Harvard Kennedy School and the Suzanne Young Murray Professor at the Radcliffe Institute for Advanced Studies. He is the former Director of the Schomburg Center for Research in Black Culture, a Harlem-based branch of the New York Public Library system and one of the world’s leading research facilities dedicated to the history of the African diaspora. Prior to joining the Schomburg Center in 2010, Muhammad was an associate professor of history at Indiana University Bloomington.

**MR. SHAKA SENGHOR**

Mr. Senghor is a leading voice in criminal justice reform and a Senior Fellow with the Dream Corps. His memoir, Writing My Wrongs: Life, Death and Redemption in an American Prison, was released in March 2016 and debuted on The New York Times Best Seller List as well as The Washington Post Best Seller List. He is a champion for justice and works towards reimagining the education system to provide educational access to the most vulnerable students.
**Ms. Ocynthia Williams**

Ms. Williams is a wife and mother of six children, and Co-Director with the Harlem Renaissance Education Pipeline C2C, a Collective Impact Initiative in Harlem. She is a long time Parent Organizer, Advocate, and Coalition Builder in New York City. In addition, she is a founding member of the New York City Coalition for Educational Justice, a citywide parent organizing group who have heavily influenced education policies in New York City Public Schools.

**Dr. Yohuru R. Williams**

Dr. Williams is an American academic, author and activist. Williams is a professor of History dean of the College of Arts and Sciences at the University of St. Thomas (Minnesota). He was previously a professor of history and dean of the College of Arts and Sciences at Fairfield University and former chief historian of the Jackie Robinson Foundation. Williams is an education activist and noted scholar about the Civil Rights Movement and Black Power movement. Diverse magazine named Williams one of its Top 10 Emerging Scholars under 40 in 2009.
ANGÉLICA INFANTE-GREEN

Mrs. Infante-Green the Deputy Commissioner of the New York State Education Department’s Office of Instructional Support. Her portfolio includes overseeing the Office of Bilingual Education and World Languages; the Data Systems and Educational Technology Office; the Office of Assessment, Standards, and Curriculum; the Office of Special Education; and the Office of District and School Review. In her previous role as the Associate Commissioner for Bilingual Education and World Languages, she spearheaded the release of the nationally-recognized Blueprint for English Language Learners’ Success, a statewide framework that establishes clear expectations for administrators, policymakers, and practitioners to prepare English Language Learners (ELLs) for academic success. In addition, while she was leading this work, the Board of Regents adopted Commissioner’s Regulations Part 154, the foundation for progressive statewide policies governing ELL education. Mrs. Infante-Green is an education visionary and a proven leader of change.

DR. LESTER W. YOUNG, JR.

In March, 2008 Dr. Young was appointed by the New York State Legislature as Regent At Large, The University of the State of New York and re-elected to a 5-year term effective April 1, 2010. Currently, he co-chairs the Regent’s P – 12 Education Committee, chairs the Early Childhood Workgroup, and co-chaired the Higher Education Committee. A career educator and public servant, Dr. Young has served as a teacher, guidance counselor, supervisor of special education, elementary school principal, Associate commissioner with the New York State Education Department and Superintendent of Community School District 13, Brooklyn, N.Y. He also led the first NYC Office of Youth Development and School Community Services. During his 10-year tenure as Community Superintendent of District 13 he was responsible for establishing some of the more successful high schools and middle schools in New York City serving Black and Latino students. Dr. Young, Jr. is currently Chair of the Board of Trustees of the Adelaide L. Sanford Institute; he serves on The Advisory Board of Eagle Academy Foundation, New York Advisory Council for Children, CDF-N.Y. He is a Life Member of the National Alliance of School Black Educators and Alpha Phi Alpha Fraternity. Dr. Young volunteers as a mentor to principals and aspiring leaders throughout New York City. During his career, Dr. Young has been recognized by many local, national education, and civic organizations for his professional contributions. Dr. Young is profiled in Men of Courage II, documenting the lives and achievements of 27 African American Men. He is also a contributing writer to Child by Child: The Comer Process for Change in Education, 1999.
Dr. Natasha M. Strassfeld

Dr. Strassfeld is an Assistant Professor of Special Education in the Department of Teaching and Learning. She obtained her J.D. degree from the University of Wisconsin School of Law and her Ph.D. in Special Education from the Pennsylvania State University. Dr. Strassfeld’s research examines service delivery to parents and students with disabilities in the special education services and accommodations process, special education policy and law, and juvenile justice. Her most recent qualitative research has examined social and cultural capital acquisition of minority parents and families during Individualized Education Program meetings. Her policy research has examined special education policy and law including the Individuals with Disabilities Education Act and state special education voucher program legislation. Her recent collaborative research has analyzed longitudinal studies of disproportionate representation of minority students in special education. She has several peer-reviewed publications in education journals including Exceptional Children, Multiple Voices for Ethnically Diverse Exceptional Learners, and The Peabody Journal of Education. Prior to joining the NYU Steinhardt faculty, Dr. Strassfeld was a postdoctoral fellow at NYU Wagner Graduate School of Public Service. Previously, she represented low-income children and families as a public interest attorney. She has received grant fellowship and research funding from the Robert Wood Johnson Foundation, the U.S. Department of Education, and the American Bar Association.
Dr. David E. Kirkland

Dr. Kirkland is Associate Professor of English Education in the Department of Teaching and Learning at New York University’s (NYU) Steinhardt School of Culture, Education, and Human Development; and Executive Director of The Metropolitan Center for Research on Equity and The Transformation of Schools. His transdisciplinary scholarship explores the intersections among urban youth culture, language and literacy, urban teacher preparation, and digital media. He analyzes culture, language, and texts, and has expertise in critical literary, ethnographic, and sociolinguistic research methods. Dr. Kirkland has received many awards for his groundbreaking work, including the 2008 American Educational Research Association (AERA) Division G Outstanding Dissertation Award. He was a 2009-10 Ford Foundation Postdoctoral Fellow, a 2011-12 NAEd/Spencer Foundation Postdoctoral Fellow, and is a former fellow of the National Council of Teachers of English (NCTE) Research Foundation’s “Cultivating New Voices among Scholars of Color” program. Dr. Kirkland has published widely. His most recent articles include: Black Skin, White Masks: Normalizing Whiteness and the Trouble with the Achievement Gap, English(es) in Urban Contexts: Politics, Pluralism, and Possibilities, and We Real Cool: Examining Black Males and Literacy. A Search Past Silence: The Literacy of Black Males, the fifth book that Dr. Kirkland has authored, co-authored, edited, or co-edited, is a TC Press bestseller and winner of the 2014 AESA Critics Choice Award and the 2014 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. He is also co-editor of the newly re-leased Students Right to Their Own Language, a critical sourcebook published by Bedford/St. Martins Press.
Mrs. Leah Akinleye currently serves as the Engagement Dean at Schenectady High School supporting students, teachers, administrators and staff through Restorative Practices (conflict resolution through conversation). She has currently conducted over two hundred Restorative Practice circles on building relationship to increase social capital. Leah is a member of several committees at the Schenectady City School District dealing with Attendance, Classroom Management, Grading, Student Based Support Teams, the Code of Conduct, and the Restorative Practice Team. She has assisted with district wide implementation on Restorative Practices, Implicit Bias and My Brother's Keeper Mentoring Program. Leah believes in educational transformation. With a change in mindset anything is possible!
Superintendent Alicea has dedicated his career to the Syracuse City School District, having worked his way up from a teaching assistant to Chief Operations Officer over the course of his 33-year career before being named Superintendent.

