

One Nation
INDIVISIBLE

ORGANIZED IN COLLABORATION WITH THE SHEFF MOVEMENT COALITION



**Creating, Sustaining and Improving Dynamic
& Diverse Public Schools for the 21st Century**

A conference for parents, educators,
scholars and activists of all ages

NOVEMBER 8-9, 2013

HARTFORD, CT (VARIOUS LOCATIONS)

CONFERENCE AGENDA

Welcome!

Welcome to Hartford! We are so pleased you could join us for this exciting conference. *Where Integration Meets Innovation* brings together parents, educators, students, activists, civil rights lawyers and scholars who aspire to create, sustain and nurture innovative, equitable and dynamic diverse public schools that prepare children for learning, work and life in the 21st century. Over two days, you will have the opportunity to tour some of the nation's most highly regarded magnet schools, to learn about successful classroom methods and curriculum, to explore political strategies and policy possibilities and to widen your circle of friends and allies who share your commitment and concern. Our hope is that you will leave here not only better informed, but energized and inspired by the possibilities you see and the people you meet.

One Nation Indivisible

Sponsors

The William Caspar
Graustein Memorial
Fund

The Nellie Mae
Education Foundation

The Rauch Foundation

The Ford Foundation
(in collaboration with Dr. Jennifer
Holme, assistant professor at the
University of Texas at Austin, who
is engaged in a Ford-sponsored
nationwide study of interdistrict
school desegregation and
regionalism)

The Schott Foundation
for Public Education

The Sheff Movement
coalition

Thank You:

Rebecca Gonzalez, TLC Operations & Events
Coordinator, Capitol Region Education Council; Jim
Keller, theater Manager & Director, Greater Hartford
Academy of the Arts; Jessica Poulin, Administrator of
Special Projects, CREC Magnet Schools, Capitol
Region Education Council; Bruce Douglas, Executive
Director, Capitol Region Education Council; Enid Rey,
Director of School Choice, Hartford Public Schools;
John Humphries, Outreach Coordinator, Sheff
Movement; Chris O'Connor, Sales Manager, Holiday
Inn Hartford East CREC Transportation Division; Jack
Dougherty, Associate Professor of Educational Studies,
Trinity College; Peter Dart, Principal, Environmental
Sciences Magnet School at Mary Hooker

Catering:

Cathy Amarante, Catering Sales Manager,
The Kitchen at Billings Forge Community Works
Louise Albin, Cafe Louise Catering
Adam Gabriele, Restaurant Manager/Event
Coordinator, MAX Downtown
Carrie Carella, NoRA Cupcake Company

Photography:

Erin Long, Erin Birdie Bunny
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Volunteers:

Amanda Gurren
Priyanka Menon
Annie Houston
Thomas Noel Jr.
Michael Hilton
Silva Mathema
Members of the Sheff
Movement coalition

BASIC AGENDA



Friday, November 8th

(various locations in Hartford)

9:00am - **Magnet School Tours**
12:30pm Buses will depart the Holiday Inn Hartford East at 8:30am.

The hotel is located at
100 East River Drive
East Hartford, CT 06108

Please note: All participants must travel to and from the schools on conference-arranged buses.

1:00pm - **Lunch and Panel Discussion**
2:30pm Hartford Public Library, Center for Contemporary Culture
500 Main Street
Hartford, CT 06103

5:30pm - **Opening Panel, Workshops and Reception**
8:30pm Environmental Sciences
Magnet School at Mary Hooker
440 Broadview Terrace
Hartford, CT 06106

Saturday, November 9th

The Learning Corridor

43 Vernon Street, Hartford, CT 06106

7:45am - 8:15am **Commons Building, Cafeteria Registration**

8:15am - 9:15am **Theater of the Performing Arts Breakfast and Opening Activity**

9:30am - 10:00am **Theater of the Performing Arts Welcoming Remarks**

10:00am - 11:30am **Opening Plenary**

Various Locations on the Learning Corridor Campus (specific room assignments will be available during registration)

11:4am - 1:00pm **Workshops + Lunch**

1:00pm - 1:25pm **Walk & Talk**

1:30pm - 2:45pm **Workshops**

3:00pm - 4:25pm **Statewide Strategy Sessions**

4:30pm - 5:30pm **Theater of the Performing Arts Closing Plenary Session and Final Remarks**

5:30pm - 6:30pm **Reception**



DETAILED AGENDA

Friday, November 8th

9:00am - 12:30pm Magnet School Tours

*(various locations in
Hartford)*

Most of Greater Hartford’s magnet schools are operated by either the Hartford Public Schools or the Capitol Region Education Council (CREC)—attendees will have an opportunity to visit one HPS magnet and one CREC magnet. Many of the magnets we’ll be visiting work in partnership with other organizations and educational institutions, such as the University of Hartford, Goodwin College and Trinity College. To find out more about HPS magnets, visit <http://www.hartfordschools.org/index.php/our-schools/school-listing> and to find out more about CREC magnets, visit <http://www.crecschools.org/our-schools/>.

