

#ICSS17 PROGRAM GUIDE

2017



NEW YORK CITY

OCTOBER 11-13, 2017



The Coalition
of Community
Charter Schools



CENTER FOR EDUCATIONAL
INNOVATION

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SCHEDULE AT A GLANCE

WHEN?	WHAT?	WHERE?
Wednesday		
5:00pm - 6:30pm	Registration: Welcome Mixer & Irish Music Session	Ballroom Atrium
Thursday		
7:30am - 8:30am	Registration	Ballroom Atrium
8:00am - 9:00am	Exhibitor Hall & Continental Breakfast	Ballroom Atrium
9:00am	Welcome - Steve Zimmerman	Ballroom
9:15am	Keynote: Deborah Meier	Ballroom
10:30am	Panel on Charters, Race and Class	Ballroom
12:00pm	Lunch A	Penthouse
	Lunch B	Penthouse
1:30pm - 4:20pm	Breakout Sessions	Ballroom Breakout Rooms
4:30pm - 5:00pm	C3S Annual Meeting - all invited	Ballroom Breakout 2
5:00pm - 6:30pm	Networking Mix & Mingle	Beer Garden
Friday		
7:30am - 8:30am	Registration	Ballroom Atrium
8:30am - 9:00am	Exhibitor Hall & Continental Breakfast	Ballroom Atrium
9:00am - 10:30am	The Itasca Panel: Pioneers in the Charter Movement	Ballroom
10:30am - 10:45am	Break	Ballroom
10:45am - 12:15pm	Town Hall Meeting	Ballroom
12:15pm - 12:30pm	Cheryl Wills: Reconnecting Students with their Past	Ballroom
12:30pm	Lunch A	Penthouse
	Lunch B	Penthouse
2:00pm - 4:00pm	CEI & C3S Present: The Innovation Unconference	Ballroom Breakout Rooms
4:00pm	Closing: Making our Schools a Force for Democracy	Beer Garden



The Coalition
of Community
Charter Schools



Dear Educators, Social Activists and Friends,

Welcome to our first ever Independent Charter School Symposium. And welcome to Queens
-- the world's borough!

We're thrilled to have you with us at this historic gathering. We're here to celebrate the Silver Anniversary of the charter school movement, to reaffirm its democratic ideals and to recapture the narrative around chartering so that it is truly reflective of the work we do.

We invite you to engage in a rich mix of formal and informal conversations and to participate in discussing and deciding what's in the future for independent, community site-based public charter schooling.

We have two days of exciting programming that we hope will help us articulate a better way forward for the charter school movement. We're going to be asking some big questions—the kinds of questions that educators need to be asking at a time that can only be described as a crisis in our democracy and in our educational policy-making.

So, speaking of questions, we want to give all attendees a heads-up that there will be folks documenting this event with recording devices and they may well have questions for you. Here are some questions you might be asked:

- What is the single most important accomplishment of the charter movement?
- What do you think has been its greatest failing?
- Complete this sentence: "I'm optimistic about the future of charter schools because....."
- Complete this sentence: "The greatest threat to the charter schools movement is....."

Thanks for coming and contributing. We look forward to learning together with you, to sharing, and working to improve all public education. With the lessons that we've learned in the first 25 years of chartering and with our collective efforts to help all students we serve realize their greatest potential, let's see if together we can articulate a progressive and collaborative vision for the next 25 years.

Steve Zimmerman
Dr. Richard Welles
Co-Directors
Coalition of Community Charter Schools



Welcome fellow educators,

The Center for Educational Innovation (CEI) is excited to co-host the first National Independent Charter School Symposium, along with the Coalition of Community Charter Schools (C3S). Over the next two days you will partake in a professional learning experience that is informative, instructive and inspirational. This is a wonderful opportunity to celebrate the successes and challenges we face and examine new ideas and best practices that will guide us forward.

CEI believes that every student deserves a quality education, and to honor schools as the center of change. By attending today, you have shown your commitment to creating and sustaining excellence in public education. Our goal for this symposium is to help facilitate conversations about the history, sustainability, and future opportunities for independent charter schools and to showcase CEI's role as a leader in educational innovation.

Over the next 2 days, you will hear from speakers and panelists who are pioneers and champions in education reform. The workshops and selection of vendor-partners have been carefully chosen to support your efforts to improve student engagement, achievement and outcomes. CEI hopes you will leave energized and ready to inspire your charter school community.

As always, CEI is committed to your success and to supporting the growth of your staff, students, and school community. We thank each and every one of you for sharing this time with us and we look forward to our continued work together.

Respectfully,

Michael Kohlhausen
Chief Executive Officer
Center for Educational Innovation

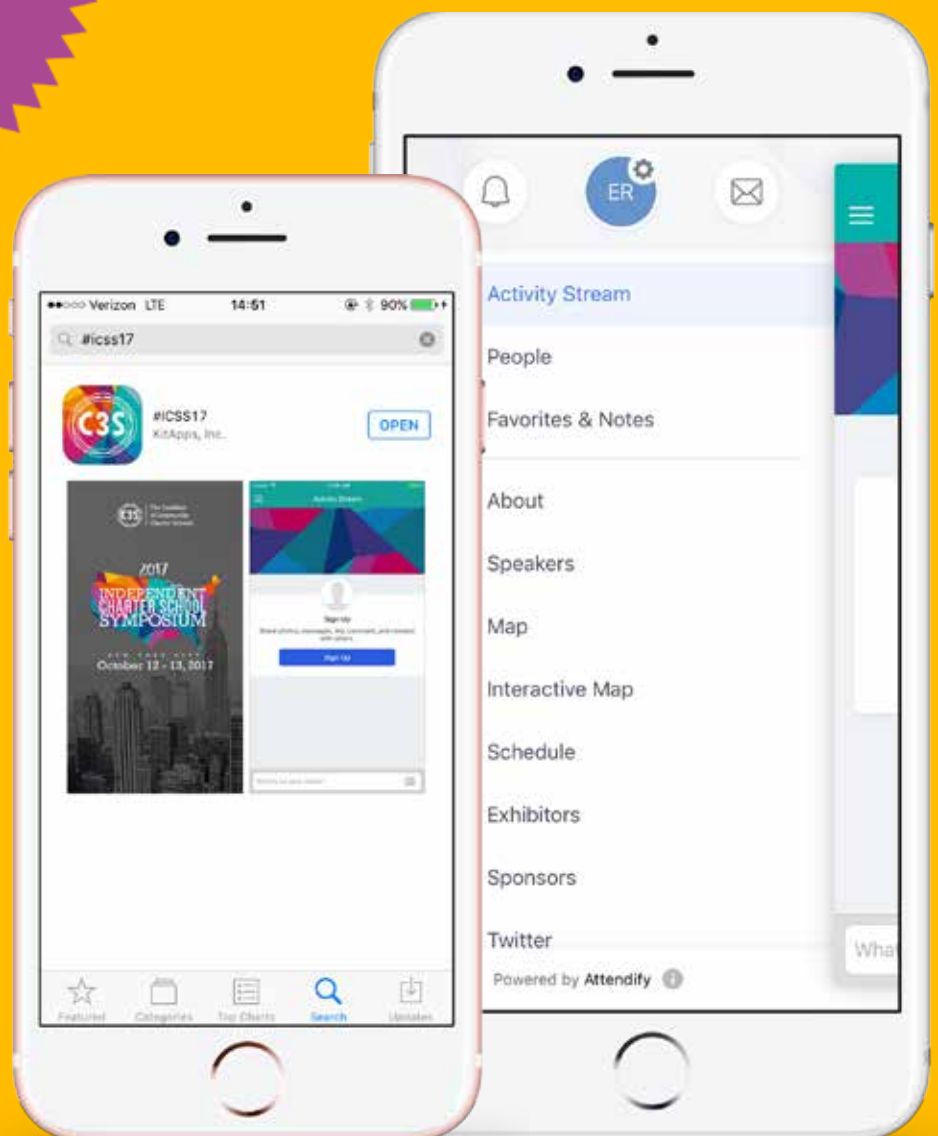
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- Event agenda
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- Town Hall Voting
- Maps



ABOUT C3S

The Coalition of Community Charter Schools (C3S) is a member-run organization of independent, public charter schools in New York City that pursues a positive and collaborative role for charter schooling as part of our public education system. Located in all five boroughs, serving students of all grade levels with varying needs, and implementing a broad range of instructional and organizational models, C3S schools exemplify the diversity, innovation, quality, and commitment to community that inspired the original vision of the public charter school movement. Over half of the charter schools in New York City, and half of the charter schools in the United States, are independently run. C3S aspires to be the collective, democratic voice of these great schools.

BOARD MEMBERS

Michael Catlyn

Vice-Chairperson, Brooklyn Charter School

Stephen Falla Riff

Executive Director, Renaissance Charter
High School for Innovation

Stacey Gauthier

Principal, The Renaissance Charter School

Christine Nick

Senior Manager, Education & Outreach,
The Rock and Roll Forever Foundation

Tara Philips

Executive Director, La Cima
Elementary Charter School

Ron Tabano

Executive Director, John V. Lindsay
Wildcat Academy

Richard Langberg

Executive Director, BBVA's North American
Project Finance Group

Walter Sanchez

Publisher, The Queens Ledger / Brooklyn Star
Community Newspaper Group

WHAT WE DO

- We support independently run charter schools. We understand their unique challenges; we tell their stories. What these schools have accomplished individually and collectively is breathtaking.
- We organize and engage parents to be effective members of their school communities. We train parents to counter the persistent myths about charter schools and meet with local officials to advocate on behalf of their schools and increase awareness of educational issues.
- We leverage our community-based power. We are known and respected in our communities; we are known and respected in NYC as an agent for positive change in education.
- We engage our electeds. They can't ignore us; their constituents choose us.
- We bring together all stakeholders in public education to share ideas, strategies and resources, and to celebrate the diversity that is the backbone of the public charter school movement.

LETTER FROM C3S BOARD



Dear colleagues and friends of independent charter schools,

On behalf of the C3S Board of Directors, welcome to the first Independent Charter School Symposium, in Long Island City, New York. Our symposium brings together charter schools and charter advocates from around the country, united by a shared commitment to community-based education that serves the educational, social and emotional needs of all of our children and their families.