Mr. Alicea got his start in the SCSD as a teaching assistant at Seymour Elementary in 1983, soon becoming a teacher and going on to act as an Administrative Intern at Fowler High School. He has also acted as Vice Principal at Dr. King School and Principal at Seymour Elementary and Fowler High School.

His extensive experience in the SCSD also allowed him to serve as an Area Superintendent, where he was responsible for the overall support and supervision of 19 schools in the District. He notably established a Principals’ Advisory Committee, a parent advisory group, a Pre-K-12 articulation, monthly staff development for administrators and more. Going on to serve as Deputy Superintendent for Supervision and Instruction, Mr. Alicea supervised 38 schools in the District, including the Parent Partnership program, and was responsible for staffing schools and evaluating principals, among other responsibilities.

In his most recent capacity as Chief Operations Officer, Mr. Alicea was accountable for the supervision of the SCSD’s personnel, transportation, health services, food services, security, staff relations, risk management and facilities and operations departments. He successfully led the implementation of the Peer Assistance and Review program, facilitated a districtwide behavior committee and attendance committee, established a Minority Recruitment Committee, participated in the negotiations of ten collective bargaining agreements and revised numerous Board policies.

A member of the Association for Supervision and Curriculum Development, Mr. Alicea also served on several local boards and committees, including the Onondaga County Public Library Strategic Planning Committee, SUNY Oswego Educational Administration Program Advisory Committee, Youth Leadership Greater Syracuse Founding Committee, New York State Education Department Assessment Committee. He currently serves on the Gifford Foundation Board of Directors and the Hope for Education Subcommittee. He has presented at the College Board National Forum and the New York Statewide Title I Conference and is a member of the Leadership Greater Syracuse Class of 1994. Through his many years of dedicated service, Mr. Alicea has been recognized as the Latino Educator of the Year by ANCLA, the Latino Educator by Nosotros Radio and has received the NAACP Community Service Award, the YWCA Academy of Diversity Achievers Award and more. He was recently recognized by Syracuse University with the Chancellor’s Citation for Public Education as an advocate and leader.
Mr. David Amodeo

Mr. Amodeo is principal of New Scotland Elementary School in Albany, NY. He possesses a Bachelor’s Degree in Finance from Siena College in Loudonville, NY and a Master’s Degree in Education Administration and Policy Studies from the University at Albany (NY). He holds teaching certificates in French 7-12, Business and Distributive Education 7-12 and is a certified School Administrator and Supervisor. His journey on the road to Culturally Responsive Education practices began three years ago when his Building Leadership Team invited author, Debby Irving (Waking Up White), to present a workshop to his elementary school and a sister elementary school on the topic of racism in our lives and in our schools. He was a classroom teacher in middle and high school for 12 years and has held positions as an assistant principal at the elementary and middle school levels as well as his current principal position. His career spans over 29 years, all in the City School District of Albany.

Dr. Aydin Bal

Dr. Bal is an assistant professor at the University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special Education. Dr. Bal examines the racialization of psychological problems, racial disproportionality in special education, systemic transformation, and expansive learning. As a practitioner, Dr. Bal has worked with youth from historically marginalized communities and refugees experiencing behavioral difficulties such as post-traumatic stress disorder (PTSD) from South Sudan, Turkey, the Russian Federation, and the United States. He recently edited (with J. Lo Bianco) Springer’s Learning from difference: Comparative accounts of multicultural education. His recent studies focus on analyzing racial disproportionality in local education systems and developing culturally responsive intervention methodologies. Dr. Bal has developed the Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS) framework and the Learning Lab methodology. In Learning Labs, local stakeholders (students, families, educators, education leaders, and community representatives) collectively design culturally responsive behavioral support systems in their schools. Dr. Bal has been leading a mixed-methods formative intervention study to the CRPBIS Learning Labs in the state of Wisconsin.
**MR. JEFF BENNETT**

Mr. Bennett is in his second year as the principal of Mont Pleasant Middle School. He came to the Schenectady City School District in March of 2016 as the Mont Pleasant Assistant Principal. Although this is his second year as the principal of Mont Pleasant, he has experience as a principal in surrounding districts.

Mr. Bennett has a B.A. in secondary Social Studies from the State University at Cortland, a Master’s degree in School Counseling from State University at Oneonta, and his School District Administration degree from State University at Albany.

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**MS. ALEXANDRIA CONNALLY**

Ms. Connally is an educator and researcher. Ms. Connally is the intern for the New York State Board of Regent Chancellor, Dr. Betty Rosa. In this position she is responsible for research on the integration project which included coordinating with the New York State Commission on Integration, Equity and Diversity.

Alexandria is a life learner and currently a doctoral candidate at Saint John Fisher College. Her thesis topic is the impact of Culturally Responsive Positive Behavioral Interventions and Supports on the racialization of discipline.

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**MS. KELLEY CORDEIRO**

Ms. Cordeiro is a doctoral student in the educational Leadership for Diverse Learning Communities Program at Molloy College, where she previously earned her Master’s Degree in Education. She is certified in the areas of Childhood, Early Childhood, TESOL, and Special Education. Kelley is an elementary English as a New Language instructor, as well as an Adjunct Professor in the Molloy College Division of Education TESOL program. She serves as the Long Island co-chair of NYSTESOL. Kelley lives on Long Island with her husband and three children.
Mr. Karanja N. Crews

Mr. Crews is an award-winning educator, life-long learner and the founder and director of the Teaching with Purpose Conference. Karanja has over 14 years of classroom teaching experience and committed to transforming the lives through inspiration and empowerment.

Whether he is speaking or teaching, Karanja motivates his audience to educate themselves and their communities.

Ms. Paulina Davis

Prior to joining the Lawyering faculty in 2016, Ms. Davis was a supervising staff attorney at Advocates for Children of New York (AFC) where she represented low-income families in special education litigation and school discipline hearings. In 2015, Paulina served as primary author on AFC’s nationally covered report on the civil rights of New York City students facing suspension or expulsion from their charter schools.

Before working at AFC, Paulina clerked for the Honorable Ivan D. Davis in the U.S. District Court for the Eastern District of Virginia. Paulina received her juris doctor from Howard University School of Law and her bachelor’s degree in Political Science from the University of Delaware.

Mr. Sharrieff R. De’Johnette

Mr. De’Johnette is a full-time Education doctoral student at Northcentral University. He is specializing in E-Learning. Prior, to pursuing full-time doctoral study, he was employed in Virginia’s public schools and Higher Education systems. He has 20 years of practical experiences as a classroom teacher, college professor, curriculum design, course design, assessment, social media tools, classroom management, committee work, creating and hosting programs, recommending students for employment and graduate-professional schools, and speaking panels. He has educated an estimated 1,000 students within his education career. He is alum of Virginia State University.
Ms. Amy Eckelmann
Ms. Eckelmann is an English to Speakers of Other Languages teacher in the Rockville Centre School District on Long Island, NY. In addition, she is an adjunct professor for the TESOL department at Molloy College. As an Ed.D student at Molloy College’s Educational Leadership for Diverse Learning Communities program, Amy will be concentrating her research on drama therapy programs and its impact on English language learners.