Choose from the following school pairings:

BUS	Elementary Schools 9:00am - 10:30am	Secondary Schools 11am - 12:30pm
1	Breakthrough (HPS) Theme: Character Education	Two Rivers (CREC) Theme: Environmental Sciences and Technology
2	Montessori @ Moylan (HPS) Theme: Montessori	Metropolitan Learning Center (CREC) Theme: Global and International Studies
3	University of Hartford (CREC) Theme: Based on Dr. Howard Gardner’s theory of multiple intelligences	Hartford Magnet Trinity College Academy (HPS) Theme: Rigorous core academic program with a unique focus on Science, Technology and the Arts, early college
4	Reggio School of the Arts (CREC) Theme: Reggio Emilia	Classical (HPS) Theme: Classics and Liberal Arts

MAGNET SCHOOL VISIT GUIDELINES

All participants must travel to and from the schools on conference-arranged buses.

Buses will depart the Holiday Inn Hartford East at 8:30am. The hotel is located at 100 East River Drive East Hartford, CT 06108.

A limited number of parking spaces will be available at the Holiday Inn Hartford East free of charge between 8:00am-3:00pm, even if you are not staying at the hotel. Please email gina.chirichigno@gmail.com for information.

Please be down in the lobby between 8:00am - 8:15am.

Attendees will have an opportunity to visit one elementary school (9:00am - 10:30am) and one secondary school (11:00am - 12:30pm).

Tours are limited to thirty people, which means you may not get your first choice. We appreciate your patience and understanding, particularly if you live in Greater Hartford and have the ability to visit schools on your own.

For logistical reasons, you will choose a school pairing, not individual schools.

Breakfast will not be provided, but we will have some snacks available on the bus. Please plan accordingly, as lunch won’t begin until 1:00pm.

Following the school tours, participants will be dropped off at the Hartford Public Library for lunch. Buses will return to the Holiday Inn Hartford East at approximately 3:00pm.

DETAILED AGENDA

Friday, November 8th

1:00pm - 2:30pm
Lunch and Panel
Discussion

Hartford Public
Library
Center for
Contemporary Culture

Welcoming Remarks

Robert Kim, *Deputy Assistant Secretary for Strategic Operations and Outreach, Office for Civil Rights, U.S. Department of Education*

Introduced by **Philip Tegeler**, *Executive Director, Poverty and Race Research Action Council*

Brown v. Board of Education for a New Generation: Educators, Parents, Activists and Civil Rights Lawyers Closing the Opportunity Gap in Greater Hartford

Elizabeth Horton Sheff, M.Ed., *Lead Plaintiff, Sheff v. O’Neill*

Martha Stone, *Executive Director, Center for Children’s Advocacy and Attorney for Plaintiffs, Sheff v. O’Neill*

Dennis Parker, *Director, Racial Justice Program, American Civil Liberties Union and Attorney for Plaintiffs, Sheff v. O’Neill*

Amy Stuart Wells, *Professor of Sociology and Education, Teachers College, Columbia University*

Alex Knopp, *Clinical Visiting Lecturer, Yale Law School and Plaintiffs’ Representative for Sheff v. O’Neill*

Robert Cotto, *Senior Policy Fellow, Connecticut Voices for Children and Hartford Board of Education Member*

Moderated by **Liz Dupont-Diehl**, *Member, Sheff Movement; VP of Development, Career Resources Inc. and Director, Connecticut Center for Social Innovation*

5:30pm - 8:30pm
Opening Panel,
Workshops and
Reception

Environmental
Sciences Magnet
School at Mary
Hooker

Welcoming Remarks

by **Peter Dart**, *Principal, Environmental Sciences Magnet School at Mary Hooker*

Harnessing Diversity’s Potential: Employing Student-Centered Learning and Technology to Achieve Equity and to Build 21st Century Skills

Panel introduced by Susan Eaton, *Co-Director, One Nation Indivisible*

Nicholas Donohue, *President and CEO, Nellie Mae Education Foundation*

Helen Soulé, *Executive Director, The Partnership for 21st Century Skills*

Melissa Giraud, *Digital Media and Learning Strategist and Consultant*

Barbara Cervone, Ed.D., *Founder and President, What Kids Can Do*

Shandra Brown, *Principal, CREC Museum Academy*

Alicia Iannucci, *6th and 10th Grade Math Teacher and Math Team Lead, Quest to Learn*

Moderated by **Robert Cotto**, *Senior Policy Fellow, Connecticut Voices for Children and Hartford Board of Education Member*

DETAILED AGENDA

Friday, November 8th WORKSHOPS

Fighting for Equitable Admissions Policies in a Diverse, yet Segregated, School District in Manhattan

Room: Café D103

Families of color who earn low incomes and their allies in the community have long been fighting for equitable admissions policies in their diverse, yet segregated school district in Manhattan. Spreading the message that access to public education is a right, not a luxury, this group of advocates works to advance admissions policies that serve all families, not just those with economic resources or “connections.” This workshop offers background about this struggle and explores the strategies for creating changes that would bring about a “controlled choice” system that is transparent, easy to implement and just.

Facilitators:

Yasmin Secada, Parent Leadership Project and Participatory Action Research Center (PARCEO)

Donna Nevel, Parent Leadership Project and Participatory Action Research Center (PARCEO)

Katheryne Jackson, a recent college graduate and member of a student group that challenged its high school’s admissions policies

Building Programs for All: How Magnet Schools Are Helping Neighborhood Schools

Room: Interactive Science Theater A 110

Come learn about the ways that the Environmental Sciences Magnet School at Mary Hooker shares resources, programs, facilities and faculty with neighborhood schools and community members throughout Hartford. Presenters will share concrete examples of how magnet schools help all students within the city through a variety of programs and supports. Our resident scientists, instructional coaches, principal and family outreach coordinator will share their experiences in ensuring that magnet schools and funding benefit all children.

