

8TH ANNUAL NYC TRANSFER SCHOOL CONFERENCE

INSPIRATION, COLLABORATION,
AND PROFESSIONAL LEARNING
for the Transfer School Community

Teachers • Counselors • School
Leaders • Partner Organizations

JUNE 7, 2018

8:00 AM–3:15 PM

Louis D. Brandeis High School Campus
145 W. 84th St., New York, NY

NYC

Department of
Education
Chancellor Richard A. Carranza

eskolta
We help schools learn.

An initiative of the NYCDOE Office of Postsecondary Readiness in partnership with Eskolta School Research and Design

PARTICIPATING SCHOOLS

BROOKLYN

Aspirations Diploma Plus High School
Bedford Stuyvesant Preparatory High School
Brooklyn Academy High School
Brooklyn Democracy Academy
Brooklyn High School for Leadership and Community Service
Brownsville Academy High School
Bushwick Community High School
East Brooklyn Community High School
Liberation Diploma Plus High School
Metropolitan Diploma Plus High School
New Visions AIM Charter High School I
Professional Pathways High School
South Brooklyn Community High School
Urban Dove Team Charter School
West Brooklyn Community High School

THE BRONX

Arturo A. Schomburg Satellite Academy Bronx
Bronx Arena High School
Bronx Community High School
Bronx Haven High School
Bronx Regional High School
Jill Chaifetz Transfer High School
New Directions Secondary School

MANHATTAN

Cascades High School
City-As-School
Edward A. Reynolds West Side High School
Harlem Renaissance High School
High School for Excellence and Innovation
Independence High School
Innovation Diploma Plus High School
Judith S. Kaye High School
Murray Hill Academy
Wildcat Academy Charter School

QUEENS

North Queens Community High School
Queens Satellite High School for Opportunity
VOYAGES Preparatory High School
VOYAGES South Preparatory High School

STATEN ISLAND

New Ventures Charter School

“**EDUCATION**
is the most **POWERFUL WEAPON**
which you can use to
CHANGE THE WORLD.”

—Nelson Mandela

1
DAY

77
WORKSHOPS,
PANELS &
EVENTS

1,000
EDUCATORS

CONFERENCE HOSTS



Lynette Lauretig
Senior Director of Multiple
Pathways, Office of
Postsecondary Readiness



Michael Rothman
Executive Director
Eskolta School Research and
Design



Chancellor Richard A. Carranza



We help schools learn.

PROGRAM

- 8:00 AM** Registration and breakfast
- 8:45 AM** Workshops, featured events
- 10:30 AM** **PLENARY SPEAKERS**
- WELCOME: Lynette Lauretig and Michael Rothman**, conference hosts
- OPENING REMARKS: Paul Rotondo**, Superintendent, Citywide Transfer Schools and District 12 High Schools, NYC Department of Education
- KEYNOTE: Dr. Noliwe Rooks**, Director of American Studies and Associate Professor in Africana Studies and Feminist, Gender, and Sexuality Studies, Cornell University
- 11:55 AM** Networking lunch and discussion groups, exhibitors hall opens
- 12:55 PM** Workshops, featured events
- 2:10 PM** Workshops, featured events, school team time

EVENT LOCATIONS

A map of the building appears on the back of this program.

EXHIBITORS HALL

Ground-floor hallways at the east end of the building near the cafeteria during lunch

SESSION LOCATIONS

Session locations can be found on the personalized schedule printed on the back of each attendee's name tag.

FEATURED EVENTS 8:45 AM

Implicit Bias: How Well-Intentioned Teachers and Administrators Perpetuate, Widen and Deepen the Achievement, Opportunity, and Access Gaps

Most people in this country adamantly reject any form of racism, sexism, prejudice, and discrimination. However, research shows us that the same people unknowingly reveal reoccurring patterns of subconscious bias in their thoughts, feelings, and actions. This bias is more commonly known as implicit bias and refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. During this interactive session, participants will examine how implicit biases manifest in practices and policies, and learn strategies to minimize and reduce these biases.



PAUL FORBES

NEW YORK CITY DEPARTMENT OF EDUCATION

Paul Forbes is the senior director of the Expanded Success Initiative. A native New Yorker who was born, raised, and still lives in Brooklyn, he has dedicated his professional life to working

with students and families from historically underrepresented neighborhoods and communities. After three years in Harlem as a dean of discipline, Mr. Forbes has spent fifteen years as a central administrator in various roles. In his current role, Mr. Forbes supports NYC high schools that are researching and developing strategies to increase the number of Black and Latino young men who graduate from high school prepared to enter, persist, and succeed in college and career pathways.