Amy is the recipient of the 2017 NYSTESOL Outstanding Educator award.

Ms. Melissa S. Evans
Ms. Evans is currently the Director of Student Support Services for the Syracuse City School District. She was awarded the Administrator’s SAAS Excellence Award in 2015 for her work with students, families, and staff in the Syracuse City School District. Prior to her role as the Director of Student Support Services Ms. Evans was a principal and special education teacher at the elementary and Pre-K-8 levels. Ms. Evans has been an educator for over 20 years and provided leadership in many areas including Special Education and Social-Emotional Learning. She is a leader who inspires others to walk where she walks and not where she points

Mr. Antonio L. Farina
Mr. Farina is a 16 year Schenectady City School District employee. He was a science teacher at Schenectady High School and has served 10 years in various roles, and grades, from Dean (grades Pre-K-8) to Assistant Principal (K-8), Interim Principal (grades Pre-K-2) and is now the Principal at Oneida Middle School. He holds a B. A. in Psychology from the University of Rochester and a B. S. in Environmental Science from the University of Massachusetts.

He received his Ed. M. from MCLA and is currently exploring his options in pursuing his doctoral degree. He has dedicated his time and efforts to urban education and the children of Schenectady. His work with TAC-D has been ongoing for roughly 6 years. He feels that the discussion of equitable access to education and disproportionality is necessary in order for race, poverty, and disability not to be a predictor of achievement.
Mr. Nate Franz

Mr. Franz is the Assistant Superintendent for Teaching and Learning at the Syracuse City School District. Inspired by teaching swimming lessons, volunteering in preschools, and mentoring adolescents in group homes throughout his time at the University of Wisconsin, Nate quickly developed a deep interest for working with young people. This passion stuck with him as he relocated to Washington, DC, leading him to pursue a master’s degree in early elementary education at American University. While teaching in DC, Nate was recognized as a finalist for DC Teacher of the Year and awarded the Agnes Meyer Award by the Washington Post. Since moving to Syracuse in 2011, Nate has earned his building and district leadership certificates from Syracuse University and deepened his commitment to urban education. When he is not advocating for equity in education, Nate spends his free time transporting his two sons to their respective swimming lessons and preschools.

Dr. Monique Habersham

Dr. Habersham has been an educator for 27 years. She began her teaching career in the New York City Public School System at the Mary McLeod Bethune Middle School in Brooklyn in 1988. Dr. Habersham has taught Special Education in grades 1-12 in Brooklyn, Queens and Long Island, and Gifted and Talented Education in Roosevelt Long Island. She worked as a Special Education School Improvement Specialist for Nassau Board of Cooperative Education Services Regional Special Education-Technical Assistance Support Center (RSE-TASC) providing technical assistance and job embedded coaching in Part 200 Regulations, Disproportionality, Cultural Responsive Teaching Practices and Specially Designed Instruction. She is a graduate of Nassau Community College, (A.A.S. 1982), S.U.N.Y Binghamton (B.A. 1985), C.U.N.Y Hunter College, (M.S.1993) and Hofstra University (Ed. D. 2014). She is a recipient of the Walmart’s Teacher of the Year Award 2003 and currently works as an Assistant Principal in the Wyandanch (NY) Union Free School district.
**Dr. Theresa Harris-Tiggs**

Dr. Harris-Tigg also known as Ama Serwa Akoto, is an Assistant Professor in English Education at SUNY Buffalo State. At Buffalo State, she has served as Coordinator for the English Education (7-12) and the Masters of Science in Education Programs, Chair of the Teacher Education Council (TEC), and Teacher Education Unit point person for the National Council Accreditation of Teacher Education (NCATE). She was reelected VP of Student Achievement at the Board’s annual Reorganization Meeting. Among her many accomplishments, Dr. Harris-Tigg earned a Doctor of Philosophy Degree from SUNY @ Buffalo, a Master of Science in Education from Canisius College, a Bachelor of Arts from D’Youville College, a diploma from Bryant & Stratton Business Institute, and a permanent New York State Teacher Certificate in English (7-12). She is a former Buffalo Public School District High School Reading/ELA Support Specialist and has thirteen (13) years of classroom experience as a Secondary English Teacher. In addition, Dr. Harris-Tigg worked as Clinical Faculty at SUNY @ Buffalo and Bryant & Stratton College.

**Ms. Nicolle L. Haynes**

Ms. Haynes is currently the Director of School Culture and Climate for the Syracuse City School District. Her focus is developing Tier I systems, in 34 schools, that establish, enhance and sustain vibrant and supportive school cultures. Ms. Haynes likes to refer to School Culture as the womb that teaching and learning is developing in, and her goal is healthy development resulting in well-rounded scholars. She has been an educator for over 25 years and has provided leadership in areas ranging from Mathematics education, Bilingual and ESOL services, to Early Childhood education. Strong leadership is her passion because the focus of strong leadership is service.

**Ms. Deirdre Hollman**

Ms. Hollman is an avid educator with over twenty years of experience engaging teens and teachers in the study of black history, art, and culture. She served as Director of Education and Exhibitions at the Schomburg Center for Research in Black Culture for fifteen years where she created and sustained innovative programs such as the Junior Scholars Program, the Teen Curators Program, the Black History 360° Summer Education Institute, and the Black Comic Book Festival. A graduate of Princeton University (BA Art History) and Bank Street College (M.S.Ed. Museum Ed and Leadership), she is currently pursuing an Ed.M in social studies education at Teachers College, Columbia University.
**Dr. Andrea Honigsfeld**

Dr. Honigsfeld is a professor in the Division of Education at Molloy College, Rockville Centre, New York. She also serves as the Associate Dean and Director of the Educational Leadership for Diverse Learning Communities Doctoral Program. She is a Fulbright Scholar, author, coauthor or coeditor of 18 books and over 50 articles. In the past 15 years, she has been presenting at conferences across the United States, Canada, the UK, Denmark, Iceland, Sweden, the Philippines, and the United Arab Emirates. She frequently offers professional development focusing on collaboration and co-teaching and on collaborative leadership practices to support ELLs.

**Ms. Jacqueline Jackson**

Ms. Jackson is a Teach for America ‘14 alumni currently teaching high school U.S. History and Special Education in the Bronx, NY. She focuses her research and curriculum writing on incorporating culturally responsive practices and HipHopEd into all teaching subjects. Her participation in the Critically Conscious Educator Series and Critically Conscious Educators of the African Diaspora (CREAD) have allowed her to conduct research on institutionalized oppression and develop a high school advisory curriculum that exposes students to institutionalized oppression, media representation, and code switching/code meshing.

**Ms. Ryen Jackson**

Ms. Jackson has been successful at delivering her own stations based strategy. She is certified to teach math grades 5-9. She is the lead traveling consultant and founder at RJ Consulting.math LLC, a math consulting firm specializing in math intervention services. She is a math manipulative guru and currently the math lead, Pre-Algebra, Algebra, and Intensive 8th and 6th grade math teacher at a Tier 1 Charter School in Kissimmee, FL. She has experience in a Tier 1 public school teaching 6th, 7th and 8th grade math, and experience as a math consultant. She implements her stations based strategy daily and has excelled in student growth and mastery. She’s been successful in student engagement, including new language learners, and her data has proven 100% of her lowest quartile of students made triple the expected gains.
**Ms. Aqueelha James**

Ms. James currently serves as Principal of Roosevelt HS where she leads DCPS’ first Global Studies HS; launching new programs, including a dual-language program, and an International Academy. She has led in many aspects of the public school system; as a Pre-K thru 12th-grade principal, HS assistant principal, HS department chair, STEM School Consultant, and Adjunct College Professor.

