

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES  
PROFESSIONAL DEVELOPMENT PROGRAM

## THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY – SUFFOLK COUNTY

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

The Long Island Consortium for Excellence and Equity-Suffolk is an evolving collaborative network of Suffolk County, NY school districts that have committed to learn and work together to support and nurture the school and life success of ALL of their students.

The Consortium serves as a critical regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance.

### 2022 – 2023 CONSORTIUM SESSIONS

DATE(S)	TIME	TOPIC	PRESENTER(S)	LOCATION
10/14/22 10/27/22	8:30 – 11:00 am	Belonging & Dignity: Resolving the DEI Conflict (2 half-day sessions)	John Krownapple & Dr. Floyd Cobb	Zoom
10/18/22	8:30 am – 2:30 pm	Instructional Design for Belonging	Summer Snyder	ISCS
11/9/22	9:00 – 11:00 am	Gender 101: Expression, Identity, and Emergence in Children and Adolescents	Samantha King	Zoom
12/6/22	9:00 – 10:30 am 11:00 am – 12:30 pm	Supporting Transgender and Gender Diverse Elementary Students Supporting Transgender and Gender Diverse Secondary Students	Samantha King	Zoom
1/17/23	9:00 – 11:30 am	Supporting the Needs of Black, Indigenous, and People of Color (BIPOC) Girls in Schools	Dr. Charlotte Jacobs & Dr. Katie Clonan-Roy	Zoom
1/30/23	9:00 – 11:30 am	Using Equity Inquiry Coaching Practices to Transform School Culture	Dr. Charlotte Jacobs & Dr. Katie Clonan-Roy	Zoom
3/1/23	9:00 – 11:30 am	Anxious and Depressed in the Classroom: Effective Student Support Strategies	Frank Kros	Zoom
3/29/23	8:30 am – 2:30 pm	Mental Health Skills for Education Professionals: Essential Knowledge, Practical Strategies and Must-Have Tools	Frank Kros	ISCS
3/29/23	9:00 – 11:00 am	LICEE-Suffolk District Administrators’ Annual Planning Meeting: Sharing Our Successes and Addressing Barriers to Equity	Tomea Sippio-Smith	ISCS
5/3/23 5/16/23	9:00 – 11:30 am	Session 1: Promoting Belonging through Literacy Instruction Session 2: Evaluating Text for Representation, Student Voice and Social Justice	Erika Leak	Zoom

- AUDIENCE:** District Leadership Teams including but not limited to: Superintendents, Assistant Superintendents, Directors, Principals, Assistant Principals, Chairpersons, Teacher Leaders
- COST:** District Leadership Team with 5 Members: \$7000 per team\*  
Each additional registration/Individual registration: \$1700 per person
- REGISTER:** <http://webreg.esboces.org>
- Each team member and/or individual **MUST** register separately on MLP.
  - \*For those districts sending 5 people or more, after registration is completed on MLP, please send an email to [pdonlinesupport@esboces.org](mailto:pdonlinesupport@esboces.org) with a list of your registrants and we will adjust the billing accordingly.

**For Content Questions:**

Tomea Sippio-Smith, M.S. Ed., JD  
Director, Coalition for Educational Equity  
University of Pennsylvania  
Office: (215) 746-7375  
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**Register your  
team today!**

**For Registration Questions:**

Bernadette Gentile, Program Administrator,  
Professional Development  
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Eastern Suffolk BOCES  
Office: (631) 218-4152  
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## **Belonging and Dignity: Resolving the DEI Conflict**

*Presented by John Krownapple and Dr. Floyd Cobb, Dignity Consulting*

In these two half-day workshops with John Krownapple and Floyd Cobb, the authors of “Belonging Through a Culture of Dignity,” you will explore how educational leaders can avoid a predictable cycle of dysfunctional equity work by shifting their focus to the concept of belonging. How can leaders create environments where each person in the community belongs and thrives? By shaping a culture of dignity that honors each person’s value and worth. While this sounds simple, it’s extraordinarily hard, transformative work. Yet school boards, superintendents and district leaders are uniquely positioned to forge a path forward and pave the way for serving the community and upholding democracy through successful public schools.

**DATES/TIMES:**      **Session 1: Friday, October 14, 2022 • 8:30 – 11:00 am**  
                                 **Session 2: Thursday, October 27, 2022 • 8:30 – 11:00 am**  
**LOCATION:**            **LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)**

**John Krownapple** specializes in professional and organizational learning and development in the areas of belonging, inclusion, and equity. He is an adjunct professor at Johns Hopkins University where his coursework focuses on organizational and pedagogical responses to the issues that emerge from diversity, and he has served as the coordinator of diversity, equity and inclusion in a school district of over 50,000 students. John is also the author of *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation* (2019) and *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation* (2017).