A Curricular Blueprint: Using Student Video Production to Teach Action Research and Argumentation, Amplify Student Voices, and Address Injustice

Steven Goodman, Founder and Director, EVC; **Antonia Rudenstine**, Director, reDesign; **Carla Cherry**, English Teacher, Innovation Diploma Plus High School; **Lydia Howrilka**, Social Studies Teacher, High School for Excellence and Innovation

Across the country, young people are rising up and making their voices heard. Let's prepare transfer school students to be part of the conversation! Come learn how two transfer schools launched three courses on student and police relations, using student video production as the vehicle to develop students' research, leadership, civic engagement and problem-solving skills. In this session, you will see student films and gain guidance on how you can design your own course—with our topics, or with a topic of your own—using our interactive, user-friendly curricular blueprint.



STEVEN GOODMAN

EDUCATIONAL VIDEO CENTER

Steven Goodman is the founding director of the Educational Video Center in New York City. For nearly 35 years, he has offered award-winning social

justice documentary workshops for students and professional development for teachers nationally and internationally, with a longstanding commitment to serving the city's transfer schools. Mr. Goodman writes and gives teacher workshops on developing inclusive and culturally responsive curricula and school climates that use media to promote student voice, youth leadership and standards-based participatory action research. He is the author of the acclaimed new book *It's Not About Grit: Trauma, Inequity and the Power of Transformative Teaching* and *Teaching Youth Media: A Critical Guide to Literacy, Video Production, and Social Change*.

PLENARY SPEAKERS 10:30 AM



OPENING REMARKS

PAUL ROTONDO

NEW YORK CITY DEPARTMENT OF EDUCATION

Paul Rotondo is the superintendent of Citywide Transfer Schools and District 12 High Schools for the New York City Department of Education. Mr. Rotondo supervises and supports 43 high schools located throughout the five boroughs of New York City. He is recognized as a dedicated educator with a long history of focusing on supporting students who have struggled within traditional learning models. Mr. Rotondo was appointed superintendent following an eleven-year tenure as principal of Cascades High School, a transfer school located on the Lower East Side of Manhattan.



KEYNOTE SPEAKER

NOLIWE ROOKS, PHD

CORNELL UNIVERSITY

Dr. Noliwe Rooks is the director of American Studies at Cornell University and was for ten years the associate director of African American Studies at Princeton University. Dr. Rooks has received funding from organizations such as the Ford Foundation and the Woodrow Wilson School's Education Research Section to aid in her research into issues surrounding race-based inequality, economics, and education. She is a frequent contributor to popular publications such as the Chronicle of Higher Education, Time magazine, and The Hill., Dr. Rooks is the author of *White Money/Black Power*, *Hair Raising*, and *Cutting School*. She lives in Ithaca, New York.

ALUMNI PANEL 12:55 PM

A Conversation with Transfer School Alumni

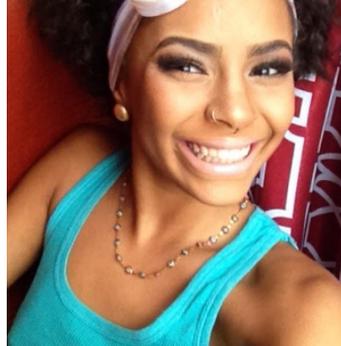
Hear from transfer school alumni about their lives since graduation. Panelists will offer their reflections on which aspects of their transfer school experiences best prepared them for the world of college, career, and community beyond high school.



HECTOR CASTILLO

BRONX HAVEN HIGH SCHOOL, 2016

Hector's family emigrated from Baní, Dominican Republic, when he was eight. He is a student at Stella and Charles Guttman Community College, CUNY, where he is a Kaplan Educational Foundation Scholar and serves as student body president and peer mentor. He plans to transfer to a four-year college to obtain a bachelor's degree in environmental analysis, diplomacy and world affairs, or entrepreneurship. Hector is passionate about reforming the organic foods industry and strongly believes in providing access to affordable, nutritious meals free from unnatural substances.