She began her career in Arlington Public Schools in 2004 teaching students of various ages at an Alternative High School. In 2005, Aqueelha was recognized for 98% of her Chemistry students passing the Virginia Standards of Learning.

Aqueelha’s accomplishments as an Educator and School Principal include: being one of two principals on the U.S. Department of Education Enactment of Every Student Succeeds Act (ESSA) Rulemaking Negotiator, the Air Force Association Nation’s Capital Chapter State Teacher of the Year, DC Public Schools Highly Effective Educator Award recipient, DC Public Schools Highly Effective Principal Award recipient, and Mentor (Principal Shadow) to DCPS for the Patterson Principal Preparation Program. Aqueelha now enjoys leading a Global Studies Campus in which scholars and educators facilitate and engage in learning processes that support Global Studies Competencies.

**Ms. Gail Joyner-White**

Ms. Joyner-White is a 28 year educator who has worked diligently throughout her career to “Challenge the Status Quo”. She worked the last 13 years as a high school principal six in NYC and seven in Yonkers. During that time she has impacted and empowered numerous students and staff. In her current role she serves as one of the co-facilitators of the Yonkers Leadership Academy and works with the district Professional Development Team. She has participated on several panels as it relates to teacher development. Ms. Joyner was the lead presenter (Transformation of Culture) at the Knowledge Works conference 2016 Orlando Florida and (NABSE) National Alliance of Black School Educators 2017 New Orleans. (The Heart and Soul of the Next Generation of Leaders).
MR. JASON JUSZCZAK
Mr. Juszczak is an elementary school Principal for grades 3-5 at Longridge Elementary School within the Greece Central School District. He has been a building administrator at Longridge and within Greece CSD for three years, beginning as an Assistant Principal in the same building that he now co-leads. Mr. Juszczak believes that his time building relationships with the school community, his strong partnership

DR. LAUREN KATZMAN
Dr. Katzman is the Executive Director of the Urban Special Education Leadership Collaborative, an organization of 110 school districts in 29 states, representing approximately 13% of the nation’s students with disabilities. The goal of the Collaborative is to focus on the civil rights aspects of special education by sharing and influencing knowledge, research, and policy to increase inclusive special education services and decrease the disproportionate representation of culturally and linguistically diverse students in special education classification, placements, and discipline. Prior to this work, she served as the Assistant to the Superintendent for Special Education Services for the Newark Public Schools and the Executive Director of Special Education in the New York City Department of Education. In both of these positions, she developed and led significant reform efforts, working to improve special education services on issues such as the segregation of students with disabilities, the overrepresentation of students of color in special education, the connection between disability and student dropout, and the school-to-prison pipeline. Dr. Katzman has also served as Associate Professor of Special Education at Boston University and co-authored the book Effective Inclusive Schools: Designing Successful Schoolwide Programs with Dr. Thomas Hehir, former Director of the Office of Special Education Programs at the U.S. Department of Education. She was a special education teacher for 14 years in St. Louis, New Jersey, and New York City and has conducted program evaluations of the special education services for the District of Columbia Public Schools, the state of Massachusetts, Ithaca Public Schools, and the New York City Department of Education. She holds an Ed.D. in Administration, Planning, and Social Policy from the Harvard University Graduate School of Education
Ms. Catherine A. Lanham

Ms. Catherine A. Lanham received a Bachelor’s degree in Fine Arts from The State University at Buffalo and a Master’s of Science from Florida State University with a focus in teaching literacy to students with disabilities. She holds teaching certificates in the subjects of special education and art in New York State. Ms. Lanham has been working with teenagers since 2002 and has taught in Orlando, Florida and New York City, in two high needs and diverse districts. She believes that all schools should be equitable and inclusive for all students regardless of their background or their family’s background. Ms. Lanham has previously presented professional development at the school level, for District 1 in the NYC DOE, and for TAC-D.

Ms. Mariola Krol

Ms. Krol was born and raised in Poland, where she studied linguistics and English literature. After immigrating to the United States she enrolled in Tisch School of the Arts, graduating with a degree in filmmaking. She received a Master’s Degree in TESOL from the College of New Rochelle. She became an ESL teacher in a New York City middle school. For the past 16 years, she has been teaching ESL to high school students in Franklin Square, Long Island. She is currently a doctoral student at Molloy College. She lives in Staten Island with her husband and three children.

Mr. Dan J. Losen

Mr. Losen is Director of the Center for Civil Rights Remedies, an initiative at the Civil Rights Project/Proyecto Derechos Civiles (CRP). He has worked at the Civil Rights Project since 1999, when it was affiliated with Harvard Law School, where he was a lecturer on law. Losen’s work concerns the impact of law and policy on children of color and language minority students including: the reauthorization of the Elementary and Secondary Education Act with a focus on promoting diversity, access to effective teachers, and improving graduation rate accountability; the IDEA and racial inequity in special education; school discipline and revealing and redressing the “School-to-Prison Pipeline;” and protecting the rights of English learners to equal educational opportunity. On these and related topics he conducts law and policy research; publishes books, reports, and articles and works closely with federal and state legislators to inform legislative initiatives. Both for The Civil Rights Project, and independently, he provides guidance to policymakers, educators and advocates at the state and district level. Before becoming a lawyer, Mr. Losen taught in public schools for ten years, including work as a school founder of an alternative public school.
Dr. L. Trenton S. Marsh

Dr. Marsh currently serves as a Postdoctoral Fellow at the University of Michigan (U-M) at the National Center for Institutional Diversity, where he investigates the social-political development of African Americans in middle and high schools from select Michigan communities. Dr. Marsh also teaches a cross-disciplinary applied education psychology lab on youth development. His research has an underlying theme of examining narratives and lived experiences of students and families often living at the margins of society to help inform equitable teaching and learning practices and culturally relevant pedagogy in the context of urban schools. He recently earned his PhD at New York University’s Steinhardt School in the Teaching and Learning department concentrating in urban education. His dissertation, Success at a Price, received the 2015 Mitchell Leaska Dissertation Research Award and the 2016 Phi Delta Kappa Doctoral Dissertation Award. Prior to NYU, Marsh served as a Managing Business Consultant with IBM. His previous clients include Pfizer, AT&T, Egypt’s Ministry of Trade and Industry, NYC DoE, and others. In addition, he previously served as a facilitator for the Youth Leadership Academy, a partnership with CORO Leadership Center NY and the NYC DoE. Marsh is a founding member of CommitMEN, a virtual think-tank that provides scholarship and guidance to African American men entering college.