C3S schools are innovative: we collaborate with public schools of all stripes to develop and transmit best practices in education. And we are committed to serving a diverse community, including people with special needs, immigrants, the LGBTQ community, the economically disadvantaged population, and people from every ethnicity and background.

This symposium is for you and by you: you will be immersed in the progressive values of our movement, you will be inspired by the educational and social luminaries who lead our movement, and you will emerge recharged and ready for the challenges that lie ahead.

This is the time for independent, community-based charter schools to join together to demonstrate that charters play an indispensable role in progressive education reform.

With gratitude for your collaboration and support,

Stephen Falla Riff
Board of Directors, C3S
Executive Director, Renaissance Charter H.S. for Innovation

**C3S: EQUITY / AUTONOMY / ACCOUNTABILITY /
COLLABORATION / DIVERSITY / INNOVATION /**

WELCOME TO THE RAVEL

Our 3 day conference will take place at the Ravel Hotel in Long Island City, just outside Manhattan. This brand new upmarket hotel overlooks the East River and Roosevelt Island, and is 4 miles from Central Park.

Join us in the newly built Ballroom for our panel discussions and exciting presentations. Network with school leaders, social visionaries, and policy-makers from across the country in the garden, and enjoy breakfast and lunch on the roof with breathtaking views of New York City.

Address 8-08 Queens Plaza South Long Island City, NY 11101

General Inquiries Restaurant Reservations & Events: 718.289.6118

Hotel Reservations: 718.289.6101

For those who are driving, valet parking is available at the hotel entrance.

BALLROOM FLOOR PLAN





Don't forget to use **#ICSS17**
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www.c3s.nyc | www.the-cei.org

SPECIAL LUNCHTIME SESSION ON CHARTER SCHOOL FACILITIES FINANCING

Thursday, October 12 | 12:45 PM
Ballroom Breakout 2

All those who are interested in facilities expansion and financing are invited to attend a special lunchtime session featuring three charter school development and finance specialists.

JOIN THE SPECIALISTS!

Russell Jackson, American Charter Development
Jon Dahlberg, Charter School Capital
Tiny McLaughlin, Ziegler

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KEYNOTE SPEAKER



DEBORAH MEIER

THESE SCHOOLS BELONG TO YOU AND ME

Thursday, October 12, 2017 | 9:15AM
Ballroom

Deborah Meier has been working in public education as a teacher, principal, writer, advocate since the early 1960s, and ranks among the most acclaimed leaders of the school reform movement in the U.S. She began as an early childhood teacher in Chicago after graduating from the University of Chicago. Her family moved to NYC in the late 1960s where she worked as a kindergarten teacher in Central Harlem. For the next 20 years, Deborah helped revitalize public schools in New York City's East Harlem District 4.

In 1974, Deborah founded Central Park East Elementary School (CPE I), a highly successful public school of choice that served predominantly local African American and Hispanic families. During the next dozen years, Deborah opened two other Central Park East elementary schools in District 4. She founded an acclaimed secondary school (CPESS), while also supporting and directing the development of similar schools throughout NYC. She helped begin the Coalition of Essential Schools, in the 1980s, under the leadership of Ted Sizer. In 1987 she received a MacArthur "genius" Award for her work in public education.

During the 1990s Deborah served as an Urban Fellow at the Annenberg Institute. In 1995 she moved to Boston to start Mission Hill, a K-8 school in Roxbury. These schools were part of a network Deborah created that helped initiate new, small schools--both elementary and secondary-- in NYC and Boston. At Coalition schools, Deborah helped foster democratic communities, where teachers received greater autonomy in the running of a school, parents had a voice in what happened in the classrooms, and intergenerational connections were promoted. Deborah has advocated for active, project-based learning, and of graduation through a series of exhibitions of high quality work. She is the author of many articles and books. These include: *The Power of Their Ideas*, *Lessons to America from a Small School in Harlem*, and *In Schools we Trust*.

Deborah is an outspoken critic of state-mandated curriculum and high-stakes standardized testing; and she has written extensively on their unreliable, socio-economic, racially-charged biases. She is on the board of FairTest, Save Our Schools, Center for Collaborative Education and the Association for Union Democracy. She is also on the editorial board of *The Nation*, *The Harvard Education Letter*, and *Dissent* magazines.

HIGHLIGHTED PANELS

CHARTERING, RACE AND CLASS

Thursday, October 12, 2017 | 10:30AM
Ballroom

Despite years of protest and attempts at reform, our nation and our schools still struggle with the legacy of segregation and inequality. Charter schools were created as a way to improve public education by granting autonomy for site-based decision-making. How can we leverage this power in our schools so that we can better address the chronic issues of race and class that continue to divide us? Our expert panelists from the world of education and civil rights advocacy will explore these issues that tug at our conscience and our democracy.



RICHARD KAHLENBERG

Senior Fellow, The Century Foundation

Richard D. Kahlenberg is a senior fellow at The Century Foundation with expertise in education, civil rights, and equal opportunity. Kahlenberg has been called "the intellectual father of the economic integration movement" in K-12 schooling and "arguably the nation's chief proponent of class-based affirmative action in higher education admissions." Kahlenberg is an authority on teachers' unions, private school vouchers, charter schools, turnaround school efforts, labor organizing and inequality in higher education. He also serves on the advisory board of the Pell Institute, the Albert Shanker Institute and the Research Advisory Panel of the National

Coalition for School Diversity. He is the author or coauthor of six books, including *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (2014); and *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy* (2007).



SHAVAR JEFFRIES

National President, Democrats for Education Reform

Shavar Jeffries is the President of Democrats for Education Reform (DFER). A lifelong resident of Newark, Shaver attended Columbia Law School where he served as managing editor of the Columbia Human Rights Law Review and clerked for the NAACP Legal Defense and Education Fund. In 2015, Shavar became president of DFER, a group that advocates on behalf of charter schools for equitable funding and rigorous teacher evaluations in order to improve public education. A former assistant state Attorney General, Shaver was a candidate in the 2014 election for Mayor of Newark, New Jersey, after which he became a partner at Lowenstein Sandler.



JULIAN VASQUEZ HEILIG

Professor of Educational Leadership and Policy Studies

Julian Vasquez Heilig is an award-winning researcher and teacher. He is currently a Professor of Educational Leadership and Policy Studies and the Director of the Doctorate in Educational Leadership at California State Sacramento. Julian's current research focuses on the effects of high-stakes testing and accountability-based policies and incentive systems on urban minority students. Other interests include access, diversity, and equity in education. Julian has had his work cited in multiple publications and has appeared on national networks, including PBS.



REVEREND RAY RIVERA

Founder, Family Life Academy Charter Schools

Reverend Ray Rivera is the founder of Family Life Academy Charter Schools (FLACS), a community-grown network of three charter schools in the Bronx. Dr. Rivera has a long history of social activism in NYC starting with his work in Sunset Park, Brooklyn in the 1960's providing youth services, including employment training, recreational programs, and group homes for delinquents. In the mid-1980s through the early 1990s, he worked as an educational advocate and trainer in School Districts #1 and #4 in Manhattan, empowering parents to become partners in the educational process. Dr. Rivera is founder of the Latino Pastoral Action Center (LPAC) and, over the

years, has provided leadership and technical assistance to hundreds of faith-based organizations around the country, helping them develop holistic community-based ministries, including spiritual care, after-school, youth development, and adult education programs.



L. JOY WILLIAMS

Host of #SundayCivics Podcast

L. Joy Williams is a political strategist and founder of LJW Community Strategies in Brooklyn, NY. She serves as a strategic adviser to elected leaders and organizations across the country and has been featured as a commentator on BET, Pacifica Radio in New York and Los Angeles, MSNBC, Current TV and NY1's Inside City Hall. She is also host of TWiB in The Morning! on the award winning online radio station TWiB FM. In 2006 she initiated Brooklyn Lives, an HIV/AIDS awareness project, after learning that Brooklyn was cited as the HIV/AIDS epicenter in New York City. In just a few weeks, she mobilized elected officials, nonprofit and business leaders,

media companies and the community at large to provide free testing in over a dozen locations and engaged high school students to give HIV awareness presentations to their peers at high schools across the Borough. L. Joy is founding Chairman of Higher Heights for America, President of the Brooklyn NAACP, a National Board Member of PAC.

BREAKOUT SESSION 1

OCTOBER 12, 2017 | 1:30PM - 2:20PM

BUILDING A STRONG TEAM OF LEADERS

SESSION 1

Ballroom Breakout 1

What current practices exist to grow leaders at your school? In this session, participants will discuss how to discover and leverage individual strengths of staff members. Participants will also discuss how to create opportunities for staff to lead and sustain the mission and vision of the school.

PRESENTERS



Irma Zardoya is the President and CEO of the NYC Leadership Academy, a nationally recognized organization that builds the capacity of educational leaders, at every level. Irma has been a longtime innovative agent for change on behalf of students. During her time at NYC Leadership Academy, she has led the organization in expanding its efforts from focusing exclusively on New York City to working with educators in 150 public school districts, charter and parochial schools, state departments of education, universities, foundations, and nonprofit organizations across 30 states, Washington, D.C., and two countries. Previously, she served as Superintendent of Region One and Community School District 10 in the Bronx. She was appointed to Governor Cuomo's New NY Education Reform Commission, is a member of the New York State's Regents "My Brother's Keeper Initiative," and is a participant in the U.S. Department of Education's initiative, "Our Students, Our Leaders: Increasing the Diversity of Education Leadership."



Shahara Jackson is the Senior Director of Leadership Development at the NYC Leadership Academy. Shahara develops curriculum and facilitates the learning of district and school-level staff. Before coming to NYCLA, Shahara was director of the Principal Institute at New Leaders, where she also served as a principal coach and leadership facilitator for Tri-State area. Prior to that, she was Director of Educational Services for the Police Athletic League and served as an assistant principal in the NYC Department of Education. After completing the New Leaders program, she co-wrote the charter for and became founding principal of Summit Academy Charter School in Red Hook, Brooklyn. Shahara holds a bachelor's degree in English Arts and Early Childhood/Elementary Education from Hampton University, and a Master's degree in Educational Leadership from Baruch College. She was awarded the Certificate of Executive Management of Non-Profit Organizations through the Partnership for After School Education Emerging Leaders program.