Facilitators:

Peter Dart, *Principal*, Environmental Sciences Magnet School at Mary Hooker

Kirsten Devlin, *Science/Technology Coach*, Environmental Sciences Magnet School at Mary Hooker

Jerry Barry, *Art Educator*, Environmental Sciences Magnet School at Mary Hooker

David Cappaert, *Resident Scientist*, Environmental Sciences Magnet School at Mary Hooker

Gina Amalfitano, *Resident Scientist*, Environmental Sciences Magnet School at Mary Hooker

Student-Created Podcasts: A Culturally Responsive Musical Practice

Room: Computer Lab A 116

This workshop will take you through the steps by which students create their own musical podcasts. By inviting learners to explore and share their musical identities, educators and students begin to build a shared understanding of culture and community. This project offers a concrete example of using music in a culturally responsive classroom where students’ backgrounds, knowledge and individual interests are honored. A brief discussion of culturally responsive teaching and co-equal integration practices will be included to provide a context for this practice.

Facilitator:

Vanessa L. Bond, Ph. D., *Assistant Professor of Music Education*, University of Hartford’s The Hartt School

People Empowering People: Empowered, Inspired and Making a Difference

Room: B 121

During this interactive workshop, participations will hear about Hartford Region Open Choice’s People Empowering People (PEP) parent leadership program. This unique partnership with University of Connecticut empowers parents to be strong advocates for their children inside and outside the classroom. Participants will also hear about Hartford Region Open Choice’s work with student empowerment through its High School Unity Team program. Student leaders are trained and supported in their efforts to create more welcoming school environments for all. Join us and meet recent PEP alumni and Open Choice staff who will put a little pep in your step surrounding diversity, parental involvement, and student engagement in education.

Facilitators:

David Daye, *Managing Director of Hartford Region Open Choice Program*, Capitol Region Education Council

DETAILED AGENDA

Friday, November 8th WORKSHOPS

Kim Greene, *Student Services Coordinator and PEP Facilitator*, Capitol Region Education Council

Roselyn Pacè, *Support Specialist and PEP Facilitator Assistant*, Capitol Region Education Council

Mary Clark, *Education Specialist*, Institute of Teaching & Learning, Capitol Region Education Council

Created Equal: Classroom Tools for Challenging Classism

Room: Large Group Instruction A 103

Can everyone achieve the American Dream if they work hard enough? How much is “enough”? What makes people happy? Education is supposed to level the playing field, yet schools often become places that reproduce and reinforce class inequities. This contradiction makes schools an especially crucial site for raising class awareness and equipping students to work towards a world that recognizes we are all truly “created equal.” This workshop introduces the Created Equal curriculum and provides tools for teachers to help middle and high school students to understand class, classism and actions they can take to create a fairer and more just society.

Facilitator:

Phyllis Labanowski, *Curriculum Developer and Senior Trainer*, Class Action and *Co-author*, Created Equal curriculum

Following the Family: Fostering Family Engagement in a Diverse Magnet School

Room: Library Media Center A 123

Maria Montessori famously wrote, “Follow the child, they will show you what they need to do.” Today, you'll hear from innovative school leaders Montessori magnet and charter schools. In describing what following the family

means in practice, this workshop will illustrate the methods that facilitate the creation of warm, welcoming, and diverse school communities that encourage and support families as they become partners in their child’s education.

Facilitators:

Keith Whitescarver, *Director*, National Center for Montessori in the Public Sector

Beayanka Pinckney Narraine, *President*, Montessori Magnet Community Organization, Montessori Magnet at Moylan School

Nancy Mendez, *Family Resource Aid*, Montessori Magnet at Moylan School

Carolyn Havrda, *Principal*, Montessori Magnet at Moylan School

Magnet Schools Today: Taking A Look at the National, District, and Classroom Views

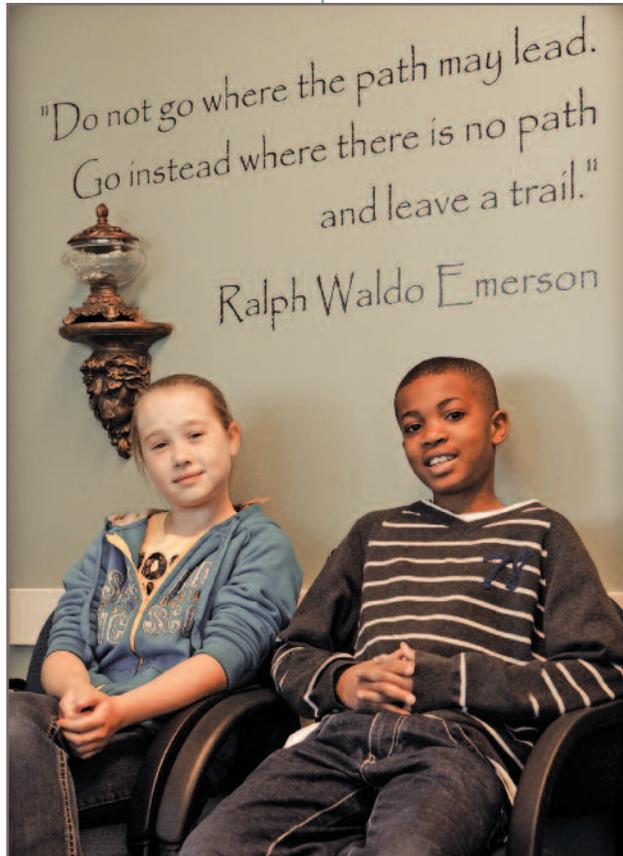
Room: B 120

In this workshop, Magnet Schools of America provides a comprehensive accounting of magnet schools across the

United States at the national, state and district levels. Magnet schools are closing the achievement gap, providing equitable educational opportunities, and allowing students from at-risk communities to learn in diverse school settings. After looking at the “data,” the presentation will delve into stories of individual teachers, classrooms, and schools that have implemented cutting edge practices, including innovative integration of technology and arts, student-centered learning, and 21st century skill building, while ensuring equity and access for all students.