ESMERALDA FANERTE

JILL CHAIFETZ TRANSFER HIGH SCHOOL, 2017

Esmeralda started at Bronx Community College in January 2018. In addition to being a full-time student, she is currently working two jobs. After graduating with an associate's degree in psychology fall 2019 Esmeralda plans to take time to work, save money, go back to dancing, and continue planning for the business she one day hopes to open—a therapeutic dance studio, which will allow her to follow her passion for dancing. Esmeralda plans to complete her studies in psychology at a four-year college.



TYEEMA VALENTINE

BUSHWICK COMMUNITY HIGH SCHOOL, 2010

Tyeema attends the College of New Rochelle, where she is taking courses in psychology, education, and social work, and plans to graduate with her Bachelors in psychology. She is currently working as a paraprofessional in a DOE transfer school and is also a certified drug counselor. Tyeema has been nominated as an NYC Teaching Fellow, and hopes to pursue a master's in special education and continue her work as a transfer school teacher.



RAYMOND BRETON

EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL, 2017

Raymond graduated last spring and enrolled at the Borough of Manhattan Community College to begin his studies in psychology, which he hopes will prepare him for a career as a therapist. He plans to take courses in economics, as well, in order to explore other fields and learn about entrepreneurship, as he would like to open his own business or practice one day. Upon graduation in 2019, Raymond plans to transfer to a four-year school to pursue his bachelor's degree.

FEATURED EVENT 12:55 PM

Students Talking About Transfer Schools: The Student Discovery Project

What obstacles have our students faced? What unheralded achievements have they accomplished? Uncovering this can help us better understand who they are and how to help them succeed. In the Transfer School Student Discovery Project, Eskolta worked with a team of transfer school students to design a survey based on their life experiences. This spring, responses were collected from more than 500 transfer school students. In this session, student researchers will share key learnings from the survey and discuss the participatory action research methods used in the design process.

MICA TUCCILLO

ESKOLTA SCHOOL RESEARCH AND DESIGN

Mica Tuccillo is a teacher, researcher, and advocate, and an alumna of an NYC transfer school. She has taught courses in history, LGBTQ+ studies, and creative writing.



FEATURED EVENT 2:10 PM

Implementing a CDOS Program

Hear from John Sullivan and Helene Spadaccini about the way schools can effectively implement CDOS programs as a pathway to graduation.



JOHN SULLIVAN

NEW YORK CITY DEPARTMENT
OF EDUCATION

John Sullivan is the principal leadership facilitator for Citywide Transfer High Schools and District 12 High Schools. Prior to joining the superintendent's team, Mr. Sullivan served the children and families of New York City as a teacher, assistant principal, principal, and network leader. Mr. Sullivan's work has always focused on supporting struggling learners and helping students find their voice in their educational process.



HELENE SPADACCINI

MOTT HAVEN COMMUNITY
HIGH SCHOOL

Helene Spadaccini is the founding principal of Mott Haven Community High School, a transfer high school located in the South Bronx that opened in September 2012. Prior to Mott Haven, Ms. Spadaccini spent more than twelve years as a special education teacher and administrator in the NYCDOE, and seven years as a special education teacher and curriculum developer at Andrus Children's Center, a residential treatment facility in Yonkers.

WORKSHOPS

8:45 AM Sessions | 90 MIN

Acknowledging the Hidden Gem in Students: The Strengths-Based Approach

Trisha Jerrick, Social Worker, **Shenickey De Gannes**, Social Worker, **Ivani Purvis**, Social Worker, **Alexis Sheets**, Social Worker, and **Mary Delaney**, Social Worker, CAMBA

The Strength-Based approach is a perspective that focuses on the resilience, abilities, and strengths of students rather than their deficits. Since transfer school educators deal with increased absences, low Regents scores, and behavioral issues, it can sometimes be challenging to find the positives in students. This session will explain the Strengths-Based Perspective, offer participants a chance to work with real-life narratives, as a way to help them learn how to identify student strengths, and explore the benefit of acknowledging the hidden gems in students.

Blended Learning in a Math Classroom

Cesar Ebonia, Math Teacher, and **Rachel Mushell**, Math Teacher, VOYAGES South Preparatory High School

Are you a math teacher looking to support struggling and frequently absent students? In this workshop you will learn how to use “Blended Learning” to support these students. Schoology.com and Edpuzzle.com will be explored. You will also go through the process of creating customized lessons or resources (Algebra 1 Regents Materials) that can be used in your classroom. Many talented teachers, both new and experienced, are increasingly empowered by and excited to use technology. Let’s get empowered!