DISTRICT-CHARTER COLLABORATION: WALKING THE WALK

SESSION 1

Ballroom Breakout 2

The dream was that charter schools would be granted autonomy in order to encourage innovation and to collaborate with all schools. But in practice, it's hard for schools to get outside of their own bubbles and collaborate. In 2016 the NYC Department of Education began its District-Charter Collaborative program (DCC) to facilitate this important work. This panel will explore the lessons learned so far in this initiative as well as the challenges and opportunities for all schools to similarly engage.

MODERATOR



Dr. Richard Welles has over 4 decades of experience in K–12 public, private and charter education. For several years Rick has worked with charter school boards and leaders in New York, DC and Philadelphia. He is co-founder and member of the Board of Trustees of Academy of the City Charter School in Queens and also Co-Director of the Coalition of Community Charter Schools.

PANELISTS



Dawn Brooks DeCosta is Principal of Thurgood Marshall Academy Lower School (TMALS) in Harlem, NYC. She is a 2015 Marvin Mauer Spotlight Award winner through her work with Yale Institute and the RULER Approach. She is a 2015 cohort Cahn Fellow with Teachers College, Columbia University. Dawn has co-written an article featured in the 2016 volume of the Journal of Folklore and Education named Intersections: Folklore and Museum Education. Dawn is currently a Doctoral Student in the Urban Education Leaders Program at Teachers College, Columbia University.



Michael Stoll is a Program Facilitator for the District-Charter Collaborative (DCC). As a founding member of the DCC team, Michael has worked with his colleagues to build an initiative that facilitates collaboration between district and charter schools that allows them to benefit from one another, creating a culture of learning, sharing, and cooperation. Prior to joining DCC, Michael was a teacher/coach/coordinator at three different schools in the South Bronx, the Highbridge Green School, The Laboratory School of Finance and Technology, and I.S. 162.



Natalie Ferrell is the founder of South Bronx Community Charter School. Previously, she was the Director of School Design for the NYC Department of Education. Natalie has also served as a teacher coach and education consultant both in the US and abroad and has published research on the effects of school choice on student wellbeing. Natalie began her career as a bilingual teacher at a middle school for recently arrived immigrants in Washington Heights, New York and before that was a Peace Corps volunteer in the Dominican Republic.



Dru Collins is a Facilitator for the District-Charter Collaborative. Dru has spent time in district schools in Texas as a teacher and assistant principal in the Dallas area. Since moving to New York, he has worked in supporting charter schools at the NYC Charter School Center, and as a vice principal at a charter school in East Harlem. Most recently, he was the principal at the Shield Institute, a nonpublic school in Flushing, where he worked in support of children and adults with developmental disabilities.

CHARTER AUTHORIZATION: ROAD TO GREATNESS OR MEDIOCRITY?

SESSION 1

Ballroom Breakout 3

Charter schools were created as laboratories of innovation, but is authorizer oversight stifling innovation in the name of accountability? What should be the key elements in balancing school autonomy with effective oversight? How can your school avoid the reversion to the mean? What constitutes reliable evidence and how is it collected and used? Our panel is set to debate these issues.

MODERATOR



Adam Aberman is an educator, strategist, and public speaker that has worked with charter schools since 1999. He is the CEO and Founder of The Learning Collective. Previously, Adam was the Director of Global Digital Strategy at Ashoka's Youth Venture and the Executive Director and Founder of the nonprofit Internet-based career mentoring program icouldbe.org; where, presently, he serves as Board Member Emeritus.

PANELISTS



Aaliyah Hodge is a consultant for the Center for School Change and the Compliance Director for the Harvest Network of School. Previously, Aaliyah taught 6th grade special education and she spent a year working with NACSA and Audubon, a local authorizer, evaluating academic, financial, and operations charter data for 34 schools in Minnesota.



Eric Premack is the founder of the Charter Schools Development Center (CSDC) and cofounder of the Charter Friends National Network and California Network of Educational Charters (CANEC). Eric has developed and advanced the concept of chartered schools since its inception in Minnesota and has helped to draft and implement charter school legislation in over 25 states, at the federal level, and overseas. Eric is a recipient of a 20-year Legacy Award by the California Charter Schools Association and serves on the board of Civicorps Inc.



Tara Phillips is the Executive Director at La Cima Elementary Charter School in BedStuy, Brooklyn. Tara has held a variety of leadership positions in educational non-profits and spent seven years teaching at Brooklyn Friends School and Sidwell Friends School. Tara holds a BS in Policy and Management from Carnegie Mellon University and an Executive Master's in Coaching and Consulting for Change from HEC Paris, in partnership with the University of Oxford.

RURAL - NOT FLYOVER!

SESSION 1

Ballroom Breakout 4

Is the neglect of rural America a great failing of our democracy? How can our rural charter schools become beacons of progressive values in environments that may not be receptive? What's it like at a rural, community-based, community school? Is there an opportunity for rural-urban charter collaboration?

MODERATOR



Christopher Norwood is the Founder of the Florida Association of Independent Public Schools and the Governance Institute for School Accountability (GISA). Christopher is the former Executive Director of Lawyers for Children (Florida), he is certified by the Florida Commissioner for Education to provide Governance Training to Charter Schools. He is sought out by many to represent charter schools with application appeals, terminations and non-renewals before Florida's Administrative Law Judges and School Board Administrative Hearings. Christopher chairs the City of Miami Education Advisory Board and serves on the Audit and Budget Committee of Miami-Dade Public Schools.

PANELISTS



Doug Thomas is a former teacher, business owner, and a founder of the Minnesota New Country School, a nationally recognized innovative charter school in Henderson, MN. He served as the founding president of EdVisions Cooperative. Doug spent 10 years as Southern Minnesota representative for the Center for School Change at the Humphrey Institute, University of Minnesota, and was a 4-term board member of Le Sueur-Henderson Public Schools. He has led the effort to create 35 new small secondary schools using the EdVisions model. Doug is a strong advocate for small schools, teacher leadership, and innovative learning strategies and has a special interest in community development.



Melody R. Jones is founding CEO of Social Enterprise Foundation (SEF), a developer of rural Charter Schools in Southeast Arizona. After exhaustive research, Melody was able to identify disparities among urban and rural charter schools in regard to the lack of support, both financial and political. With her years of nonprofit development and management, Melody felt the need, and became a herald of arms for the development of innovative approaches in education with a focus on STREAM (STEM + Reading and Arts).



Marcos Martinez is the CEO and founder of PODER Academy schools in Cheyenne, Wyoming. He has opened multiple high-achieving charter schools in Colorado and Wyoming, and his schools have won numerous awards for academic excellence, athletic championships, and overall financial viability. These schools have truly closed the achievement gap, as evidenced from state test scores. Apart from his administrative history, Marcos has taught at the secondary and collegiate levels, and is also a certified fitness instructor. He is currently pursuing his PhD in Education Literacy at the University of Wyoming.

LET'S HEAR IT FOR PBL

SESSION 1

Ballroom Breakout 5

Project-based learning is a proven means of engaging students with real-world problems and stimulating higher order thinking. But, given that accountability is highly weighted on test scores, how can schools demonstrate the real value of PBL to authorizers? How can PBL be something more than just another nice 'add-on'?

MODERATOR



Roshni Lakhi is a Blended Learning Specialist at the Highlander Institute, leading the organization's New York operation. She manages the Syracuse Fuse Fellowship, a teacher leadership development program, and EdTechRI, a community initiative to foster partnerships between educators and entrepreneurs through meetups and pilots. Roshni brought Startup Weekend Education to Rhode Island and launched Girls Who Code as an after-school program. Prior to joining Highlander Institute, she taught middle school math. Roshni was named a 2014 PBS Digital Innovator and 2016 CoSN NextGen Leader.

PANELISTS



David Lockett is a STEM teacher at Bok Academy in Lake Wales, FL as well as an NSTA Aerospace Advisory Board Member. At Bok Academy, he is responsible for implementing a project-based curriculum for all students as they rotate through the STEM Lab. David has a distinguished and diverse background in the fields of Astronomy, Biotechnology, and Engineering, and is an advocate and practitioner of S.T.E.M. accessibility for all students. David has participated in a variety of NSF projects throughout North and South America, including the Astronomy in Chile's Ambassadors Educator Program and Innovators Developing Accessible Tools for Astronomy.



Jeremy Cavallaro is the Co-Founder of Community Roots Academy in Laguna Niguel, California. He has served as Executive Director of Education since its opening in 2011. Previously he was a school leader in private and public schools in NYC and CA. He has been a teacher at both public and private schools on the West and East coast. Jeremy is a lifetime learner who is dedicated to education and committed to enhancing public education opportunities for all students.



Dianne Jacobson is the Operations Manager at Skyview School in her hometown of Prescott, Arizona. She has been intimately involved with elementary education since 1997, when she came upon a Waldorf-inspired Michaelmas celebration. She then served on charter governing boards and worked hundreds of hours supporting charter education in Prescott. In 2015, she was invited to join the Advisory Council for the Arizona Charter Schools Association.

UNIONS AND CHARTERS: HAVE WE DELIVERED ON THE VISION?

SESSION 1

Penthouse

The original vision for charter schools came from Albert Shanker, the president of the American Federation of Teachers. In his 1988 address, he spoke of a new kind of public school where teachers could experiment with innovative ways of reaching students and would become high-performing educational laboratories that would collaborate and share best practices with district-run schools. He also believed that unionization was critical in ensuring that democratic values were upheld. Yet for most of the time charters have been in existence, there has been tension between labor and charter management and very often serious disagreements. In this panel, we will take a look at some of the issues that have transpired with the goal of helping to define a path forward where charters and unions can successfully collaborate to support student success.

FACILITATORS



Stacey Gauthier is the Principal of The Renaissance Charter School, a Pre-K–12 conversion charter school, located in Jackson Heights, Queens. Prior to joining Renaissance's staff in 1997, Ms. Gauthier's professional experience included working as an administrator for a prominent labor union and as a department head at a major museum. Stacey has been extremely active in the charter advocacy and educational reform community heading up various committees and initiatives throughout her tenure.



Ronald Tabano is the CEO and Principal of Wildcat Academy in Bronx, NY; he marshaled Wildcat Academy through the charter conversion process in 2000. In 2011 he cofounded the New Dawn Charter School modeled after the Wildcat Academy. Previously he worked in the community creating job opportunities for struggling adolescents and was a founding member of both Wildcat Academy, which opened in 1992 under the NYC DOE and the first Second Opportunity School (SOS) in 1997 for students suspended from their district schools.