Facilitator:

Crystal A. Moore, *Director of Organizational Leadership & Development*, Magnet Schools of America



DETAILED AGENDA

Friday, November 8th WORKSHOPS

Legacies of War Curriculum: Engaging Family and Communities through the Arts to Create a More Equitable World

Room: Art Lab C 153

This workshop concretely demonstrates how to involve and unite diverse school communities by bringing history alive through intergenerational oral history interviews, visual art projects, immigration mapping, movies, and a multimedia kiosk. This week-long curriculum, focusing on the 1964-1973 catastrophic US bombing of Laos and its lasting effects and creation of refugees, encourages students from a range of cultural backgrounds with varying family and generational histories, to make links between government policy/action and individual lives. Over 9 years, during 580,000 bombing missions the US dropped an average of a planeload of bombs every 8 minutes on Laos, making it the most heavily bombed country per capita in history. Now, 30 years later, drawings from Lao villagers today provide the catalyst for a school-based curriculum that asks students to use different art mediums to better understand the U.S. government's role in creating refugee populations, to develop empathy and to find ways to prevent history from repeating itself.

Facilitator:

Phitsamay Uy, Ed.D, *Assistant Professor & Graduate Coordinator*, University of Massachusetts-Lowell Graduate School of Education



CREC Museum Academy: A Blending of Two Worlds

Room: B 119

This presentation offers an overview of this innovative, inquiry-based regional magnet school in Bloomfield, Connecticut that works in collaboration with museums throughout the nation.

Presenters will explore the ways that educators incorporate inquiry-based learning and museum methodologies with more traditional teaching methods in this highly diverse school serving students in grades PreK through 5.

Facilitators:

Shandra Brown, *Principal*, CREC Museum Academy

Tina Mitro, *Museum Theme Coach*, CREC Museum Academy

A Discussion with Student Actors from CREC's Greater Hartford Academy of the Arts - Looking In Theatre

Room: Gymatorium C142

Students from GHAA's

Looking In Theatre present a few short dramatic scenes about issues facing some magnet school students, and then engage in a discussion with the audience about these issues, first as their characters and then as themselves.

Facilitators:

Kim Stroud, *Director of Arts*, Greater Hartford Academy of the Arts

Debra Walsh, *Core Artist Instructor*, Greater Hartford Academy of the Arts

DETAILED AGENDA

Saturday, November 9th



All Saturday events held at The Learning Corridor:
43 Vernon Street Hartford, CT 06106

7:45am - 8:15am

*Commons Building
Cafeteria*

8:15am - 9:15am

*Commons Building
Cafeteria*

9:30am - 10:00am

*Theater of the
Performing Arts*

10:00am - 11:30am

*Theater of the
Performing Arts*

Registration

Breakfast/Opening Activity

Led by Janée Woods Webber,
Program Officer, Everyday Democracy

Welcome to Hartford and the Greater Hartford Academy of the Arts

Bruce Douglas, Ph.D., *Executive Director, Capitol Region Education Council*

Greater Hartford Academy of the Arts Jazz Ensemble (Alexis Paquette, Scott Vielleux, Samantha Gilbert and Nate Brooks)

Welcoming Remarks

Susan Eaton, *Co-Director, One Nation Indivisible*

Elizabeth Horton Sheff, M.Ed., *Lead Plaintiff, Sheff v. O'Neill*

Glen Peterson, *Education Division Director, Regional School Choice and Sheff Office, Connecticut State Department of Education*

Opening Plenary

Building the Beloved Community: Policy, Practice and Renewed Purpose in a Diverse Nation

Dennis Parker, *Director, Racial Justice Program, American Civil Liberties Union and Attorney for Plaintiffs, Sheff v. O'Neill*

William Trent, *Professor, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign*

Susan Eaton, *Research Director, Charles Hamilton Houston Institute for Race and Justice at Harvard Law School and Co-Director, One Nation Indivisible*

Ofelia Wade, *Spanish Dual Language Immersion Program Director, Utah State Office of Education*

Maria Pacheco, *Executive Director, Education Alliance at Brown University and Director, New England Equity Assistance Center*

Anurima Bargava, *Chief, Educational Opportunities Section, U.S. Department of Justice (invited)*

Moderated by **John Brittain**, *Professor of Law, University of the District of Columbia, David A. Clarke School of Law*

DETAILED AGENDA Saturday, November 9th

WORKSHOPS + LUNCH 11:45am - 1:00pm

Various Locations on the Learning Corridor Campus (specific room assignments available during registration)

Dilemmas of Educational Justice: A Collaborative, Case Based Dialogue

We are united in seeking educational justice. But what does that mean in practice, especially when we face so many injustices on the road to justice? What accommodations, if any, should we be willing to make in order to make our schools and districts more just, even if not just enough? Is it possible that perfect is sometimes the enemy of the good? This workshop will create space for a collaborative dialogue about a case study of one such dilemma of justice: the Boston Public Schools' new school assignment system. We will examine how the new system both advances and sacrifices ideals such as equality, opportunity, educational adequacy, educational achievement, community, integration, and choice. Using the case study as our focus, we will wrestle with how these ideals should be balanced against one another under decidedly non-ideal conditions, and how to advance justice under conditions of uncertainty.