Breaking Walls Arts Education Program — Discovering Your Voice

Fran Tarr, Director/Founder, Breaking Walls Arts Education Program

Breaking Walls Arts Education is the brainchild of transfer school students and how they developed peace-building and self-esteem tools through creative writing and performance. Experience a hands-on mini-lesson illustrating the impact of the Breaking Walls Arts Education process for yourself.

Bridging the Gap between NYPD and Teens

April Leong, Principal, Liberation Diploma Plus High School; **Lieutenant Donzel Cleare**, New York Police Department

April Leong, principal of Liberation Diploma Plus High School, and NYPD Lieutenant Donzel Cleare will discuss the evolution of the Junior Citizens Police Academy at Liberation Diploma Plus High School. Taking inspiration from the NYPD’s Citizens Academy, the JCPA is a fourteen-week course consisting of lectures, videos, role-plays, tactical exercises, and interdisciplinary workshops. Participants will get an overview of the curriculum, see a video about the program, and hear testimony of transformation from Liberation’s students.

Connecting Teacher Leaders throughout Our Networks

Tamara Parks, Science Teacher/PCT, and **Sarah Gil**, Social Studies Teacher/Department Facilitator, City-As-School; **Rob Michelin**, Assistant Principal, Humanities Prep High School; **Tom McGuire**, Director, Principal’s Residency Network

Experience personalized support for a project you’re taking on at school alongside teacher leaders in our network. In this workshop you will: practice facilitation of protocols to solve leadership problems, capitalize on opportunities for networking, tap into colleagues’ experience, and think critically about how to incorporate PRN leadership core values (Moving the Vision, Moral Courage, Instructional Leadership for a Positive Learning Environment, Management Based on Interpersonal Relationships, Building Public Support for School Excellence) into decision-making processes.

Dominate Your Data! Use Spreadsheets, Formulas, and Other Tricks to Automate Administrative Tasks and Eliminate Confusion

Carl Oliver, Assistant Principal, City-As-School

STARS, ATS, Gradebooks, and many other sources of data are probably turning your life into a confusing mess. Learn how one school increased efficiency by creating a system that coordinates information from multiple sources using free, available technology

Fresh Prep: Where Hip-Hop Meets Test Prep

Jamel Mims, Program Director, Urban Arts Partnership

Fresh Prep is an arts-integrated test-prep program that uses original hip-hop music and culturally responsive pedagogy to help students gain the skills and content they need to pass the Global History, US History, and English Language Arts Regents Exams. In this interactive workshop, participate in a live demonstration of Fresh Prep Global History and ELA curricula and activities, and engage in a discussion of applications of culturally responsive pedagogy for Regents re-takers in the transfer school classroom. In light of the upcoming changes to the Global exam, we will also discuss ways to integrate youth culture to highlight interpreting documents and to draw connections between enduring issues confronting human history.

Here to Stay! Advocating for Undocumented Students and Families

Eve Stotland, Director, Legal Services Center, The Door—A Center of Alternatives, Inc.

More than 50 percent of New Yorkers are foreign-born, and many are undocumented. With the federal government increasing immigration enforcement, school staff need to be ready to provide accurate information and referrals to undocumented students and families. This workshop will update teachers and school staff on crucial trends in immigration law and provide concrete tools for working with undocumented youth.

How We Built an Internal and Connected Attendance, Grading, and Counseling Data System!

Nicholas Merchant-Bleiberg, Principal, **Michael Cardona**, Program Chair, and **Andrew Schirling**, Science Teacher/Data Specialist, VOYAGES Preparatory High School

How can your school build its own system that integrates DOE and CBO work and data at minimal cost? Using Google Suite, we’ve built an internal system that tracks and connects our DOE and CBO staff’s attendance, mastery grading, and counseling data. This system calculates and generates mastery-based progress reports and allows staff to filter and share data while maintaining FERPA protections. We have been able to implement authentic mastery grading and progress reports, and we don’t use or pay for any external systems. All you need is spreadsheet skills!