Ms. Kellie McNair

Ms. McNair is Co-Principal of Longridge Elementary School. She has worked in the Greece Central School District for 18 years, first as a classroom teacher and then serving as a Math Intervention Teacher before going into administration. She is currently working with her administrative team to build a Community School at Longridge which will provide mental health services, dental care, and afterschool programs to the 800 students that attend Longridge Elementary School. In addition to her work in the Greece Central School District, Mrs. McNair is an educational consultant in the Mathematics Outreach Program at the Warner Center at the University of Rochester. She lives in Spencerport with her husband and their two children.
MR. SATISH MOORThY

Mr. Moorthy has worked for over 16 years in the educational, social service, and mental health fields serving children and youth with special needs. He has served as Director of NYC PBIS at RSE-TASC/NYCDOE since 2009, after working as a director, coordinator, and positive behavior support coach supporting students with disabilities at District 75. Prior to joining the NYCDOE, Mr. Moorthy worked in the field of human rights as a policy advocate, trauma-based mental health practitioner, and teacher for immigrant and refugee children and youth in Chicago, IL. Mr. Moorthy holds dual Master degrees in Public Policy and in Clinical Social Work from the University of Chicago, and a Bachelor degree in English Literature from the University of California, Berkeley. He serves on the Interagency Working Group of the New York State Office of Mental Health-Promise Zones Initiative, and the PBIS Advisory Group of the Northeastern United States. He is the New York City Liaison to the US Department of Education’s National Center on PBIS, and currently serves as an elected Board Member of the international Association for Positive Behavior Support (APBS). Mr. Moorthy has presented papers on trauma and children, and school-wide positive behavior support at local, state, national and international conferences.

Ms. Chemay Morales-James

Ms. Morales-James is a former teacher and served nearly a decade as a Senior Educational Equity Coach at NYU’s Metro Center. While there, Chemay led the development and implementation of Metro’s Culturally Responsive Education Training Series and provided T.A. and P.D. to NYS districts struggling to address racialized student outcomes. In 2016, Chemay left NYU to build MyReflectionMatters.org, an online warehouse where she curates and creates educational products that affirm the racial and cultural identities of Black and Brown youth. She is also the co-author of the children’s book, The ABCs of the Black Panther Party, and co-founder of Decolonizing Education Publishing.
**Ms. Patricia Paser**

Ms. Paser is the Assistant to the Superintendent in the Schenectady City School District, in Schenectady, New York. Patty earned a Bachelor of Science Degree in Elementary Education from the College of St. Rose in Albany, New York. She is certified as a common branch teacher (N-6) and has an extension in Spanish (7-9). Patty holds a Master of Science in Education, School Counselor from the State University of New York College at Oneonta. She earned her CAS in School Administration from the College of St. Rose and is currently enrolled in a doctoral program in Educational Leadership from Nova Southeastern University in Florida.

Patty began teaching in 1987 as a Middle School Spanish teacher in Middleburgh, New York for 12 years. She also was a guidance counselor for 2 years and taught sixth grade ELA for 5 years. She is currently in her 7th year as the Assistant to the Superintendent in the Schenectady City School District and prior to that, she was the Paige Elementary School Principal for 5 years in the same district.

**Mr. Jerome Perkins**

Mr. Perkins is currently the Home School Coordinator at Arbor Hill Elementary School serving students in grades Pre-k-6. Mr. Perkins has worked in the field of education for 20 years. His experience has been working with pre-k through 12th grade students. He sets up a variety of programs for students, works closely with parents to connect them with resources, and continues to be an advocate for a positive inviting learning environment. Mr. Perkins continues to believe that creating a culturally responsive space is one of the main keys to success with our students today. He will always believe that working in education is a calling rather than a vocation.

**Ms. Irastina Reid**

Ms. Reid is currently an Assistant Director of Special Education for the Syracuse City School District. She has 15 years of experience as a special education teacher for SCSD. Her focus is on specialized programming and instruction for students with disabilities and developing Tier 3 systems to support students. Her passion lies in helping students reach their full potential. She believes through hard work, perseverance, equity, fairness, and opportunity every student can be successful. She hopes to continue to make a positive impact in students’ academic achievement and attainment to a lifelong love for learning by changing their narrative and doing uncomfortable things!
**Ms. Nzinga-Christina Reid**

Ms. Reid, MSW is the founder of BlackDiaries.Org, a non-profit that provides a supportive space for people of color to share their personal narratives through digital storytelling. She is also the Program Manager for Continuing Education at the National Association of Social Workers- NYC Chapter and an Associate Adjunct Faculty at Columbia University.

**Dr. Ian Roberts**

Dr. Roberts is the High School’s Network Superintendent with Saint Louis Public Schools, where he coaches, supports, and evaluates high school principals, providing them with intensive coaching for effectiveness and impact, rather than for compliance. He encourages the principals with whom he works to lead from an Empathetic and Culturally Responsive orientation; and to think creatively about how they can improve their school communities, coupling research and practitioner-based strategies improve schools and districts at scale. Prior to this role in St. Louis, Dr. Roberts served as the Senior Vice President (Regional Superintendent) of the Lighthouse Academies Charter Schools in New York City, after successfully serving as the principal and Managing Director of Turnaround of the Academies at Anacostia High School, SE Washington, DC. Before becoming a principal, Dr. Roberts was an Olympic Athlete, competing in track and field at the 2000 Olympic Games in Sydney, Australia. After his athletic pursuits ended, Dr. Roberts served as special education teacher and principal for nine years in New York City and Baltimore, and named as the Baltimore City School’s Teacher of the Year two years in a row at Forest Park High School.

**Mr. Dennis Robillard**

Mr. Robillard works as a Senior Data Analyst with the Office of Student Support Services in the Syracuse City School District. Mr. Robillard was a 2008 Teach for America Corps Member in South Dakota and was named school and district Teacher of the Year. After leaving the classroom he worked as a Manager of Teacher Leadership Development where he directly supported Corps Members and district teachers. Dennis has experience with adult learning, group facilitation in culturally responsive pedagogy and discussions around race, class and privilege. In 2015 Dennis received a Master’s in Public Administration from Syracuse University.
Ms. Vibetta Sanders

Ms. Sanders is the Principal of Pine Hills Elementary School in Albany, NY serving students in grades Pre-k-5. She possesses a Masters in Social Work, Masters in Educational Administration and Policy Studies and a Certificate of Advance Study in Educational Administration and Policy Studies with a concentration in Full Service Community Schools, from the State University of New York at Albany. Her involvement in Culturally Responsive Education began as a School Social worker in a middle school. During that period Ms. Sanders was a member of the District’s diversity team who was charged with addressing racism and discrimination in the district. After successfully working with the district on developing, policy and training, she became a facilitator for A World of Difference program aimed at responding to incidents in school districts that involved serious acts of racism and discrimination. In this role, she worked with students and staff on understanding the harmful effects of racism and discrimination and trained groups of student and staff members. Joining the City School District of Albany in 2005, she committed herself to being a part of a team that would take on the task of creating macro system changes that address the root causes of disproportionally of black students in the district.

Dr. Brian Alm

Dr. Aim proudly serves as the Director of Secondary Teaching and Learning in the Ossining School District. As a life-long education reformer, entrepreneur, and teacher-leader, Dr. Aim is committed to building positive learning communities and cultures that nurture strong student relationships and voice. His recent work involves leading professional learning through instructional coaching models that cultivate pedagogies of deeper learning and cultural self-awareness. He leads and learns with hope and excitement, deeply believing that public education is the key to social justice in our time.