PANELISTS



David C. Bloomfield, J.D., is a Professor of Education Leadership, Law & Policy at Brooklyn College and the CUNY Graduate Center. David is the author of *American Public Education Law*. David has served in many capacities: organizer of an independent school chapter of the UFT; an associate at Hogan Lovells in Washington, DC; Assistant Corporation Counsel for NYC; General Counsel to the NYC Board of Education; General Counsel & Senior Education Adviser to the Manhattan Borough President; and executive director of public education programs at the Partnership for NYC.

BREAKOUT SESSION 2

OCTOBER 12, 2017 | 2:30PM - 3:20PM

MAKING MILLIONS (OF NUMBERS) FROM NEXT TO NOTHING

SESSION 2

Ballroom Breakout 1

This workshop will examine a way of engaging students in a study of numeration that yields a remarkable level of competence with minimal reliance on memorization. Participants will encounter an instructional approach, the subordination of teaching to learning, exemplified by an elegant game to play with primary grade students. The activity leads, in a few hours, to mastery of reading and writing numerals into the millions, while at the same time providing a platform to investigate place value. The pedagogy, originated by Dr. Caleb Gattegno in the early 1960's, uses subject matter as a vehicle to keep students in touch with their abundant, innate learning powers.

PRESENTERS



Dr. Ted Swartz is currently the Director of Professional Development for the two Bronx Charter Schools for Better Learning (BBL). He was the lead applicant and founder of BBL and, for a few years, served as a board member and Executive Director. Previously Dr. Swartz was a Superintendent of Schools, a principal, an educational consultant and a teacher, from the elementary grades through college. He earned his Ph.D. in Educational Psychology/Special Education at New York University.

AMPLIFYING THE SUCCESS OF SINGLE-SITE CHARTER LEADERS OF COLOR

SESSION 2

Ballroom Breakout 2

Join Kim Smith in a discussion of the challenges and opportunities of single-site charter school leaders of color. We will hear from school leaders about strategies that they employ to navigate the challenges and Ms. Smith will introduce resources and strategies from the Charter Collaborative designed to increase access and funding for leaders of color. The session will be a panel discussion with three leaders of color followed by a brief overview of the Charter Collaborative and an opportunity for attendees to brainstorm collaboration opportunities.

MODERATOR



Kimberly A. Smith is the co-founder of the National Charter Collaborative—an initiative to support single-site charter leaders of color in creating quality schools. Ms. Smith serves as Executive Director of the League of Innovative Schools at Digital Promise where she leads a national network of forward-thinking education leaders in innovative technologies and practices. Previously, Ms. Smith worked in leadership roles at Network for Teaching Entrepreneurship, PBS, Discovery Education, and the Corporation for Public Broadcasting. Kim is an Aspen-Pahara Institute fellow focused on education reform leadership and pioneering initiatives.

PANELISTS



Richard Lee is the Founding Principal of Academy of the City Charter School in Woodside, NY, a school that is as diverse as the Borough of Queens. Previously, Richard was the Division Coordinator for seven years for grades 1–4 at The Bank Street School for Children. Richard has organized, led and presented in various workshop including NYSAIS, DOE and NAIS. Most of these have been about Children of Color affinity groups and Social Studies curriculum. Richard is Asian-American and feels strongly about the presence of administrators who reflect the community that they serve.



Rafiq R. Kalam Id-Din II, Esq. is Founder & Managing Partner of Ember Charter Schools for Mindful Education, Innovation and Transformation. A social entrepreneur, activist, teacher, lawyer and nonprofit leader with over 20 years experience, Rafiq grew up in severe poverty in inner city Philadelphia during the height of the crack epidemic and violence of the 1980s and early 1990s. A two-time graduate of the University of Virginia (Bachelors in English and African-American Studies, and a Master of Teaching—English Education), Rafiq received his JD from NYU School of Law as a Thurgood Marshall Scholar, becoming an Editor of the Law Review and President of the Student Bar Association.



Nick Avila was raised in Boulder, Colorado, where he received a degree in Political Science at the University of Colorado. He then studied law at the Jacob D. Fuchsberg Law Center in New York before entering the world of education in 2010. At that time, he began teaching at the Ricardo Flores Magon Academy in Denver. In 2012, he helped co-found PODER Academy in Cheyenne, Wyoming, which was the first charter school in the city. He now serves as the Chief Operating Officer for PODER Elementary and Secondary schools.

GETTING BEYOND MANAGEMENT AND LABOR

SESSION 2

Ballroom Breakout 3

Why should our schools be stuck in an old labor-management paradigm that presumes an adversarial rather than collaborative relationship? What ways have we devised to ensure a transparent and fair working environment that reflects our democratic values and yet provide the flexibility needed for a 21st century place of learning?

MODERATOR



Richard D. Kahlenberg is a senior fellow at The Century Foundation with expertise in education, civil rights, and equal opportunity. Kahlenberg has been called “the intellectual father of the economic integration movement” in K–12 schooling and “arguably the nation’s chief proponent of class-based affirmative action in higher education admissions.” He is also an authority on teachers’ unions, private school vouchers, charter schools, turnaround school efforts, labor organizing and inequality in higher education. He also serves on the advisory board of the Pell Institute, the Albert Shanker Institute and the Research Advisory Panel of the National Coalition for School Diversity.

PANELISTS



Dr. Nancy B. Gutierrez is the Chief Strategy Officer for the New York City Leadership Academy (NYCLA). Dr. Gutierrez is on the faculty of the Harvard Graduate School of Education’s Urban School Leaders & School Turnaround Leaders Institutes. She was founding principal of Renaissance Academy, and has worked for the New York City Department of Education’s Office of Leadership. Dr. Gutierrez served on the National Board for the Coalition of Essential Schools for more than a decade.



Peter Wieczorek is the Director of Northwest Passage Charter High School in Coon Rapids, MN. He received his B.A. in Outdoor Education from the University of Minnesota, a secondary Life Science certificate and an M.A. in Education from Goddard College in Vermont. He has been an educator and youth worker for over 25 years, working in a variety of traditional and non-traditional settings including schools, YMCA camps, nature centers, and other youth serving organizations. Peter has been a leader in the progressive education movement contributing to trainings, seminars, and conferences around the country. He is a passionate educator dedicated to sharing his love of science and providing students with 21st century skills.



Everett Boyd is an Administrator for School Culture and Family Engagement at The Renaissance Charter School in Jackson Heights, NY. The school has established an exemplary model of collaborative leadership, and has been at the vanguard of advocacy for the reformation of the relationship between its staff and their respective unions. Everett has a broad experience as a special education teacher, music teacher, a teacher-leader, and a charter school advocate. He is a long standing member of the board of trustees at The Renaissance Charter School, currently serving as secretary. He is also the founding board chair of a newly authorized charter school, The Renaissance Charter School 2.

COMMUNITY & COLLABORATION

SESSION 2

Ballroom Breakout 4

Community is our middle name, but how do we earn it? Well designed school/community collaborations produce many benefits to individual students, as well as the entire school. This session will share specific examples, rationale, guiding principles and dealing with challenges. Audience participation will be encouraged.

MODERATOR



Joe Nathan is the director of the Center for School Change. Joe is an author, and former inner city public school aide, teacher, and administrator. He has helped write several major laws, including Post Secondary Options and the nation's first charter public school law in Minnesota. He served as a local PTA president in St. Paul. Joe writes a biweekly column carried by 20 suburban and rural Minnesota newspapers.

PANELISTS



Liz Wolfson is the Chief Visionary Officer of the Girls Athletic Leadership Schools Inc. in Denver, Colorado, a game-changing educational model focused on positive gender identity and integrated movement. She built this school in 2007 based on the brain science of movement, and how it boosts cognitive achievement. One of Liz's abiding philosophies is that if you have a body, you're an athlete. Liz aims to empower the next generation of female leaders both to recognize themselves as athletes, as well as succeed to the utmost.



Eve Rifkin is Director of College Access and a co-founder of City High School in Tucson, Arizona. Eve brings over two decades of experience to her current roles as a teacher and school leader and has been involved in all aspects of developing the school's academic program. In her current position, Eve focuses on helping students in grades 9–12 develop a college-going mindset and a successful graduation plan to achieve their goals. Eve has led numerous trainings for Tucson-area school districts and teachers on topics such as professional learning communities, student-led conferences, and developing inclusive and equitable school culture.



Aaron Morales is the 8th grade writing teacher and the 8th grade interdisciplinary sustainability coordinator at the Brooklyn Urban Garden Charter School -- BUGS. He began teaching at BUGS in 2014 and since then has integrated his past environmental justice career with his teaching practices. During his time at BUGS, Aaron has worked with students to develop their reading, writing, and critical thinking skills by interweaving real world sustainability topics in the writing workshop model. He uses his past experiences as a community organizer to develop ways of having his students engage with an authentic audience.

ELL - MANY VOICES

SESSION 2

Ballroom Breakout 5

What's working with English language learners? What makes "it" work? How do we know? Charter Schools are often accused of not doing enough to attract English Language Learners. What are we doing, given the autonomy of charter schools, to do better? What do we have to show for our independence?

MODERATOR

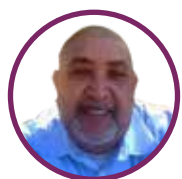


Melissa Katz is the NYC Charter School Center's Program Manager of English Learner Supports. In this capacity, she ensures that NYC charter schools have access to the essential resources and tech assistance necessary to lead their ELLs and MLLs to academic success. Melissa advocates for ELLs and aims to strengthen their presence and achievement academically. Before coming to the NYC Charter School Center, Melissa worked as a PK–5 ESL and French dual language teacher for the NYC DOE. In the classroom, she crafted an inclusive environment through culturally responsive teaching and best second language acquisition methodology, including SIOP.

PANELISTS



Ellen Somekawa is the Executive Director of the Folk Arts-Cultural Treasures Charter School in Philadelphia, PA. For 18 years, Ellen was the Executive Director of Asian Americans United where she oversaw the process of visioning, building organizational consensus, planning, political mobilization, and institution-building that resulted in the founding of the Folk Arts – Cultural Treasures Charter School. At AAU, she managed the creation and growth of the Chinatown Mid-Autumn Festival, now a community tradition in its twentieth year; oversaw AAU's youth leadership programs; and participated in numerous campaigns for justice.