Introduction to Guided Learning Booklets: How to Create a Student-Facing Lesson Plan

Chris Losurdo, Principal, **Melissa Cunningham**, Social Studies Teacher, **Rachel Corsini**, ELA Teacher, **Antonieta Greisch**, ELA Teacher, **Laurynn Grimston**, Social Studies Teacher, **Shaun Smath**, Social Studies Teacher, and **Corey Brown**, Special Education Teacher, VOYAGES South Preparatory High School

This workshop will show participants how VOYAGES South Preparatory High School uses GLBs to engage students and memorialize their work. GLBs are Guided Learning Booklets, which are a student-facing lesson plan that teaches students both content and skills. In this presentation we will look at exemplar GLBs used at VOYAGES South and experience what it's like to use a GLB in the classroom. At the end, attendees will have the opportunity to begin creating their own GLB.

IT'S GAME TIME! Conceptualize and Coordinate School-wide Enrichment Activities

Jamie Best, Arts Teacher, and **Candice Rodney**, Spanish Teacher, Brooklyn Bridge Academy

Have you noticed that the students in your classes seem to be becoming less motivated and more apathetic? Try using school-wide competition games to encourage teamwork, community building, motivation, reinforcement of content, and so much more! Brainstorm with us to create an exciting activity that you can take back to your school and try out with your students and staff! A sample Regents Prep game and all of its parts and pieces will be digitally offered to participants.

Leveraging Teacher Teams to Build Rigorous, AP-Level Curricula

Abigail Myers, Content Area Specialist for AP English, NYC Department of Education – AP for All; **Yesenia Peralta**, Director of Advanced Academic Access, NYC Department of Education

By fall 2021, it is New York City's initiative that students in all high schools will have access to at least five AP classes to increase the college and career readiness for all students. In this session, we will unpack an AP task to examine the necessary skills, concepts, academic vocabulary, and habits of mind students will need to be successful. We will also share transfer school-specific best practices for the development of collaborative teacher teams, vertically aligned assessment, and course sequencing to meet their unique needs while

thoughtfully preparing as many students as thoroughly as possible for the challenges offered by AP courses.

Making the PSA: Engaging Students through Digital Filmmaking

Jonathan Mayer, Teaching Artist, Dance Theatre Etcetera

In this workshop participants will conceive, shoot, and edit their own original public service announcement. Using this hands-on approach to explore a student-centered filmmaking process, we'll cover everything from tricks for working with imperfect school technology to brainstorming activities and games that have been proven effective in helping students identify issues of true personal interest and real academic depth.

Maximizing the Effectiveness of Integrated Co-Teaching

Jesi Zinn, Special Education Teacher, and **Andres Cruz**, Biology Teacher, Bushwick Community High School

This workshop is aimed at colleagues in the integrated co-teaching classroom who would like to maximize the effectiveness of their instruction. We will delve into developing a professional relationship and provide strategies for enhancing co-taught lessons. By exploring teaching styles, classroom models and planning formats, teachers will walk away from this workshop with tools on how to improve the co-teaching dynamic.

Opening Mathematics to Improve Access, Engagement, and Understanding

Nicola Vitale, Citywide Instructional Lead, High School Mathematics, Algebra for All, Department of STEM NYCDOE; **Rozalia Shteynberg**, Citywide Instructional Lead, High School Mathematics, Department of STEM NYCDOE

Students often come to high school with significant and varied gaps in mathematical understanding and a history of experiencing failure in mathematics. These gaps and the mindsets that students develop are significant barriers to learning. In this workshop we will experience and examine the use of tasks and instructional strategies to promote access, engagement, and mathematical learning in a community of diverse learners.

Responsive to Whom? Mastery with a CRE Lens

Patrick Williamson, Community Coordinator, and **Joy Nolan**, Co-director and Co-founder, Mastery Collaborative

This session offers an introduction to mastery-based learning, implemented with a culturally responsive lens. Mastery and CRE, in combination, can empower students and build positive learning identities and mindsets. Using short videos that include student voice, "speed round" conversations, and resources our team has created with member schools across the five boroughs, we will explore together the value of CRE and mastery-based shifts. We will also consider the relevance—and possibly the urgency—of using mastery and CRE practices in transfer schools.