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Mrs. Yvonne Sinisgalli

Mrs. Sinisgalli is at the Long Island Parent Center, where she is the Parent Support Liaison. Ms. Sinisgalli is a highly motivated and compassionate individual who has made it her mission to serve parents and caretakers of children with special needs. Presently, she works as the Bilingual Education Outreach Coordinator for the Long Island Parent Center, while also juggling role of mother to a child with a disability. Yvonne is also an Adjunct Professor at LIU where she teaches in the Special Education & Literacy Department and is the Coordinator of Student Teaching. Prior to that, she was an educator for the NYC Board of Education. Ms. Sinisgalli has made it her lifelong commitment to work with parents of children with disabilities. She is currently the Co-Chair of the New York State Commissioners Advisory Panel for Special Education. Also, she manages the responsibilities of SEPTA President in her school district. Her broad, yet detailed background in education, psychology, and Spanish language has enabled Ms. Sinisgalli to successfully reach out to parents in the Latino community. The combination of Ms. Sinisgalli’s expertise and endless resources has helped foster solid connections with culturally diverse regions across Long Island.

Ms. Keena Smith

Ms. Smith is the District Data Coordinator for Greece Central School District. Keena’s work is centered around empowering district, building and teacher leaders in effectively using data to make thoughtful, informed decisions that ensure we are all aligned with the District Strategic Framework focused on Equity, Coherence, Excellence, and Collaboration. Ms. Smith has also been a Teacher Leader, Math Interventionist and classroom teacher in Greece. Prior to becoming an educator, Ms. Smith has worked in Washington, DC for the Chemical Industry supporting Health, Safety and Environmental Managers in complying with regulations and as a project manager for environmental remediation in Western New York. She currently lives in Greece with her husband and two children.
Dr. Robert Spicer

Dr. Spicer is the CEO for Restorative Strategies, LLC. Dr. Spicer has trained and consulted with hundreds of professionals and community members throughout the U.S. in the practices of Restorative Justice and community building. Dr. Spicer has received numerous awards which include an Honorary Doctoral degree from Global Ovei Dei Seminary and University, The Dennis Maloney Award for Community Service from the National Association for Restorative and Community Justice and the White House Award for Volunteerism under the Obama Administration. He has also worked with the Obama administration on the Rethink Discipline Initiative headed by the DOJ and the DOE. Robert is married to Chandra and lives with their four children in Chicago.

Mr. Larry Spring

Mr. Spring graduated from the University of Rochester (M.S.) and SUNY Geneseo (B.A.). He began his career as an Inclusion Social Studies teacher in Irondequoit, New York. He has had a broad range of educational experiences, including building-level and central office (Assistant Principal, Assistant Superintendent for Instruction and Director of Learning). He received the NYS Model School Integration Specialist Margaret Warner Fellowship Scholarship. He is currently Superintendent of Schenectady School District in New York and the former Superintendent for the School District of Cortland Enlarged City School District in New York.

Mrs. Tamara Thorpe-Odom

Mrs. Thorpe-Odom is in her second year as the principal of Central Park Middle School in the Schenectady City School District; however, she comes to Schenectady with significant experience in the Special Education Realm. Mrs. Odom has a B.S. in History and Political Science from Mount Saint Mary College and holds certification in Elementary Education and Special Education. She has a Master’s of Science in Education from the College of Saint Rose and is beginning her doctorate work in Education Leadership. Mrs. Odom is active in her community and a member of several educational organizations.
Mr. Philip Weinman

Mr. Weinman currently serves as the Engagement Supervisor at Schenectady High School. Mr. Weinman has led the building in developing respite programs and restorative practices that support students and help teachers in a powerful effort to build positive relationships and close the proficiency gap. As coordinator for the Operation Graduation respite program he empowered the students facing the most difficulty navigate difficult situations, while understanding the rigor of academic focus needed to become a successful student. Currently, Philip is a leading member of the districts Trauma Sensitive Schools core team. His vision as an educator is to develop a trauma sensitive school that is invested in restorative practices as a necessary systematic change for all students.

Dr. Corey Williams

Dr. Williams works as a Data Analyst for the Syracuse City School District. Prior to joining the district, he taught in early childhood education and served as an adjunct professor in Therapeutic Recreation. With a Master’s in Public Administration and a PhD in the social sciences, Dr. Williams brings a background in statistics, research, and program evaluation to SCSD. For the past 10 winters, Dr. Williams has championed the causes of access and opportunity for individuals with disabilities by helping to run a fully accessible ski program.
Mr. Darryl Williams

Mr. Williams was born in Richmond, Virginia and was raised in eastern Henrico County. He is a graduate of Varina High School and obtained his Bachelor of Arts degree in Mass Communications from Virginia State University in 2002. During his time at Virginia State University, he co-founded The Men of New Water Organization, Inc. and served as Chair/President from 2008-2014.

Mr. Williams began his career with Henrico County Public Schools in 2012 as Family Advocate for Highland Springs Elementary School. He was promoted to Lead Family Advocate the following school year, where he acted as immediate supervisor to eight school-based family advocates. In 2016, Mr. Williams was elevated to his current role as Family and Community Engagement Coordinator. His focus area is to build relationships in the community in order to establish partnerships and connect resources to schools throughout Henrico County. He assists with the supervision and professional development for three lead family advocates and twenty-four school-based family advocates in Title I schools throughout the district. Additionally, Mr. Williams leads the district’s fatherhood initiative called ManUp. The goal of this initiative is to encourage men to be more engaged and involved at school and in the lives of children.

Mr. Williams is a certified master trainer for the National Partnership for Community Leadership’s Partners for Fragile Families Fatherhood Development Curriculum. He is also certified as a National Family Development Credential Program Instructor to facilitate training on the Empowerment Skills for Family Workers course.

Ms. Ocynthia Williams

Ms. Williams is a wife and mother of six children, and Co-Director with the Harlem Renaissance Education Pipeline C2C, a Collective Impact Initiative in Harlem. She is a long time Parent Organizer, Advocate, and Coalition Builder in New York City. In addition, she is a founding member of the New York City Coalition for Educational Justice, a citywide parent organizing group who have heavily influenced education policies in New York City Public Schools.
Ms. Natalie Zwerger, Esq., M.Ed

Ms. Zwerger Director for Center for Strategic Solutions, leads a team that provides national workshops, trainings, and support promoting equity and racial justice. A former teacher in the South Bronx, Ms. Zwerger has 2 decades of experience as an educator and advocate, with a focus on improving climate for racially, culturally and linguistically diverse students, staff, and families. As a technical assistance provider in New York and Puerto Rico, Ms. Zwerger has been driven to support districts and schools in achieving educational equity. Ms. Zwerger’s expertise includes developing critical consciousness, combatting implicit bias, and dismantling systems of oppression in educational settings. Ms. Zwerger earned a Juris Doctorate (J.D.) from Northeastern University School of Law, a Master’s of Education (M.S.Ed.) from City College, and a B.A. in Sociology from Tufts University. Ms. Zwerger has trained and coached Superintendents, district leaders, university faculty and staff, numerous consultants, instructional coaches, equity coaches, undergraduate and graduate students and PK-12 educators on facilitating critical conversations about race, power, and privilege as they relate to teaching and learning and turning dialogue into action for dismantling inequity. Ms. Zwerger and CSS offer Executive Coaching and staff development on fostering diverse, equitable, and inclusive workplaces.