St. Claire Adriaan is the middle school principal at Academia Avance in Los Angeles. He was born, raised and educated in South Africa during Apartheid. Very early in his life, he learned that education was his only weapon against Apartheid. Motivated by his parents, community and teachers, he did everything in his power to go to college. His main goal is to help keep minority students in school. He strongly believes that it is not where you come from that determines your destiny but hard work, the will to succeed and adults that believe in you. St. Claire believes and advocates for equality, justice and fairness for all students.



Alan Núñez teaches music at Academy of the City Charter School in Queens. He's on staff at Andover Bread Loaf, a summer workshop for students and progressive educators, and has taught with them in India and El Salvador. Alan has worked as an administrator, evaluator and teaching artist with various institutions, including New York City Opera, Juilliard and the New York Philharmonic. He has presented at VSA: Intersections at the Kennedy Center and for the New York State Council on the Arts several times as founder of Boundless Learners. He is a three-time Academy for Teachers Seminar recipient and was a National Endowment for the Arts scholar in July 2017.

PEELING BACK THE ONION ON THE CIVIL RIGHTS AND CHARTER MOVEMENTS

SESSION 2

Penthouse

Is there a really a disconnect between civil rights and charter advocates? If so, what's behind it? What issues are ubiquitous to all of public education? What issues are ones that truly are problems of the charter sector that we need to address? How do we move beyond the current situation productively?

MODERATOR



Sonia Park is the Executive Director of the Diverse Charter Schools Coalition. Previously, she worked for John King as a Senior Policy Advisor in the Office of Innovation and Improvement at the US DOE. Her work experience includes being the Executive Director of The Manhattan Charter School in NYC, the Charters Schools Accountability and Support office at the NYC Department of Education, the NY Metro Program Director at the National Foundation for Teaching Entrepreneurship, and consultancy for NYSED, the Charter Schools Institute of SUNY, NACSA, New Visions for New Schools and the Children's Aid Society.

PANELISTS



Thierry Uwilingiyimana is a co-founder of ClassTracks Inc. Thierry is a technologist and visionary entrepreneur. He also worked with the founders of Acton Academy to develop a progressive elementary school built on Montessori principles. He has been a Product Director at SchoolHack Solutions, Inc since January 2017 and manages its product development strategy, build the technical team and support business development activities. His mission is to thoughtfully and faithfully utilize technology to humanize the learning environments.



Linda Nathan, EdD is the Executive Director of the Center for Artistry and Scholarship (CAS), overseeing key programs including the Perrone-Sizer Institute for Creative Leadership (PSI) in partnership with the University of Massachusetts, Boston. She works closely with the leadership of Conservatory Lab Charter School to support its development as a national model of project based learning and arts immersed education, and was the founding Headmaster of Boston Arts Academy. As an experienced leader in education, Dr. Nathan actively mentors teachers and principals, and consults nationally and internationally on issues of educational reform, leadership and teaching with a commitment to equity, and the critical role of arts and creativity in schools. Dr. Nathan also facilitates workshops and conversations about issues of race, equity, and culturally relevant pedagogy for school leaders, teachers, parents, and students across the nation. She is the author of two books: "Hardest Questions Aren't on the Test" and "When Grit Isn't Enough" (October 2017, Beacon Press).



Dr. Steve Gallon III is the elected District 1 School Board Member for the Miami-Dade County Schools in Miami-Dade County, Florida. The District has been honored as a recipient of the Magnet Programs Shine Nationwide Award for its commitment to expanding new choice/magnet programs. Steve started his career as a classroom teacher, and has served as an assistant principal, principal, district administrator, university professor, and Superintendent of Schools. Steve was named recipient of the National School Boards Association Council of Urban Boards of Education's (CUBE) prestigious 2017 Benjamin Elijah Mays Lifetime Achievement Award for his longstanding commitment to the educational needs of urban school children.

BREAKOUT SESSION 3

OCTOBER 12, 2017 | 3:30PM - 4:20PM

TEACHER DECISION MAKING & STUDENT ACHIEVEMENT

SESSION 3

Ballroom Breakout 1

Can teacher input into decision-making impact student achievement? Richard Ingersoll and Lisa Silva will present their findings and engage in a dialogue based on the data Richard has gathered from his recent studies and from Lisa's hands-on experience with shared leadership at the New American Academy Charter School in NYC.

PRESENTERS



Dr. Richard Ingersoll is the Board of Overseers Professor of Education and Sociology at the University of Pennsylvania. His nationally-recognized and highly-awarded research and writing is concerned with the character of elementary and secondary schools as workplaces, teachers as employees and teaching as a job. In 2016, Richard was inducted as a member of the Laureate Chapter of Kappa Delta Pi, the International Honor Society in Education.



Lisa Parquette Silva has been headmaster of The New American Academy Charter School (TNAACS) in Brooklyn, NY since its opening in 2013. Prior to her work at TNAAC Lisa worked for the NYC Department of Education for 28 years as an elementary, middle and high school teacher. Lisa has worked as a Literacy Specialist, a Staff Developer and an English Department Chairperson and has designed and implemented school wide curriculum and assessments to target effective literacy instruction for a variety of stakeholders in multiple schools.

COMMUNITY-BASED ACCOUNTABILITY

SESSION 3

Ballroom Breakout 2

Community-based accountability is a means of engaging stakeholders in the process of goal setting for schools and putting indicators in place to assess progress toward these goals. In this session, you'll learn strategies for engaging community in the dialogue; how to select indicators and metrics used to evaluate progress toward goals; and discuss the role that authorization can play by integrating these factors into school accountability.

PRESENTERS



Dr. John Cronin is the Vice President of Education Research at NWEA. He is an expert on issues related to testing and its impact on school accountability and teacher evaluation practices. Dr. Cronin has been a consultant for the U.S. Department of Education, the Texas Association of School Administrators, the NYS Council of School Superintendents, the National Association of Elementary School Principals and others on issues related to testing and accountability. Dr. Cronin holds a Ph.D. in Educational Studies from Emory University and has been a featured blogger on Huffington Post.



William Haft is the founder and Managing Partner of Tandem Learning Partners where he works with schools and school systems to improve education for children. He founded and led the professional services division at the National Association of Charter School Authorizers (NACSA) where he ran application processes for the likes of the Louisiana Board of Elementary and Secondary Education, Washington Charter School Commission, and Orleans Parish School Board; designed and led NACSA's process for conducting formative authorizer evaluations of which NACSA has now conducted more than 70 nationally; and has advised dozens of authorizers on development and implementation of performance-based accountability systems.



Verone Kennedy is the Executive Director of the NYC Office of Charter School Partnerships and Authorization. Upon completing his graduate studies at Sarah Lawrence College in the spring of 2000, Verone served as a U.F.T. Teacher Center Specialist. Later, he was selected to join the vanguard class of New York City's Leadership Academy and was recruited to spearhead NYC's Campaign for Middle School Success as Director of Middle School Initiatives working collaboratively to improve the quality of NYC's 600+ middle schools. In 2010, Verone ventured outside of the D.O.E. to establish the Riverton Street Charter School.

THROUGH THE COLLEGE GATES

SESSION 3

Ballroom Breakout 3

Community colleges, businesses, and charter schools are collaborating in exciting ways. Most of us assume that college is the destiny for a successful student, but is that assumption still true? Is college still necessary? If so, what are we doing on the secondary school side to ensure enrollment persistence and college graduation? If not, what steps should we be looking at to promote lifelong learning? What can we learn from other countries?

MODERATOR



Keith Frome is a Braddock Scholar at the Aspen Institute. He authored two award-winning books on education, *What Not to Expect* (Crossroad Publishing) and *How's My Kid Doing?* (Crossroad Publishing) and co-edited the landmark *Columbia Book of Civil War Poetry* (Columbia University Press) which was named by the Wall Street Journal as one of the top five war poetry books of all time. Keith sits on several boards, including America Achieves, the King Center Charter School, and the St. Joseph Collegiate Institute.

PANELISTS



Bridget Fetter is the founding principal of Chain of Lakes Collegiate Charter High School at Polk State College, Winter Haven Florida and is a strong proponent of service learning, leading numerous projects over the course of her career as well as presenting at county, state, and national conferences. From 2002 through 2003, she was Program Specialist at the Florida Department of Education's Office of Assessment and Accountability. She currently represents the Polk County Charter School Association on the Polk County District Charter School application review committee and previously chaired the Charter Association Teacher of the Year selection process.



Kyleen Carpenter is the founding principal of Blackstone Academy Charter School in Pawtucket, RI. Blackstone was founded in 2002 by a group of seven educators/community members who had worked together in the summer SPIRIT Educational Program. Both SPIRIT and Blackstone are grounded in the principles of the Coalition of Essential Schools and Ted Sizer's work at Brown University. Previously, Kyleen taught Spanish for 9 years at three different independent schools. In addition to her leadership duties at Blackstone, she is an adjunct faculty member in the graduate departments at Antioch and at Providence College.



Terence Joseph is the Principal of the Renaissance Charter High School for Innovation in East Harlem, NYC. As the son of immigrants from Trinidad who flourished in careers of social service, Terence was drawn to pursue a career in education. He attended Columbia Teachers College and was greatly affected by the students he taught at Wings Academy and Bronx Prep Charter School. Realizing the best way to increase his impact was to impact other teachers, Terence sought leadership roles in staff development ultimately transitioning into his current leadership role at "Innovations."

STRATEGIES FOR OUR MOST VULNERABLE POPULATIONS

SESSION 3

Ballroom Breakout 4

How has the political climate affected our work with vulnerable populations? How can best practices be implemented in light of contemporary accountability emphasis? What tensions exist in schools? How can best practices be implemented in light of authorizer constraints? How can we measure and report on truly essential elements of meeting student needs?

MODERATOR



Carol Bowar is the executive director at Girls Athletic Leadership Schools and The Boys School of Denver for GALS Denver, after serving as a member of the founding board of GALS and a previous board member. Most recently, Carol served as the COO of KIPP Colorado Schools, was the Director of Curriculum and Career Services at GlobalLinks Learning Abroad, and a consultant for the National Center for Women and Information Technology. She was President & CEO of Girls Inc. of Metro Denver. Additional past positions include Vice President, Program Services at Girls Inc. of Metro Denver, Director of Training, Education and Community Service Programs at Up with People, Policy Assistant for the Colorado's Governor's Office, Field Director at KaBoom!, and Program Officer for the Corella and Bertram F. Bonner Foundation.