Facilitators:

Meira Levinson, *Associate Professor of Education*, Harvard Graduate School of Education

Jacob Fay, *Doctoral Student in Education Policy*, Leadership, and Instructional Practice, Harvard Graduate School of Education

A Global School for Students of Character

Oh my Gosh! Students who are: Independent and responsible? Kind towards others? Mindful in their choice making? Capable as problem solvers? Effective in their social and communication skills? If you would like to hear more about the Character Education approach of the Breakthrough Magnet Schools I and II, designed to help children develop and make these attributes an integral part of the way they operate each day, make sure you attend this workshop. Survey a presentation of the Core Components of Breakthrough's approach. It will set you at the start of a path of individual empowerment and the development of these extraordinary students, staff and whole community competencies in your school. (Note: Breakthrough has been recognized as a National School of Merit, four years running, by the Magnet Schools of America, a national organization of more than 6000 schools.)

Facilitators:

Norma Neumann-Johnson, *Founder and Principal Emeritus*, Breakthrough Magnet School

Maritza Soto-Gomez, *Theme Facilitator and Student Trainer in Mind-Based Stress Reduction*, Breakthrough Magnet School

Gaining a Better Understanding of the Behavior of Youth with Emotional Disabilities

Through an interactive process, the behaviors of youth with emotional disabilities will be explored to create greater understanding. The concepts of behavior as a communicator, appropriate and inappropriate behaviors, why people behave the way they do in general and flight/fight/freeze will also be examined. A simulation and case studies will be used to support this process, in conjunction with small and large group discussions. This workshop aims to help you build better relationships, school environments and interventions for all youth, and especially ones with emotional disabilities.

Facilitator:

Julie R. Alexandrin, Ph.D., *Associate Professor*, University of Southern Maine

Be the Media, Influence the Media

The most effective advocates know how to engage members of the media, shape and enhance media coverage and increasingly, how to create their own forms of media that raise awareness, advance causes and provide public information. In this workshop, attendees will learn the basics of writing successful opeds and letters to the editor. A young columnist will talk about channeling his social concern into opinion writing for a major metro newspaper. The creator of a Hartford-based on-line news site will discuss her decision to "be the media" and the benefits of creating a web-based, news-oriented site for educational communities and organizers.

Facilitators:

Carolyn Lumsden, *Editorial Page Editor*, The Hartford Courant

Jamil Ragland, *Freelance Writer*, Trinity College

Kerri Provost, *Real Hartford*

DETAILED AGENDA Saturday, November 9th

WORKSHOPS + LUNCH 11:45am - 1:00pm

Magnet Schools: Incubators of Innovation—Where Integration Meets Innovation!

This workshop is designed to provide participants with practical strategies, best instructional practices, and educational policies that promote equity and high academic achievement. Throughout the session, participants will be engaged in interactive activities utilizing “tool kit visioning” models. Each presenter (6) is highly qualified in school innovation, specifically in theme-based instruction. To that end, three of the presenters will represent magnet schools in the Arts, Early College and Museums. While the presentations will be similar in structure, they will be diverse in the information and data provided. The main idea is to get participants thinking about how understanding, cooperation and collaboration can become building blocks for the future of public education.

Facilitators:

Dr. Robert Brooks, *School Choice Programs Consultant and Former Executive Director, Magnet Schools of America*

William Magnotta, *Director, Center for Magnet and School Choice Leadership, Goodwin College*

Dr. Gladys Pack, *Magnet Consultant, SOPHRON Consulting*

Kristi Hummel, *Curriculum Theme Coach, CREC Museum Academy*

Shandra Brown, *Principal, CREC Museum Academy*

Tina Mirto, *Museum Theme Coach, CREC Museum Academy*

Linda Dadona, *Director, River Academy High School*

Joshua Bogin, *Director of Magnet Schools, Springfield Public Schools*

Courtney Stewart, *Sophomore, Springfield Central High School*

Molly Rose Bogin, *Senior, Springfield Central High School*

Speak Up! Youth-led Learning Across Difference Through Stories

Integration without relationship building is ineffective and unsustainable. Shared action and shared learning are two successful strategies for forging relationships across race, class, and neighborhood. Boston Mobilization’s Speak Up! Personal Stories Project shares their innovative strategies: storytelling and collective action.

This interactive workshop highlights stories by Boston youth on topics ranging from school to prison pipeline to affirmative action, racial slurs to white privilege.

Facilitators:

Elizabeth Nguyen, *Director of Programs and Inclusion, Boston Mobilization*

Pema Doma, *Organizer, Boston Mobilization*

The Changing Face of America: What Educators Need to Know About Immigration, its Impact Upon Schools and its Benefits to Communities

One in four children in the U.S. is from an immigrant family. In the next five years, more than half of U.S. children will be non-White. And 30 years from now, the ethnic majority-minority balance will reverse. In this presentation, participants will learn more about the immigrants and children of immigrants in their communities, states and country; the economic and social benefits of immigration and ways to position immigrants as assets so as to positively affect the immigration discourse. Ideal for educators, community organizers and policymakers, participants will receive the most up-to-date data and credible projections on immigration in America with a focus on immigrant students in Massachusetts, Connecticut and New York. Participants will be engaged in interactive exercises to explore tools and techniques for emphasizing the positive impact of immigrants on their communities.