**Dr. Floyd Cobb** has over 20 years of experience spanning the P-20 educational continuum, fifteen of which have been in leadership roles. He’s held roles as a classroom teacher, school leader, district curriculum leader, and a statewide policy implementer. In each role he has held responsibilities as a key leader making educational experiences more equitable. Floyd holds a Ph.D. in curriculum and instruction from the Morgridge College of Education at the University of Denver. He has published numerous articles and book chapters and is the author of the book *Belonging Through a Culture of Dignity*, which focuses on dignity as a key component of equity implementation.



## **Belonging and Dignity: Instructional Practices**

*Presented by Summer Snyder, Dignity Consulting*

Explore the application of dignity and belonging in the classroom. This session aligns the standards for dignity with current research about instruction, making it applicable to expand learning experiences and nurture belonging. Participants will learn ways to differentiate with dignity, heighten engagement, and create environments in which students' social identities are leveraged to maximize academic identities.

**DATE:**                **Tuesday, October 18, 2022**  
**TIME:**                **8:30 am – 2:30 pm**  
**LOCATION:**            **Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville**



**Summer Snyder** is passionate about inclusive and equitable classrooms and schools. With over twenty years of specialized experience supporting differentiated instruction, she currently serves as the Differentiation Coordinator for a district serving over 55,000 students in eight municipalities in Denver, Colorado. In her role, Summer facilitates a range of professional learning and development opportunities to help schools build the capacity to meet the diverse needs of all learners in all content areas. She has been a classroom teacher, coordinator of Inside/Out Program, member of the District Equity Team, the Gifted and Talented Resource Teacher, and an Instructional Coach. Additionally, Summer organized and implemented G.I.R.L.S. (Girls Inspiring Responsibility & Leadership Success) a district initiative that inspires, encourages, and empowers Black girls in first through fifth grades. She has been honored with the Golden Heart Award, the Excellence Award for Organizations, and the Superintendent Making a Difference Award. Summer is a collegiate athlete with degrees in Elementary Education, Special Education, and Curriculum and Instruction.

## **GENDER 101 :**

### **Expression, Identity, and Emergence in Children and Adolescents**

*Presented by Samantha King, MSW, M.Ed, CHOP*

During this two hour webinar, participants will build their foundation of understanding around language and development. Participants will gain a better understanding of the differences between sex, gender identity, gender expression, and sexual orientation. Specific attention will focus on terminology related to gender identity and expression. Stages of gender identity emergence will highlight how children and adolescents come to understand and share their own experiences with gender.

**DATE:** Wednesday, November 9, 2022  
**TIME:** 9:00 – 11:30 am  
**LOCATION:** LIVE ONLINE via ZOOM (*Zoom invites will be sent the day prior*)

## **Supporting Transgender and Gender Diverse Elementary/ Secondary Students**

*Presented by Samantha King, MSW, M.Ed, CHOP*

As a follow-up to the foundational session, participants will join a targeted session to discuss how to support gender-diverse students at the elementary and secondary levels. Research will highlight experiences of transgender and gender-diverse students in educational settings. Best practice guidelines will provide a framework for how staff can help create safe and affirming environments for all students.

**DATE:** Tuesday, December 6, 2022  
**TIMES:** Session 1 (Elementary): 9:00 – 10:30 am  
Session 2 (Secondary): 11:00 am – 12:30 pm  
**LOCATION:** LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)



**Samantha King, MSW, M.Ed,** is the Manager of Education Initiatives at the Gender and Sexuality Development Program at Children’s Hospital of Philadelphia (CHOP). Through this role, Samantha provides direct resources to families and supports transgender and gender expansive youth in school and community settings. Samantha collaborates with providers to raise their awareness of gender identity and works to improve gender inclusivity through trainings and policy support.

## Supporting the Needs of Black, Indigenous, and People of Color (BIPOC) Girls in Schools

*Presented by Dr. Charlotte Jacobs, University of Pennsylvania, and  
Dr. Katie Clonan-Roy, Cleveland State University*

Dr. Katie Clonan-Roy and Dr. Charlotte Jacobs will present their latest research and suggested practices for supporting the academic, social, and emotional needs of BIPOC girls in schools through the lenses of school culture and identity development. In particular, the session will focus on how school leaders, teachers, and practitioners can cultivate the development of skills connected to critical consciousness and resilience. Session attendees will receive a toolkit with practice-based resources and strategies.