PANELISTS



Eric T. Paulk, J.D., is an advocate working at the intersections of law, policy, race and sexuality. His specific areas of interest deal with the impact of the School-to-Prison Pipeline on black queer youth, as well as the impact of HIV criminalization laws on black LGBTQ communities. Eric is the Tyron Garner Fellow at Lambda Legal and is the board chair of Gay Lesbian Student Education Network (GLSEN) New York City. Eric is also a member of the advisory board for the Counter Narrative Project.



Anthony Gatto is the principal at the Arts & College Preparatory Academy in Columbus, Ohio. Prior to stepping into administration, in 2010, Mr. Gatto taught Algebra and Geometry at ACPA, as well as in Columbus City Schools. The Ohio Alliance for Public Charter Schools recognized Mr. Gatto as the 2016 "School Leader of the Year" and he was recognized as a 2016 GLSEN Educator of the Year Honor Roll Member.



Tony Simmons, J.D., is the cofounder of Another Level Records, the first national student-operated record label, as well as assisting David "TC" Ellis in the formation of Studio 4/High School for Recording Arts (HSRA). He oversees the program at HSRA and mentors students at Another Level Records. He has contributed to numerous reports for the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers. Tony has served as board member or provided technical assistance to leading national school reform organizations, such as Edvisions, Inc, Reaching at Promise Students Association (RAPSA), and the Black Alliance for Educational Options.

THE ABCS AND 123'S OF SCHOOL RE-BRANDING

SESSION 3

Ballroom Breakout 5

Are you embarrassed when people say they have never heard of your school? Are you tired of parents taking their students to school's other than yours due to school choice? Now is the time to brand your school and tell your story before someone else does. School branding is one of the most important ways to help your school grow and flourish. In this course, educators will examine effective strategies to brand their school and use social media to promote, market, and build sustainable partnerships in their schools.

PRESENTER



Stephen Jackson is the former principal of the historic Paul Laurence Dunbar High School of Washington DC—the first public high school for African Americans in the United States—and premier voice of change in the urban educational community .Additionally, Mr. Jackson was the Assistant Principal of Science and Technology at Thomas Edison Vocational and Technical High School in Queens NY; the Principal of William E. Grady Technical High School in Brooklyn, NY; and the Principal of Mount Vernon High School in Mount Vernon, NY.

Mr. Jackson currently serves as the Chair for the Standing Committee of Principals for the National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card. In this role, he serves as a facilitator for urban, suburban and rural principals in strategic planning and professional development. As a seasoned educational leader with over 30 years of experience, Jackson has been hailed as a trailblazer in the reform movement at the local and national levels, known for turning around tough schools with his keen eye for quality instruction, zero-tolerance management style, and uncanny ability to mobilize people with an inspiring vision.

ADVOCATING FOR WHAT'S RIGHT AT A TIME WHEN SO MUCH IS WRONG

SESSION 3

Penthouse

What are the legal, ethical and fiscal constraints on schools that want to take activist stances on domestic (and global) political issues? Who better to ask than a panel consisting of an expert on First Amendment issues, an auditor with deep experience in the charter world and a school leader struggling with the consequences of contemporary immigration policy?

MODERATOR



Tony Lopez is the Executive Director of Zone 126 and a long time community advocate, nonprofit leader and youth development professional. Tony was the first ED for NYC's I Have Dream Foundation and led Aspira of New York, the nation's first Puerto Rican-led youth development and educational advocacy organization in developing 1,000 high school students into leaders at three Beacon community schools and in 30 high schools. Tony has served as a collaborator, thought partner and facilitator to numerous policy makers and elected officials on school reform related to Career and Technical Education, Charter Schools and K-12 educational pipelines.

PANELISTS



Joseph Blatt, CPA, is a senior partner at Loeb & Troper LLP where he provides audit and consulting services to a full spectrum of not-for-profit organizations with a specialization in private and charter schools. He is a highly regarded expert with over 30 years of experience in the not for profit industry. Joe works closely with business managers, heads of schools and trustees in guiding them through a full spectrum of governance issues. He is a member of the NYSSCPA Not for Profit Committee and a frequent speaker on Not for Profit issues. Joe sits on the firm's Executive Committee and chairs its Business Review Committee.



Laura Abel is Senior Policy Counsel at the Lawyers Alliance for New York where she provides business law representation to nonprofit organizations engaged in advocacy work. She brings to Lawyers Alliance more than a decade of experience representing advocacy nonprofits in First Amendment litigation. Prior to joining Lawyers Alliance in 2013, she was Deputy Director of the National Center for Access to Justice at Cardozo Law School, Senior Counsel and then Acting Co-Director of the Justice Program at the Brennan Center for Justice, and a Reproductive Freedom Fellow at the ACLU. She graduated from Yale Law School in 1994 and from Harvard College in 1989.



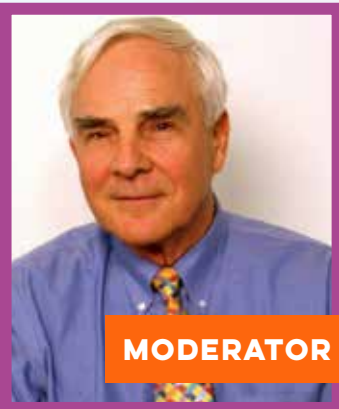
Ricardo Mireles is the founder of Academia Avance, a college preparatory charter public school serving families in LA's Highland Park since 2005. Academia Avance now serves over 400 students in grades 6-12. The charter was renewed by the Los Angeles County Board of Education in 2010, and again by the State Board of Education in 2015. Ricardo has taught at the UCLA School of Public Policy and Social Research, and at the Don Bosco Technical Institute.

HIGHLIGHTED PANELS

THE ITASCA PANEL: PIONEERS IN THE CHARTER MOVEMENT

Friday, October 13, 2017 | 9:00AM
Ballroom

In 1988, visionaries in education, politics, and labor met at the headwaters of the Mississippi River to try to turn a nascent idea, 'chartered schools' into reality. Out of that historic meeting in Minnesota came the nation's first charter legislation and, four years later, the country's first charter school, in St. Paul. Twenty-nine years after that historic meeting, Ember, Sy, Ted and Joe will share their thoughts in a conversation moderated by John Merrow.



MODERATOR

JOHN MERROW

Former PBS NewsHour Education Correspondent

John Merrow is the former Education Correspondent for PBS NewsHour and the former President of Learning Matters. He began his career as a reporter with NPR over 40 years ago. In 2012, he became the first journalist to receive the prestigious McGraw Prize in Education. John's work has taken him from community colleges to kindergarten classrooms, from the front lines of teacher protests to policy debates on Capitol Hill. John is a contributor to USA Today, the NY Times, the Washington Post, the LA Times and Education Week. He has received The Horace Dutton Taft Medal in 2010 and the Lifetime Achievement Award from the Academy Of Education

Arts And Sciences in 2012 as well as honorary doctorates from Richard Stockton College (NJ) and Paul Smith's College (NY). John publishes the educational blog, "*The Merrow Report*." He is author of *Addicted to Reform: A 12-Step Program to Rescue Public Education*.



JOE NATHAN

Director, Center for School Change

Joe Nathan is an author, and has been an inner city public school aide, teacher, and administrator. He has helped write several major laws, including Post Secondary Options and the nation's first charter public school law. Joe appeared on more than 400 television and radio programs including "The Today Show," "Good Morning America," "McNeil/Lehrer News Hour" and "All Things Considered," and has had guest columns published in over 20 newspapers, including WSJ, USA Today, Atlanta Constitution, and Detroit News. He served as a local PTA president in St. Paul. Joe writes a biweekly column carried by 20 suburban and rural Minnesota newspapers.

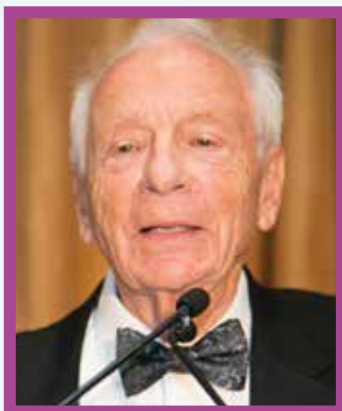


EMBER REICHGOTT JUNGE

Author and former Minnesota State Senator

Ember Reichgott Junge is the board vice chair of Maryland-based Charter Schools Development Corporation (CSDC). As President of Ember Communications, Inc., Ember lectures on leadership, strategic communications, public service, and redesign for leaders in business, nonprofit and government sectors. She is an education policy leader and has presented in 31 states, Guam, Canada, and India. Ember draws on over 25 years of experience in business and nonprofit law. She consults with K-12 education, chartering, business and philanthropy entities around the U.S. She is past founding board member of the National Alliance for

Public Charter Schools. Ember wrote Minnesota's 1991 first-in-nation charter school law and the memoir *Zero Chance of Passage: The Pioneering Charter School Story*.



SEYMOUR FLIEGEL

President and Gilder Senior Fellow, Center for Educational Innovation

Sy Fliegel has a long and prestigious history in public education. He started his career as a teacher and then became a school leader. In 1975, he became the director of alternative education for NYC's Community School District 4 and began the transformation of the district's schools described in his fantastic book, *Miracle in East Harlem*. In 1989, having served 5 years as deputy superintendent of District 4, he became the superintendent of District 28 in Queens. Outside of his CEI work, Sy serves on the advisory boards of the Gilder Lehrman Institute of American History, the Greater Opportunities Board, Donna Hanover's Cool Schools, Harlem's Center for

Education and The Young Women's Leadership School. In 2012, Sy received the Brooke Russell Astor Award for "his tireless dedication to making a fundamental difference in the lives of New Yorkers."

JOINING VIA VIDEO CONFERENCE



TED KOLDERIE

Senior Associate,
Center for Policy Design

Ted Kolderie has worked on system questions and with legislative policy in urban and metropolitan affairs and public finance since the 1960s. He began working in the 1970s with questions about the redesign of the operating side of the public sector with the project Public Service Options. While at the University of Minnesota in the 1980s, Ted ran the Public Services Redesign Project. By the mid-1980s the work focused on the redesign of K-12 public education system and schools. Since 2009 he has again been closely involved with broader questions on the redesign of major public systems; governmental and non-governmental.