Facilitators:

Denzil Mohammed, *Assistant Director, The Immigrant Learning Center Public Education Institute*

Chiara Magini, *Project Coordinator, The Immigrant Learning Center Public Education Institute*

I’m Thinking of Starting A Magnet Program: How Do I Get Started?

The research has proven time and again that magnet schools work. They promote racially and socioeconomically diverse settings, tend to have higher student achievement rates and, in many communities, they are narrowing racial and economic achievement gaps. How does a district go from thinking about starting a magnet program to taking concrete steps in that direction? This

DETAILED AGENDA Saturday, November 9th

WORKSHOPS + LUNCH 11:45am - 1:00pm

presentation will focus on the five key areas for successful magnet school starts: community engagement, planning and design, selecting the right leader, hiring the best teachers and student recruitment and selection. The focus will be on laying a solid foundation to ensure sustainability over the long term.

Facilitator:

Crystal A. Moore, *Director of Organizational Leadership & Development, Magnet Schools of America*

Student-Centered Learning: Diversity at Its Best

A growing body of research and practice points to the power of student-centered learning—which embraces diversity as a norm—to support the social, emotional and intellectual development of all students. What does teaching look like when it truly centers on the student’s learning needs? What conditions foster and support such teaching? What kind of learning environments give all students, and especially underserved youth, access to an education that results in the skills, knowledge and habits they will need for a successful and productive adult life in our rapidly changing world?

This workshop will trace the key elements of teaching and learning that puts students at the center—from strong student-teacher relationships to student voice and choice in relation to curriculum, community connections or how students show what they know. Video clips of a diverse collection of high school students talking about student-centered learning will ground the workshop and spur discussion. Participants will leave with a rich set of links to online resources where they can learn more and gather concrete tools.

Facilitator:

Barbara Cervone, *Ed.D., Founder and President, What Kids Can Do*

Creating and Enriching Spaces for Multiethnic Community Dialogue and Making Room for Community Conversations about Race

One of the most effective ways to promote racial justice is to create safe, comfortable spaces for community members to speak their own truth. Learn about two models that can help your community develop a richer and more nuanced conversation about race, ethnicity, class, culture and identity:

Loving Day, named after the Supreme Court’s 1967 *Loving v. Virginia* decision, connects with our nation’s growing multiracial population (and their parents) by coordinating the world’s largest network of multiethnic community celebrations. Since its founding in 2004, Loving Day has introduced thousands of people to a diverse array of spaces for multiracial dialogue and shared experience.

A.C.T.O.R. (A Continuing Talk on Race) is a community dialogue series held once a month at the DC-based restaurant *Busboys and Poets* (named after Langston Hughes). Since 2006, A.C.T.O.R. has provided an outlet for people to come together and openly discuss issues of race, class and culture in a community setting—without fear of reprisal or chastisement. Each person walks away from the discussion feeling something—challenged, uncomfortable, informed, refreshed or motivated and possibly richer for his or her participation in the discussion. Over time, A.C.T.O.R. aims to cultivate tolerance and increased understanding.

Facilitators:

Pamela Pinnock, *Marketing and Events Director, Busboys and Poets*

Ken Tanabe, *Founder and President, Loving Day*

Recruiting, Hiring, Supporting and Retaining Teachers of Color

Participants will learn about Connecticut’s Minority Teacher Recruiting Alliance, which assists school districts in recruiting, hiring, developing, supporting and retaining a racially, ethnically, and culturally diverse teaching and administrative workforce. The workshop will provide space for participants to engage in discussion about the importance of teacher diversity and how it relates to school integration. We hope participants will share strategies and generate ideas about how to strengthen teacher diversity efforts in their own communities.

Facilitator:

Tamara Gloster, *Education Specialist, Institute of Teaching & Learning, Capitol Region Education Council*

Denise Holter, *Coordinator, Minority Teacher Recruiting Program, Capitol Region Education Council*

DETAILED AGENDA

Saturday, November 9th

1:00pm - 1:25pm | Walk & Talk

WORKSHOPS + LUNCH 1:30pm - 2:45pm

Various Locations on the Learning Corridor Campus (specific room assignments available during registration)

Educational Equity - The Purpose and Promise of Dual Language Education

This workshop explores the components of dual language programs in which children learn in two languages — both English and a target language. What is a dual language program? How does it support the integration and education of our diverse student population? Presenters will talk about the documented benefits of dual language education for students and for society at large. Through an interactive power point presentation, we will provide current knowledge and research on dual language education for the 21st century. Participants will have an opportunity for discussion and reflection throughout the presentation.

Facilitators:

Yael Zakon-Bourke, *President*, Massachusetts Association for Bilingual Education

Minerva Gonzalez, *Vice-President*, Massachusetts Association for Bilingual Education

From Desegregation to Diversity: One School District's Journey from Allegations of Unlawful Segregation to a Comprehensive Approach to Promoting Diverse Schools

In 2009, the Metropolitan Nashville Public Schools (“MNPS”), a unitary school district, were sued claiming unlawful segregation. The lawsuit alleged both that MNPS has intentionally discriminated against African American students by segregating them and that considering race and ethnicity to promote diversity triggered strict scrutiny under recent Supreme Court precedents. The school district was seemingly between a rock and hard place. But learn how MNPS won its lawsuit and more significantly developed a path-breaking approach to promoting diverse schools. The MNPS story shows that, contrary to popular opinion, there is much that school

districts can and should do to promote diverse public school enrollments.