**DATE:** Tuesday, January 17, 2023  
**TIME:** 9:00 – 11:30 am  
**LOCATION:** LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)

## Using Equity Inquiry Coaching Practices to Transform School Culture

*Presented by Dr. Charlotte Jacobs, University of Pennsylvania, and  
Dr. Katie Clonan-Roy, Cleveland State University*

This session presents how school leaders can use an equity inquiry coaching model to move towards an anti-racist and inclusive school culture, practices, and pedagogies. An equity inquiry uses a lens of equity and anti-oppression to assess and transform school culture through praxis, an iterative cycle of awareness, action, and reflection. This session will provide attendees with the tools to develop collaborative and co-constructed inquiries into school policies, practices, and programs through an equity lens, as well as how to coach teachers engaged in equity work.

**DATE:** Monday, January 30, 2023  
**TIME:** 9:00 – 11:30 am  
**LOCATION:** LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)



**Katie Clonan-Roy, Ph.D.**, is an Assistant Professor in the Department of Curriculum & Foundations, in the College of Education and Human Services at Cleveland State University (CSU). Katie's research interests lie at the intersections of education, adolescent development, and gender and sexuality studies and Katie is the co-founder of two research collaboratives; the EnGenderED Research Collaborative and the THRiVE Research Collaborative at CSU. When Katie is not conducting research, she teaches undergraduate and graduate courses at CSU, and engages in service work committed to equity and justice in K-12 and higher education.

**Charlotte E. Jacobs, Ph.D. (she/her)**, is an adjunct assistant professor at the University Of Pennsylvania Graduate School Of Education. Her research interests focus on issues of identity development, race, and gender in education concerning adolescent girls of color, teacher education and equity in schools, and youth participatory action research (YPAR), which led her to recently co-found the EnGenderED Research Collaborative. Currently, Charlotte is the Director of the Independent School Teaching Residency program at Penn GSE. Charlotte proudly serves as a board member for the Girls Justice League, the Christina Seix Academy, and the Oprah Winfrey Leadership Academy for Girls.



**Anxious and Depressed in the Classroom:**  
**Effective Student Support Strategies Every Educator Can Deliver**  
*Presented by Frank Kros, President and Founder, Kros Learning Group*

Recent mental health data reflects a sharp increase in student anxiety and depression. Teachers and administrators across the country are reporting large numbers of students struggling with mental well-being, with an extraordinary increase particularly in these two conditions. This workshop will share insight into anxiety and depression and equip participants with practical, effective and safe strategies to immediately and powerfully support the children and adolescents you serve. For so many students, wellness is developed and strengthened in daily living, especially at school. However, educational professionals are understandably reluctant to venture into providing diagnosis or treatment. However, there are numerous supports educators can concretely provide students that don't involve diagnosis or treatment. These "no harm" strategies are practical, efficient and effective. Add to your mental health mentorship toolbox and boost your confidence in supporting students through the challenges of experiencing anxiety and depression in the classroom.

**DATE:** Wednesday, March 1, 2023  
**TIME:** 9:00 – 11:30 am  
**LOCATION:** LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)

**Mental Health Skills for Education Professionals:**  
**Essential Knowledge, Practical Strategies and Must-Have Tools**  
*Presented by Frank Kros, President and Founder, Kros Learning Group*

Student mental health significantly impacts behavior, school attendance, academic performance, social-emotional development and school safety. But non-diagnosing professionals are often unsure or uncomfortable with how mental health issues differ from situational or temporary mood, behavior and/or academic problems. In this in-depth session, intended for teachers, paras, social workers, counselors and behavior-focused administrators, participants will be empowered with the "Mental Health Detective Skills" of awareness, observation, and communication of the most common mental health issues emerging in school-age children and adolescents. Learning these critical skills will result in early identification of concerns, improved and timelier interventions, effective risk management, stronger parent collaboration and increased student happiness. Participants will immediately improve their awareness of the most common student mental health concerns and how these challenges manifest at various grade levels and their ability to look for and identify the symptoms of these mental health challenges

**DATE:** Wednesday, March 29, 2023  
**TIME:** 8:30 am – 2:30 pm  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville



**Frank Kros** is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, professor, attorney, writer and speaker. Prior to starting Kros Learning Group in April of 2019, Frank served for 18 years as an officer and executive of the Children's Guild Alliance, a multi-service children's organization headquartered in Maryland. He also served the Guild as president of the Transformation Education Institute and Director of the National At-Risk Education Network (NAREN). Frank is an award-winning speaker and has presented at numerous national education, social work and human services conferences. Frank has also delivered his workshops to clients in 44 US states and 6 foreign countries. His engaging presentations focus on "Helping you Help Others." This is accomplished through an understanding of neuroscience and its practical applications to everyday practices involving children, youth, and the adults who parent, counsel, and educate them.