ELAINE SALINAS

President and CPO,
MIGIZI Communications

Elaine Salinas is an educator with over 35 years of experience in public and alternative school settings. She is an enrolled member of the White Earth Band of Ojibwe. She has conducted policy analysis and legislative advocacy for substantive education policy reforms including charter schools, American Indian Language and Culture programs, alternative teacher licensure programs, and educational programming for "at risk" students. Ms. Salinas' employment includes Heart of the Earth Survival School, Urban Coalition, and Community Education for the Oneida Nation of WI.

TOWN HALL MEETING

Friday, October 13, 2017 | 10:45AM

Ballroom

FOR YOUR CONSIDERATION:

- **Whereas:** Our schools embrace our diverse communities, which include immigrants, people of color, children with disabilities, the homeless, English language learners, people of all faiths, and the LGBTQ community.
- **And Whereas:** We aspire to be great community schools of choice for the families we serve.
- **And Whereas:** We are united behind the original chartering principles, including the requirement that every state have at least one independent entity that is empowered to authorize, evaluate, and either renew or close a school, based on its contract.
- **And Whereas:** The idea of “charter schooling” has become too narrowly defined, charter advocacy has become overly divisive, and many in the charter arena seem to be losing sight of a fundamental truth: public schools, including charter schools, are a public trust.

BE IT THEREFORE RESOLVED:

The students, their families, the educators (and indeed the entire country) need a national, independent, democratically-organized charter advocacy group—grounded in sound, child-centered educational practices—to advocate for independently-managed, community-oriented, financially transparent public charter schools with site-based decision making.

Since its inception, C3S has aspired to be the collective voice of independent charter schools in NYC. On the second morning of the Symposium and immediately following the historic “Itasca” panel, we will summon the energy of the great work being done at independent charter schools around the country to reaffirm the democratic principles of the charter movement.

We will assemble in political convention style—by state and region—to discuss and vote on a resolution, which will set the stage for taking back the charter school narrative. We urge everyone to familiarize themselves with these resolutions and to read our Statement of Principles, found on the back cover of the program.

After introductions by our moderators, attendees will caucus by region to discuss the resolution and select two spokespersons from each region who can speak on behalf of the group. The moderators will call upon each spokesperson to present a 60-second summary of opinions and insights from each region. The moderators will then solicit other short comments from the group at large. This will be followed by a state-by-state roll call of a vote on the resolution.

Our Town Hall Meeting will conclude with a talk by Cheryl Wills: Reconnecting Students with their Past.



Be sure to download the #ICSS17 Mobile app to share your voice during this event.

INTRODUCTION BY



Christopher Norwood
CEO of the Florida
Association of Independent
Public Schools

MODERATED BY



John Merrow
Former PBS Education
Correspondent and
author of *Addicted
to Reform: A 12-Step
Program to Rescue
Public Education*



GUEST MODERATOR AND SPEAKER



CHERYL WILLS

Cheryl Wills, an award-winning television anchor for New York 1 News, has been with the news channel since its launch in 1992. In 2011, Cheryl made history as the first journalist invited to speak inside the United Nations General Assembly Hall for the International Remembrance of Victims of Slavery and the Transatlantic Slave Trade. She is also a blogger for the The Huffington Post and a contributor to Essence. A nationally recognized public speaker, Cheryl has been tapped to host and speak at a wide variety of events, including the Essence Music Festival, the Congressional Black Caucus, and the World Summit of Mayors (held in Senegal, West Africa). She is the author of three books focused on her great-great-great grandfather, who served in the Civil War as a member of the

United States Colored Troops. *Die Free: A Heroic Family History*, *The Emancipation of Grandpa Sandy Wills* and *Emancipated: My Family's Fight for Freedom*.

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What is CTLE

A new state law requires all permanently or professionally certified teachers and Level III teaching assistants working in public schools or BOCES to register online with the State Education Department. Re-registration will be required every five years.

A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

Interested in learning more?

Geri Resta — 484.328.4501
or Susan Wiley — 484.328.4600

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INNOVATION UNCONFERENCE

PRESENTED BY **cei** | CENTER FOR EDUCATIONAL INNOVATION

Friday, October 13, 2017 | 2:00PM

Ballroom and Penthouse

The Innovation Unconference, which will take place on the afternoon of October 13, will allow all attendees to actively participate in a share-out of ideas and practices that are transforming our schools. This two-hour session will consist of two parts: 1) a best practice sharing professional learning experience within the various strands 2) an Unconference discussion.

The session will be curated and moderated by educational experts from CEI, who will facilitate presentations and discussions around six areas of potential innovation in our schools: Leadership, Instruction, Curriculum, Community-Building, Equity, and EduTech.

The Unconference format has been around for quite some time, but has recently emerged as an innovative style of professional learning in which educators can interact and learn from each other. Unconferencing is not about presentations; it's about conversations. Everyone will have the opportunity to convene discussions—either seeking to share their own best practices, or learn from their colleagues, or even... a blend of both!

Here are the strands and some questions to consider:

LEADERSHIP

What leadership models do we have that nurture a climate of innovation and teacher empowerment?

- Collaborative leadership structures
- Who do you listen to?
- Communication with your Board

CURRICULUM

What are some of the tools we've developed to encourage higher level thinking?

- STEAM
- Integrating the curriculum
- Finding and using available resources

COMMUNITY-BUILDING

How are we using our autonomy to deepen bonds with our neighbors?

- Developing a Mission and Vision
- Values that shape school culture
- Supporting families
- Community partnerships

INSTRUCTION

What are the opportunities and challenges for developing a great teacher workforce in the 21st century?

- Personalized Learning
- Experiential Learning
- Flexible Classroom Design

EQUITY

What innovative practices support and ensure equity of all learners?

- Addressing big issues: race, class, gender
- Equity of voice
- Equitable access to quality educators

EDUTECH

Show me some edu-tech that solve our educational challenges!

- Social-Emotional Learning
- Blended Learning
- Teacher analytics to promote retention

INNOVATION UNCONFERENCE

PERSONALIZED LEARNING? “SURE, WHEN PIGS FLY.”

INSTRUCTION

Penthouse

The power and promise of Personalized Learning are clear, but the scope and questions are so big, can it actually be done in a living, breathing school? Join this session to answer that question for yourself. Personalized Learning is a vast school-design methodology that intends to create student-centered learning environments, based on the belief that when schools adapt to the needs of individual students rather than students adapting to school, engagement will increase, and with it attainment of learning objectives and equity for all students. In this personalized session, participants can choose to follow one of three learning tracks dedicated to exploring the why, what or how of personalized learning, and will leave with a file of select resources to deepen their PL exploration and learning, and a survey to self-assess their school's current PL practice.

PRESENTER



Lawrence Mele is the manager for CEI's Personalized Learning Program. Prior to his work supporting school as they learn about, plan for and transition to personalized learning, he supported CEI's PICCS independent charter schools in their utilization of instructional technology and data-use programs.

LET'S QUANTIFY QUALITATIVE DATA: TURNING SEL INTO NUMBERS WE CAN UNDERSTAND

EQUITY

Ballroom Breakout 1

The significance of supplementing students' academic journey with social emotional learning has received virtually unanimous recognition and acceptance in education research; we know SEL is a good, good thing. We may also know how to implement it (well). But how do we effectively measure seemingly elusive qualitative content into quantifiable data that can be manipulated, strengthened, and replicated with other students? In this session, CEI will share results from a piloted SEL measurement tool within schools that have expanded the reach of hard data utility beyond English, Math, and Science into SEL. Participants will also be encouraged to share their experience and best practices in this area.

PRESENTER



Hansol Choi is the Program Coordinator and SEL / Restorative Justice explorer from the non-profit organization, Center for Educational Innovation. With a Master's Degree in Dispute Resolution from Pepperdine School of Law, she draws from her background in various components of alternative dispute resolution to inform her current learning and practice in student peer mediation and restorative justice in education.

THE PARTNER NEXT DOOR.... DEVELOPING A FOSTERING FAMILY AND COMMUNITY PARTNERSHIPS TO SUPPORT SCHOOL COMMUNITIES

COMMUNITY-
BUILDING

Ballroom Breakout 2

This session will focus on the fundamental aspects of establishing strong family and community partners to anchor your school. Family and community partnerships lead to long term stability and strengthen school cultures. We will discuss: How do you develop effective family and community partnerships? Who is responsible for engaging family and community? What systems are needed to follow through with family engagement and partner programs and keep relationships working? How can schools promote collaboration across grades to build community? And...WHY DOES IT MATTER? WHY DO WE BELIEVE SCHOOLS WITH STRONG PARTNERSHIPS GROW STRONG YOUNG PEOPLE?

PRESENTERS



Jessica Nauiokas is serving in her tenth year as Principal/Head of School of Mott Haven Academy Charter School. The Academy is the country's first public school dedicated to serving children in the child welfare system. In 2015, Nauiokas was selected by the US Department of Education to serve as a Principal Ambassador Fellow, giving counsel and opinion to the US Secretary of Education. She has dedicated her career to closing the achievement gap for our nation's most vulnerable children. Haven Academy has become a model for schools across the country seeking stronger programming for child welfare involved youth, and it has demonstrated that schools need to understand the effects of trauma on learning processes.



Eve Colavito, Chief of Schools at DREAM Charter School, has led the school since 2009. DREAM was founded in 2008 by Harlem RBI, a community based non-profit that has worked with youth and families in after-school and summer programs for over 20 years. DREAM opened as a response to persistently failing schools in the community. DREAM has built a reputation as a leader in community-based schools, and provided correlation between strong family ties and strong results for the children. Following her tenure at River East, Eve became a founding teacher and director at Bronx Charter School for the Arts. Eve became the Co-Executive Director, alongside the founder of Bronx Arts. Eve completed the year-long Aspiring Principals Program through New Leaders, a national nonprofit that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country, and was highlighted as a feature success story.