Facilitator:

John W. Borkowski, *Partner*, Hogan Lovells US LLP

Students Make the Change: Little Rock in 1957 and Student Agency Today

Facing History and Ourselves’ case study of the desegregation of Central High School in 1957, “Choices in Little Rock,” tells the story of why “going to school” captured the attention of the entire nation. This case study is taught in districts around the country, including Boston, Baltimore, Chicago, Louisville and Memphis. We will dip into this history in mini-lessons, experiencing the intellectual rigor, emotional engagement and ethical reflection that are always integrated in Facing History classrooms. As savvy as young people are today about social media, we will discuss why civic education remains the core purpose of school today, and how civic engagement can arise out of studying this moment in history.

Facilitator:

Molly Schen, *Director of Program Growth and Development*, Facing History and Ourselves

The Freedom School Approach to College Readiness: Awareness, Empowerment and Activism

In 1964, college students and civil rights workers gathered in Mississippi to address voter disenfranchisement. Their model, later known as Freedom Summer, raised awareness about the voter registration process, advised citizens of their constitutional rights and fostered a spirit of activism and empowerment at the grassroots level that sustained civic involvement long after students and civil rights workers went home. This workshop applies the principles of the Freedom Summer Movement to dispari-

DETAILED AGENDA Saturday, November 9th

WORKSHOPS + LUNCH 1:30pm - 2:45pm

Various Locations on the Learning Corridor Campus (specific room assignments available during registration)

ties in the college readiness process. Participants will learn about preparation methods that some schools use for students as early as 8th grade, such as Career Cruising and Edportal. Through a series of hands-on activities centered on admission requirements, school accountability, the college interview process and the essay portion of the college application, this workshop offers a parent-friendly, student-centered approach to college readiness that can also engage community organizations.

Facilitator:

Kevin Staton, *Social Studies Teacher*,
Meriden Public Schools

Interactive Diversity Education for Elementary and Middle School Students

Conversations about race and differences are often difficult discussions to facilitate with young people. Through two different interactive activities, workshop attendees are introduced to the concept of “diversity” and they explore their own experiences with diversity, differences and stereotypes. This workshop is best suited for students in grades 5-8, though will be modified for attendees.

Facilitators:

Jason Fredlund, *Coordinator of Leadership Workshops*, The Discovery Center

Derek Hall, *Leadership Facilitator*, The Discovery Center

White People Challenging Racism: Moving From Talk to Action

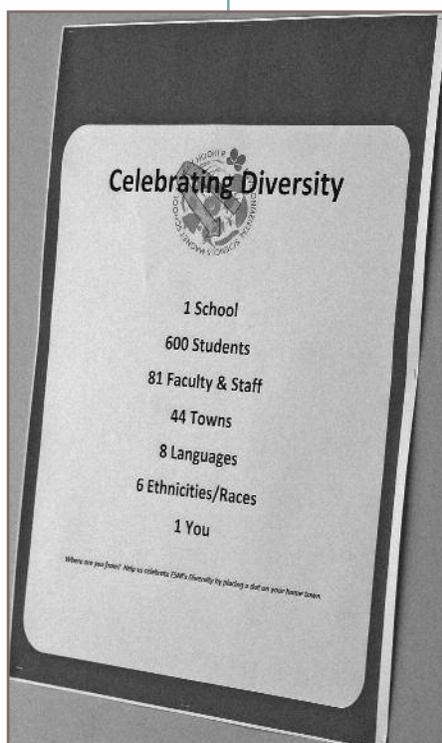
In this workshop, you’ll learn about the tools and resources used in a course called White People Challenging Racism: Moving From Talk to Action that’s been taught in the Boston area since 1999. We’ll give you tips and resources to start this type of workshop in your community by sharing our simple, do-able format, our core understandings, and the activities we’ve used. We’ll help you help others look at the dynamics of white privi-

lege, implicit bias and institutionalized racism. We’ll also equip you to begin coaching them in the art of speaking up. Finally we’ll share with you the tool we use to set goals and take the kind of action that challenges racialized structures and social habits.

Facilitators:

Debby Kittredge Irving, *Racial Justice Educator & Writer*

Stephen Pereira, *Racial Justice Educator*



School & Community Collaborations: Creating an Urban Hub for Families Participating in Regional Integration Programs

Named after the late Gertrude “Trude” Johnson-Mero and based at the Wilson Gray YMCA in Hartford, the newly-established Trude Mero Family Resource Center creates a welcoming community and one-stop service center for families and students who attend CREC’s regional magnet schools and/or suburban schools through Connecticut’s Open Choice Program. By providing meeting space for parents and educators, information sessions and forums on a range of school and child development issues close to families’ homes, the Center provides opportunities for families to participate more fully in their child’s education. Young people

also take part in recreational and academic programming. Workshop leaders will describe the collaboration process used to open the center; outline the range of supports and services families and educators say they want and share ideas about how community-based services can best assist schools in meeting the needs of students and their families.