## LICEE-SUFFOLK SUPERINTENDENTS' ANNUAL PLANNING MEETING

### Sharing Our Successes and Addressing Barriers to Equity

*Presented by Tomea Sippio Smith, M.S. Ed., JD, Director, Coalition for Educational Equity  
Catalyst @ Penn GSE, Graduate School of Education,  
University of Pennsylvania, Philadelphia, PA*

This will be a highly interactive culminating forum for LICEE District Leaders' continued sharing of successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2022-23 Consortium activities and affirm continued commitment and provide input for program planning in the 2023-24 school year.

**DATE:** Wednesday, March 29, 2023  
**TIME:** 9:00 – 11:00 am  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville



Tomea Sippio-Smith is the Director of the UPenn Coalition for Educational Equity at PennGSE. Prior to her role at the Coalition, Tomea served as the K-12 Policy Director for Children First PA (formerly Public Citizens for Children and Youth), a non-profit that works to improve the lives of our region's children by developing initiatives and advocating for quality health care, childcare, public education and family stability. In this role, she has created and implemented strategy, drafted policy and legislation, and led a statewide education advocacy coalition of education-focused and non-profit organizations to educate the community and policy makers on the importance of equitably and adequately funding education and creating and passing legislation that improves outcomes for Pennsylvania's public-school students. Before joining Children First, as a Senior Attorney in Florida, Tomea worked for Children's Legal Services handling dependency proceedings for children who had been abused, abandoned, or neglected and later represented the Agency for Persons with Disabilities in hearings for service authorizations, eligibility, and crisis determinations. She holds a Master's degree in Education Policy from Penn GSE and Juris Doctor degree from University of Florida.

## Equity, Literacy and Belonging Two-Session Series

*Presented by Erika Leak, TESO Consulting*

The relationship between literacy and equity surpasses a mere connection; each concept should feature prominently in the comprehensive definition of the other. Literacy without equity is unjust; it denies students the foundational experience of seeing themselves reflected and honored in text. As school systems seek to address their inequitable systems and processes, the deliberate attention to both literacy and equity requires the implementation of both as mutually inextricable.

Our learners spend a great deal of time decoding, comprehending, and analyzing text. Yet the teaching and focus on literacy continues to happen disconnected from both student culture and subject matter content.

### Session 1: Promoting Belonging through Literacy Instruction

This workshop will address the practice of ensuring the success of all students regardless of identity or background through the process of teaching literacy. Through this workshop, attendees will learn how to:

- thoroughly integrate equity and literacy using a culturally responsive and socially just approach
- use high quality texts and text sets to support identity discovery, and

- use informational texts to teach content and critique of socio-political environment

## **Session 2: Evaluating Text for Representation, Student Voice, and Social Justice**

Participants will examine the relationship between literacy and equity in student materials by evaluating texts for representation of and relevance to marginalized groups. Participants will also explore approaches to center student voice and interests in the classroom.

**DATES:** Wednesday, May 3, and Tuesday, May 16, 2023  
**TIME:** 9:00 – 11:30 am  
**LOCATION:** LIVE ONLINE via ZOOM (*Invitation will be sent the afternoon prior*)

**Erika Leak** has served in education at both the state and local levels. No matter the role, she placed equity at the center of her work as an educator. As a high school classroom teacher, she dynamically engaged her students through culturally responsive pedagogy. As the director of the office of NJ State Board of Education, she ensured an equitable review of policy for students statewide. In her role as the literacy coordinator for the New Jersey Department of Education, she brought diverse groups of educators together to collaborate on the creation of curricular and instructional resources and materials for teachers. She currently serves as the senior vice president of TESO Consulting Group where she works with school districts and organizations to identify and address gaps in the provision of equitable and socially just programs and practices. Erika is a graduate of Rutgers University and Temple University, where she received her Master of Education and is currently working on her Doctor of Educational Leadership. She lives in New Jersey with her husband and three daughters.



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