Mr. Osorio is originally from Los Angeles, California. Nathan Xavier Osorio is the son of Mexican and Nicaraguan immigrants. He has taught classes on the intersections of creative writing, translation, and political activism at Barnard College, the New School, and Columbia University, where he received his MFA in poetry and literary translation. In addition to writing and teaching, Nathan has organized advocacy groups for underrepresented students at the University of California–Irvine and mentored recently-arrived immigrant writers through New York Foundation of the Arts’ Immigrant Artist program. He currently works as a community organizer at Masa, partnering with parent leaders to plan and execute campaigns to improve educational experiences of Latino, immigrant, and indigenous families in the South Bronx.
In their eyes: Re(imagining) success at a high-achieving urban “No Excuses” charter school
The presentation explores the ways in which the philosophy of success and the construct of success is defined by teachers and their students in a high-achieving, public charter in a large urban district with a “no-excuses” orientation. Stakeholders were assessed by examining how they each articulated and understood success within the context of the school. Findings reveal how the intersection of race and class of the students creates spatial injustice, as the teachers engage in a type of “pedagogy of poverty” (Haberman, 2010) at the exclusion of other pedagogical frameworks. However, students’ offer a re(imagination) of success through “photovoice” that may allow teachers to (re)consider their current teaching and learning approaches.

Talk About Race: Time to CIRCLE UP!
Race is an uncomfortable topic to discuss for many people across America. In order to have an understanding of your own bias it is important to deconstruct one’s views to strengthen awareness around different races and culture. Through the community circle process staff and students are given the opportunity to increase exposure to their own bias, race relations and the impact cultural awareness has on student achievement. The time is now to CIRCLE UP! and have the conversation about race.

Re-envisioning partnerships: Bridging research, practice, and parent advocacy to address disproportionality
This interactive session aims to bring researchers and practitioners to re-envision how researchers, practitioners and parent advocates can collaborate to disrupt racialized disproportionality in districts/schools. In this discussion practitioners and researchers will utilize their expertise to provide practice and research solutions to what schools and districts need to do to. This session will be an interactive conversation with the audience and panel.
Our Worth, Our Work, Our Family
Historically, schools in eastern Henrico County have performed poorly versus those located in the western part of the district, thus impacting school accreditation. Issues such as economic deprivation, student behavior, lack of family involvement, broken families, and access to available resources are all contributing factors. The HCPS Department of Family & Community Engagement seeks to assist schools throughout the district to foster meaningful connections between families, schools and the community in the most challenging localities. Learn how our team works to empower others to make positive change and promote equity in Henrico County by bridging gaps.

Promoting education equity across a district by leveraging student voice
Efforts to promote educational equity must center the voices of students themselves. In this session, participants will hear from the Ossining School District, which is entrenched in the 2nd year of a system-wide equity intervention centered on transforming the disparate lived experiences of students based on race, ethnicity, language, and other identities. Participants will hear directly from Student Equity Leaders, and the adults who serve them, how students’ stories are accessed, understood, processed, and fore-fronted.

Restorative strategies at work and schools and school districts today
This workshop focuses on introducing the philosophy of Restorative Justice and its Practices (RJP) The workshop models and introduces the RJ practice of Peace-Making Circles, Restorative Mediation and Family Group Conferences and its implementation at the school and classroom levels. These practices can be used to facilitate check-in Circles, prevent and address disciplinary infractions, build relationships and provide support and safe space for difficult conversations. Participants will be exposed to literature on this topic as well as analyze data. Participants will also be engaged in visioning activities as they prepare to engage their district/school teams in implementing restorative practices across their school sectors.
When addressing disproportionality school districts need to develop a commitment to shifting beliefs, policies and practices to that lead to student equitable outcomes. The work around beliefs often times remains to be most challenging for a district to tackle as it requires shifting mindsets through educators’ self-reflection, critical self-awareness of race, identity, power and privilege. In the process of shifting mindsets, participants develop competency and ultimately capacity in cultural responsiveness. The City School District of Albany has developed a district level Culturally Responsive Committee to develop competency and ultimately capacity to shifts beliefs and implement culturally responsiveness practices in schools. CSDA is partnering with the Technical Assistance Center on Disproportionality (TAC-D) to co-facilitate CRE and building capacity for district personnel to lead Culturally Responsive Trainings in the district. This workshop will address: 1) the process of developing a system to build CRE as part of the district’s priorities; 2) the experience of district leaders who have been leading CRE trainings; and 3) important highlights and challenges in developing and implementing such a model.

Policy to practice with Teaching with Purpose

Teaching With Purpose is a culturally relevant pedagogy and practice that follows three guiding principles; high expectations, develop and build relationships, and provide culturally relevant materials and practices. These principles facilitate transformative teaching that results in positive educational change.

Culturally responsive Positive Behavioral Interventions and Supports: Moving from theory to practice

School and district administrators, teachers and curriculum leaders will examine the existing data trends as it relates to the disproportionate number of African American student suspensions. The workshop will allow the participants to engage in experiential learning through small group discussion. The movement from theory to practice will be illustrated as the facilitators share the steps that were implemented by two schools to increase students’ cultural awareness and sense of purpose. Hence, impacting student attendance and increased outcomes of black students.
Don’t suspend, hope: Culturally sustaining and restorative practices to prevent behavioral over referrals of English Learners

The presenters will model how to utilize and interpret data from a case study district to help participants (professional consultants, key administrative personnel, and faculty members) analyze trends to identify root causes of disproportionality.

Current research and culturally sustaining educational strategies will be shared during the presentation, specifically addressing how to “support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence” (Paris, 2012, p. 96). Additional strategies include behavioral expectation education for new entrants, proactive conferencing with students, clarification of consequences for behavioral infractions, opportunities for student reflection, mediation, and offering incentives for demonstrating positive behaviors.

Consistent and persistent: Using data to reduce disproportionality

This session will outline Syracuse City School District’s policies and practices as it relates to monitoring and sharing out-of-school suspension disproportionality data to various stakeholders on a daily, weekly and monthly basis. It will show how the presentation and type of data varies by audience (teacher, principal, central office staff) and how data literacy support is incorporated into data dissemination so that meaningful root cause analysis of disproportionality data is possible.

Policies and practices in middle schools striving for equity!

This workshop will discuss how the 3 middle schools examined policies and practices for entrance in enriched and accelerated courses to strive for equity. With a commitment to equity across all 3 buildings, administrators will discuss their commitment to ongoing collaboration, professional development and the implementation of the Essential Elements of Middle Level Education. Each policy and practice that will be discussed builds on a growth mindset and considers a culturally responsive lens enabling the participants to have an open dialogue about how inequities in practice feed into racialized systems.
“Attacking disproportionality at its core: Seven key strategies for empathetic & culturally responsive pedagogy and leadership”

Anchoring the leadership approach in Empathetic & Culturally Responsive School Leadership (CRL), the session examines one school district’s approach to successfully create culturally responsive leadership utilizing a social justice approach, and effective responses to the needs of students and teachers through 7 research and evidenced-based strategies that includes authentic community engagement guidance. The session highlights the necessity for schools and districts to become intentional about issues of cultural competencies of our teachers and leaders.
This session aims to discuss the importance of the usage of lost in instruction data to address disproportionate outcomes for students of color with disabilities. The presentation will also touch on how districts who have revised their codes of conducts to limit the type of referrals leading to suspensions have witnessed declines in disparate outcomes.