Facilitators:

Eric Crawford, *Managing Director*, Student and Family Relations, CREC

Deborah Richards, *Director*, Student Services Division, CREC

DETAILED AGENDA Saturday, November 9th

WORKSHOPS + LUNCH 1:30pm - 2:45pm

Startin' Drama - Using Theater to Create a Positive School Climate

HartBeat Ensemble's Startin' Drama workshop uses interactive theater to teach empathy, empowerment and engagement. Participants will work together to create and perform their own scenes based on common conflicts that occur in their school communities. Topics range from racial stereotyping to cyber bullying to economic inequality and they all come from the participants' actual experiences. No previous theater experience necessary. This is about fun and exploration.

Facilitator:

Julia Rosenblatt, *Co-Artistic Director*, Hartbeat Ensemble

Strategies for Reducing Racial Bias and Anxiety

In this workshop, we will introduce the concepts of implicit bias and racial anxiety, and share research about how these may, without our awareness, affect our interactions with students, parents and colleagues from other racial and ethnic backgrounds. We will demonstrate various ways in which our minds take shortcuts or create "blindspots" when interacting with others. Finally, we will discuss strategies for acknowledging and reducing bias and anxiety so as to create more inclusive and equitable educational environments.

Facilitators:

Johanna Wald, *Director of Strategic Planning & Development*, The Charles Hamilton Houston Institute for Race and Justice at Harvard Law School

Linda R. Tropp, Ph.D., *Director*, Psychology of Peace and Violence Program and *Professor*, Department of Psychology, University of Massachusetts Amherst

Everyone's Needs Matter: Bringing More Empathic Human Connection to Our Lives and School Experience Through the Skills and Consciousness of Nonviolent/Compassionate Communication (NVC)

To sustain a diverse community, it is not just the numbers that matter, but also the quality of connection among people in the community. That quality of connection helps us build the beloved community that recognizes everyone's essential equality. Nonviolent Communication (NVC) can dramatically improve our relationships, even in situations of longstanding hostility, by focusing our attention on the empathic understanding of others and the honest expression of our feelings and needs without moralistic judgment. The tools and consciousness of NVC help create dialogue that shift us from blame to curiosity. With NVC, we learn to hear difficult messages with compassion, to express ourselves authentically and to request doable actions to enrich our lives and to create a more equitable, resilient and joyful society. In this practical workshop, you'll learn about NVC and how it is being, or could be, used to foster dialogue and understanding communities and educational settings.

Facilitator:

Jerry Koch-Gonzalez, *Coordinator*, New England NVC; *Member*, Sociocracy Consulting Group and *President*, Class Action



DETAILED AGENDA Saturday, November 9th

STATEWIDE STRATEGY SESSIONS 3:00pm - 4:25pm

**if you do not live in CT, MA, or NY, choose the discussion that is most relevant to you.*

CONNECTICUT: Expanding support for quality integrated education statewide

Organized by Phil Tegeler

After *Sheff v. O'Neill* was decided in 1996, the Connecticut legislature developed a two-way interdistrict school integration program that could be implemented in Hartford and other segregated regions in the state. While New Haven took advantage of magnet school capital grants in the early years of implementation, most of the progress and growth in the system since 2006 has occurred in the Hartford region, where court orders help to spur progress. This session will explore how the lessons of *Sheff* implementation in the Hartford region can be brought more fully to other areas of the state, and how we can build a statewide constituency for quality integrated education.

Carolyn McNally, *Director of Program Development, New Haven Area Cooperative Education Services (ACES)*

Mark Ribbens, *Open Choice Coordinator, Bridgeport Cooperative Education Services (CES) and Principal, Regional Center for the Arts*

Edward Linehan, *Consultant on Magnet School Development, Evaluation and Monitoring*

Liz Dupont-Diehl, *Member, Sheff Movement; VP of Development, Career Resources Inc. and Director, Connecticut Center for Social Innovation*

MASSACHUSETTS: Restarting and sustaining a public conversation about school integration and educational opportunity

Organized by Gina Chirichigno and Susan Eaton

Not long ago, civil rights leaders viewed Massachusetts as a leader in policy designed to create racially diverse public schools. In recent years, though, many of those original policies and funding programs have been eliminated. Over the years, a handful of high-profile reports about increasing segregation and attendant inequality failed to ignite public debate and concern. How might educators, elected leaders and others at the state and local level restart and sustain a public conversation about how to reduce segregation and how to ensure fairness and educational opportunity in communities that are growing more diverse?

Nancy McArdle, *Senior Research Analyst, Diversitydata.org, Brandeis University*

Michael Alves, *President, Enroll Edu*

Rep. Jay Kaufman, *Massachusetts State Representative, Fifteenth Middlesex District*

Moderated by Andrew Grant Thomas, *Director of Programs, The Proteus Fund*

NEW YORK: Connecting research and policy advocacy in New York State

Organized by David Tipson, *Director, New York Appleseed*

Recent research has challenged many of our assumptions about practical, political and legal barriers to school diversity in New York State. In this session, participants from across New York State will discuss how careful research can support advocacy for school integration. Issues covered may include the role of community involvement in research and advocacy, interdistrict efforts, tracking, the challenges of discerning parent preferences, charter schools, admission targets and issues affecting specific regions. This session will be discussion-based, there will be no formal presentations.

4:30pm - 5:30pm

Theater of the Performing Arts

Closing Plenary Session and Final Remarks

Featuring the *The Real Ambassadors*, from the Greater Hartford Academy of the Arts, directed by Dianne Mower

John Brittain, *Professor of Law, University of the District of Columbia, David A. Clarke School of Law*

5:30pm - 6:30pm

**Theater of the Performing Arts
Second Floor Lobby**

Networking Reception