LEADING OTHERS TO LEAD THEMSELVES

LEADERSHIP

Ballroom Breakout 3

Leadership can be defined as the ability to influence others as a collaborative group moves towards common goals. Researchers and practitioners have spent decades calling for the end of isolation and development of teams that can tackle the complex issues within schools. Leaders, with both formal and informal authority, play a pivotal role in improving the performance of teams as they work collaboratively to improve student achievement. In this session, Michael Windram will lead participants in a collegial conversation about the leadership behaviors that promote, develop, and maintain team performance. We will discuss how leadership behaviors and situational leadership theories can guide our practice within schools. School leaders, teacher leaders, operations leaders, and all others interested in leadership are welcome to join this session.

PRESENTER



Michael Windram is a Professional Learning Specialist for the PICCS department within the Center for Educational Innovation. Michael has served children as a teacher and school leader during sixteen years of practice in district and charter public schools. He holds a Master of Arts in Educational Leadership from Montclair State University and Master of Science in Education from CUNY-Lehman College. Michael's focus has been on empowering teachers to inspire the lives of children. He believes American educators should celebrate their success while striving to improve so that our children are afforded every opportunity for success.

A YEARLONG APPROACH TO TEACHER RETENTION (FEATURING UPBEAT EDUTECH TOOL)

EDUTECH

Ballroom Breakout 4

The human capital within a school building, our teachers, are the most important factor in creating a successful learning environment for students. However, what if our most dedicated teachers are considering leaving our buildings? And what steps could we proactively take to prevent this? In this session participants will learn about practices, strategies, and resources that can be put in place to ensure we are proactively thinking about teacher retention as a year long process- and not just an April or May event. Participants will leave with a renewed vision for teacher retention at their charter school, along with suggestions and tools they can use to support this effort.

PRESENTER



Dr. Shelley Jallow is a seasoned educator with more than twenty-six years of solid experience moving teams, leading school turnaround initiatives and facilitating school district restructuring efforts, as a mathematics teacher, professional developer, principal, assistant superintendent, chief academic officer, deputy superintendent and professor serving urban and suburban school communities. An accomplished leader who embraces the effective use of data, technology, and innovative solutions to engage students and staff in an integrated educational system. Dr. Jallow is also a professor at St. John Fisher College in the Ed. D. Program for Executive Leadership, located at Iona College.

STAYING FOCUSED: TOOLS FOR LEVERAGING HIGH QUALITY INSTRUCTION

CURRICULUM

Ballroom Breakout 5

Educators rarely get a chance to examine the effectiveness and impact of instructional tools used in schools. In this session, we will share proven instructional tools that promote a positive school culture, rigorous lesson design, higher-order thinking and high quality instruction. Participants will have opportunities to reflect on essential high leverage feedback so they leave with practical and concrete processes through which to focus instruction. Veteran presenters, master teachers, and instructional experts, Bebe Morrissey of Accelerated Literacy Learning and Peter Seidman of Public Consulting Group, who have collaborated on several professional learning initiatives, look forward to discussing this important work with you.

PRESENTERS



Peter Seidman, a Senior Associate with Public Consulting Group (PCG), has designed and led professional learning experiences for educators throughout New York State and nationally in large urban districts. Through his association with CEI/PICCS, Peter has worked closely with independent charter school teachers and leaders to support Deeper Learning, the CCSS and curriculum implementation.



Bebe Morrissey, a Senior Literacy Consultant with Accelerated Literacy Learning, works with schools districts nationwide. In her close association with the CEI/PICCS team, she provides customized job embedded professional development for teachers and principals. Bebe's administrative experience at the independent charter level brings a unique perspective to her work as a consultant.



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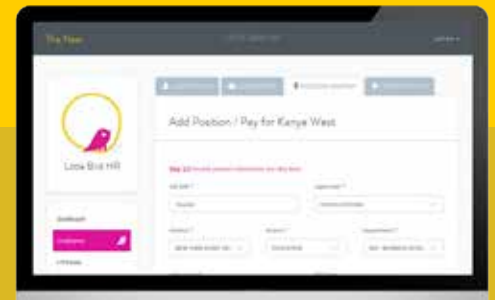


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Accelerated Literacy Learning

Accelerated Literacy Learning's primary objective is to significantly improve literacy learning for all readers and writers in grades K-12. We strive to enable every student to meet national and state standards. Our unique approach provides teachers with instructional techniques and students with learning strategies that, when consistently and purposefully used, improve literacy and academic achievement.

What We Offer

- Onsite job embedded professional development where A.L.L. consultants work with teachers one on one and in grade level bands to roll out units of study, model, debrief lessons and plan next steps
- Beginning and Advanced Literacy Institutes and Workshops customized to meet the needs of a school or district
- Coach & Lead Teacher Seminars where participants hone their coaching skills as they plan collaboratively, share experiences and reflect on their practice
- A.L.L. Reading and Writing Units of Study K-12 aligned with Common Core State Standards, as well as planning sessions that help teachers and coaches understand how to implement the units
- Strategies for developing curriculum resulting in teacher and coach independence
- Tools for administrators to recognize, promote and support effective literacy instruction

Accelerated Literacy Learning (A.L.L.) provides professional development using a balanced literacy reading and writing curriculum to promote best instructional practice in school districts nationwide.

our web site:
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Computer Logic Group provides tailored services and customized solutions that address the specific needs of your staff and school. We have been providing leading edge systems integration services to the education sector since 1988. Yet we are no typical systems Integrator. We are constantly seeking new solutions to your problems, from providing the best education for the 21st century, to keeping schools safe, to leveraging student achievement data to support effective teaching, to dealing with outdated equipment. And we do everything we can to help out, bringing in technology partners to craft new solutions, sharing successful strategies from other deployments, and working with you on the critical details that can make or break an implementation.

Computer Logic Group has been performing System Integration services, under various contracts, for the School Construction Authority since 1994. To date, we have successfully completed thousand projects, including Wireless Implementations, RESO Grant Projects, Capital Task Force Projects, Capital Improvement Projects, New Construction Projects, Lease Conversion Projects, IPDVS (Video Surveillance), High School Reconstruction Projects, Gordian Managed Job Order Projects, Building Modernization Projects and Central (DIIT) and Local District Department of Education Projects.

&

Many of our team members have been working with the School Construction Authority and/or New York City Department of Education for many years. Our company takes great pride in not only understanding all the New York City DoE's DIIT Standards and SCA Design Requirements but "living and breathing" them daily.

Computer Logic Group understands the nature of construction schedules and as a result has developed the

All of our projects are approached with the same level of dedication and professionalism. Our team of technicians, project managers, project coordinators, systems engineers, trainers and support personnel forms a group of highly experienced, hardworking and motivated individuals. Working together our group provides planning, strategy, design and implementation services to ensure that our projects are done timely and within all School Construction Authority and NYC DoE specifications and standards.

Over 20 years ago, Computer Logic Group made a commitment to the New York City Department of Education, and we have invested time and energies to fully understand and develop a high degree of expertise in servicing the unique NYC DoE application, hardware and communications infrastructure. CLG continues this investment in its expertise of solutions and technologies with on-going comprehensive training for our technical team.

Computer Logic Group historically has looked for solutions that help schools make the very most out of using technology to enhance the teaching and learning experience. We strive to be responsive and customer-focused in every aspect of service delivery. Our experienced, dedicated team provides innovative services to assist you in the management of information, the elimination of technology barriers, and the exchange of ideas.

Computer Logic Group is a non-product specific, consulting and project management company. CLG provides solutions based on a sound technical basis and is not limited by any manufacturer. CLG does not profit from the sale of any (including recommended) equipment. As a system integrator, at times we are required to procure small amounts of product to help ensure that we keep to the project milestones.

&

Contact: Steve Baez (SBaez@goclg.com)

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Best wishes on a successful inaugural symposium.

THANK YOU

Thanks so much to all the school leaders and teachers, especially those who have travelled a great distance, who have taken time—that most precious commodity—to be with us and share their thoughts and talents.

And a very deep thanks to some very special people who have given us the rare gift of critical friendship in guiding our efforts:

**Dorothy Bukantz
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MANIFESTO

We are united behind the original ideals of the charter school contract.

We embrace our diverse communities, which include immigrants, people of color, children with disabilities, the homeless, English language learners, people of all faiths, and the LGBTQ community. We aspire to be great community schools of choice for the families we serve.

Equity

- We reaffirm that charter schools are public schools.
- We are committed to transparency in our practices and accountability to our students, parents, government authorizers, and the public at-large.
- As public institutions, our charter schools are open, welcoming, and responsive to our many stakeholders.

Autonomy & Accountability

- Autonomy in exchange for accountability is the bedrock principle of charter schools.
- Real accountability must be rooted in the development of the whole child and the needs of society to improve our democracy and cultivate citizens who can solve the intractable problems of our time.
- The work we do at our schools is for the greater good. We guard against any practice that subordinates the work we do to personal or corporate profit.

Collaboration

- Because charter schools were created as laboratories of innovation, we seek out opportunities for collaboration among district, charter, and independent schools.
- We seek out opportunities to learn from and exchange ideas with our colleagues.
- Our workplaces are collaborative, not adversarial. We invest in our teachers so that they can invest in us.

Diversity

- We commit to serving students who reflect our communities and neighborhoods, particularly students with the greatest educational needs.
- We actively recruit, retain and serve the highest-need students, such as students with disabilities, English language learners, and students with challenging life circumstances.
- We are determined to educate all of our students to the best of our ability, every day.

Innovation

- Our independence is a public trust. Autonomy provides the freedom to innovate and differentiate.
- We have an obligation to research, develop and implement new ideas, practices and strategies.
- School innovation is reinforced by use of multiple measures for evaluation. We must learn how to measure what is truly important and germane to the mission of our schools.
- We share these practices, serving as a laboratory for all other public schools.

Respect for Teachers

- We rely on a professional and compassionate teaching staff to model the attitudes we expect in our students. Our schools provide innovative opportunities that encourage young teachers to excel at their craft and become great educators.
- Personnel evaluations and all our employment practices are fair and transparent.

Governance & Community

- Strong independent boards and an engaged community are essential to school governance and student success.
- Boards must be fully and demonstrably independent from service providers and must have robust process for community input.
- Decision-making involves feedback from our students, families and the community at large.

Quality

- All students have the right to a high-quality education.
- Our parents, students, and caregivers choose our schools and trust that we will provide the best possible education.
- We support their right to make that choice and will do everything in our power to fulfill our responsibilities.

WE SUBSCRIBE TO AND SUPPORT THESE PRINCIPLES