Participants in this workshop will complete activities on identity and classroom instruction that are centered on the role teachers hold within an oppressive educational system. Through the examination of work by critically conscious authors and group activities, attendees of this workshop will learn techniques on self-reflection and ways to deconstruct narratives of systematic oppression within our public schools. A short film by BlackDiaries.org will be viewed, highlighting the experiences and coping mechanisms that Black students at Columbia University utilize when confronted with institutionalized racism.

School personnel want to foster and maintain a safe learning space for all students (DeMatthews, 2016). However, when using the traditional reprimand tool of suspension, African American students, continue to be the most suspended (Graham, 2015; Watkins, 2015). Watkins (2015) found, that the Children’s Defense Fund in 1975, reported that African American students were two to three times the rate of white students to be suspended and called it “The Racial Discipline Gap” (p. 5). This session will examine what are the decision points that are being made by teachers that contribute to the ‘Racial Discipline’ gap.
Using comics to foster critical conversations about race in the classroom

This workshop is designed to help teachers use comic books and graphic novels as written, visual, and cultural texts to engage students in critical conversations about race, identity, and social justice. Drawing from literary criticism and theory to examine the characteristics of magical realism and science fiction, teachers will practice reading, analyzing, and discussing racialized texts and artwork that generate meaningful reflections about race and society in the past, present, and future contexts of real and imagined worlds. Teachers will understand how critical engagement with comics can advance students’ own racial literacy skills and foster classrooms that actively and creatively unpack social issues using anti-bias frameworks.

Building equity in the math classroom through daily stations-based instruction

This workshop is designed to assist all math teachers interested in using stations based instruction involving student data and monitoring tools, differentiated and rigorous instruction, responses to intervention, and the daily use of math manipulatives. All activities accommodate new language learners and exceptional learners. Together, we will collaborate to deconstruct common core standards and learning targets, identify pre-requisite skills, apply achievement level descriptors and discuss methods to track common core standards. After this engaging workshop educators will have the ability to create a substantive classroom with daily stations based instruction.

Restorative strategies at work and schools and school districts today

This workshop focuses on introducing the philosophy of Restorative Justice and its Practices (RJP). The workshop models and introduces the RJ practice of Peace-Making Circles, Restorative Mediation and Family Group Conferences and its implementation at the school and classroom levels. These practices can be used to facilitate check-in Circles, prevent and address disciplinary infractions, build relationships, and provide support and safe space for difficult conversations. Participants will be exposed to literature on this topic as well as analyze data. Participants will also be engaged in visioning activities as they prepare to engage their district/school teams in implementing restorative practices across their school sectors.
**Equity Audits: A tool for identifying opportunity gaps**
Equity audits have been used as key tools for schools, districts and educational organizations in their work to uplift and create more equitable schools. As part of a collaboration between the Syracuse City School District and Syracuse University, a research team set out to identify disproportionate outcomes in student participation in advanced coursework, fine arts and athletics. Whereas most educational equity audits examine key aspects or characteristics of a school (teacher experience, class size, etc), this session will briefly present the findings of the SCSD-SU equity audit, but focus on lessons learned from the equity audit process and the actions taken by the District following the creation of data.

**A fresh perspective: Examining the possibilities and limits of IDEA and Section 504 Procedures in combating unconscious bias in special education**
This interactive workshop aims to examine and reframe IDEA and Section 504 notice, evaluation, eligibility determination, and discipline procedures as mechanisms that can combat unconscious bias in special education and discipline decision making.

**Parent Organizing for Educational Justice**
This interactive session lead by an NYC parent leader will discuss and provide tools on how to organize parents in districts/schools for educational justice. Further, this session aims to center parents in organizing for Culturally Responsive Education in NYC. The presentation will include small group discussions, activities, and case studies.

**Raising achievement in the classroom through representation**
This presentation will give teachers and administrators examples and suggestions of culturally responsive instruction with a focus on humanities/literacy. A short video will be shown of students describing their experiences in school, and participants will be able to ask 8th-grade students questions related to their experiences. The ultimate goal of this presentation is to push administrators and teachers to re-examine their current structures in schools and push toward inclusiveness and fairness.
Attendees will experience how to utilize disaggregated data from multiple measures arming leaders to support staff in identifying disproportionality and in understanding why culturally responsive education is necessary to tackle issues around race, policy and justice.

The purpose of this workshop is to have teachers explore the impact of racism on children of color and leave with some tools and resources on how they can support the development of healthy racial and cultural identities in their classrooms.

This interactive panel aims to generate a thought provoking dialogue between district board members, superintendents, researchers and parents to reimagine how such stakeholders can collaborate to disrupt disproportionality and effect racial and social justice. The panel will address questions related to disproportionality, race, policy and justice to identify how districts can engage multiple stakeholders to eliminate disproportionality.
Generating collaborative opportunities between youth and adults in schools to dismantle disproportionality - A Youth perspective

This interactive, eye opening workshop will highlight the work of the NYU-BSAC partnership where students critically explored disproportionality in NYC public schools while developing innovative ideas to better their educational experience for themselves and their peers in collaboration with adults. This session allows participants to develop a deeper understanding of disproportionality and its direct impact on students from the perspective of our youth. Facilitated by New York City Public School students, the workshop will explore reframing “discipline” as an opportunity for teaching, learning and restoration. Additionally, the workshop will ask participants to think deeply about the root factors of what may cause disproportionality in schools and prepare educators to return to their own communities to shift hearts and minds for a more positive and humanizing school culture.
Summer Institute Information

Metro Center staff welcomes you to the 2018 Summer Institute. We are eager to assist you with any questions you may have. Stop by our Registration Desk for answers. Staff will also be available throughout the day to assist you.

Registration Desk
The Registration Desk is located on the 1st Floor of New York University’s Kimmel Center.

Session Capacity and Location
Attendees can choose from a variety of breakout sessions. These sessions will last for 1 hour 15 mins. Some will be repeated, some will not. Please check the Summer Institute Session Schedules in this program and online for specific information. All sessions have limited capacity and attendance is on a first-come, first-serve basis.

All sessions will be held on the 4th, 8th, 9th, and 10th floors of New York University’s Kimmel Center for University Life and at the Global Center for Academic & Spiritual Life. A Kimmel Center floor plan is included in this program.

Metro Center Recording Policy
No outside audio or video recording of any Metro Center sessions or activities is permitted. This policy is strictly enforced.

NYU Media Release Authorization
Metro Center will be videotaping the presentations and panel discussion that take place in the Rosenthal Pavilion. Metro Center will also be taking photographs during presentations in the Rosenthal Pavilion and during workshop and presentation sessions.

By entering the Rosenthal Pavilion and/or attending any of the workshop and presentation sessions, you consent to be videotaped and/or photographed and acknowledge that you will not be compensated for any uses made of the recording or photos. A copy of the NYU Media form is in this program.

Evaluations
Evaluation forms are included in your Summer Institute materials. Please complete and return them to either a Metro Center staff member or the marked box on the Registration Table prior to leaving Summer Institute. Your feedback is very important to us.
Thank You!

The Technical Assistance Center on Disproportionality (TAC-D) Team wishes to extend our appreciation and gratitude to all who were involved in making this Institute a success. Without their hard work, dedication and commitment, our Summer Institute would not have been possible.

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