SchoolWideRead EduPreneur Workshop: From Best Practice to Sustainable Program

Zena Robinson-Wouadjou, Co-founder/Director, and **Vanessa Emile**, Co-founder/Director, SchoolWideRead

This year's SchoolWideRead workshop will focus on educating teachers and youth developers on how to move from best practice to a transformative program. In this session, we will explore the ways in which SchoolWideRead has built a program based on individual practices observed in the classrooms of co-founders Vanessa Emile and Zena Robinson-Wouadjou. Participants will experience a SchoolWideRead signature component, SWRCircle, and strategize ways to use entrepreneurial spirit to grow and structure practices beyond the classroom.

Self-Paced Instruction with Kiddom

Jessica Hunsinger, Product Manager, Kiddom

Jessica Hunsinger, a former transfer school teacher, will lead a self-paced session focused on using the Kiddom platform to develop self-paced curriculum to support students with a range of academic and social and emotional needs. Using a "sandbox" format, teachers will be able to explore resources at their own pace and in collaboration with colleagues, if they choose. Materials will guide educators on using curated content resources to develop curriculum that saves teachers time and empowers students to learn at their own pace.

Sharing Signature Speaking and Listening Practices across Transfer Schools

Anthony Koulis, *Living Environment Peer Collaborative Teacher*, **Wesly Pierre-Toussaint**, *Global History Peer Collaborative Teacher*, and **Michael Liegey**, *US History Teacher, Metropolitan Diploma Plus High School*; **Flora Greenaway**, *Principal*, **Noreen Villanueva**, *Special Education Teacher*, and **Margaret Hunte**, *Math Teacher, Bronx Community High School*; **Sherma Fleming**, *Principal*, **Shirley Clarke**, *ELA Teacher, Matthew Milman, Special Education Teacher*, and **Timothy Penney**, *ELA teacher, Aspirations High School*; **Jazmin Rivera-Polanco**, *Principal*, and **Carlyle McIntosh**, *Math Teacher, Bronx Haven High School*

Four transfer schools that have been collaborating in the Transfer School Institute's Collaborative Community of Practice (Metropolitan DPHS, Aspirations, Bronx Community, and Bronx Haven) will share their journey focusing on a common focus area of work. The schools will exemplify how they leveraged the mentor-mentee program developed by the Transfer School Institute as an effective way to improve instruction and increase student outcomes. Attendees will have the chance to explore ways they could adapt similar practices to their own context.

Sharing the Most Effective Teacher Team Practices across Transfer Schools

Adrienne Andry, *Science Model Teacher*, **David Lloret**, *Math Model Teacher*, and **Patrick McGillicuddy**, *Principal, East Brooklyn Community High School*; **Shellhaas Jean-Francois**, *Social Studies Teacher*, **Karen Esdelle**, *Assistant Principal*, and **Michael Wolach**, *ELA Teacher, Jill Chaifetz Transfer High School*; **Wes Robinson**, *Science Teacher*, **Brandon Kline**, *Math Teacher*, and **Dan Chu**, *Assistant Principal, Murray Hill Academy*

One of the most challenging tasks for school leaders is to take actions that lead to consistent and meaningful improvements in the overall quality of teaching. Three transfer schools that have been collaborating in the Transfer School Institute (East Brooklyn Community High School, Jill Chaifetz Transfer High School, and Murray Hill Academy) will share out what they have learned about using teacher teams as the most effective way to improve instruction. They will share how their practices related to teacher teams have changed over time and what aspects of the teams are most effective. Attendees will also work in small groups to help school

teams think through how they want to improve the effectiveness of their own teacher teams.

Skills Instruction in the Science Classroom

Xinyu Pan, *Instructional Coach, NYC Department of Education OPSR NYC Skills Lab*; **Laryssa Kramarchuk**, *Chemistry Teacher, Frank McCourt High School*

Our new knowledge-based economy demands our students to go beyond the academic standards we teach in the classroom. Yet, the skills our students need to thrive in this new environment are notably absent from their learning experiences both in and out of school. NYC Skills Lab is working with educators and community partners across NYC to redesign what the students are learning and how they are learning, so they are better equipped with the skills they need to lead a fulfilling life in the 21st century. This session is designed for educators to come away with best practices for supporting students' 21st-century-skills development in the science classroom.

Soft Skills Postsecondary Assessments

Ivonne Torres, *Deputy Director*, **Azzie Forbes**, *Program Director*, **Anthony Phan**, *Assistant Program Director*, **Miguel Rodriguez**, *Director of Counseling*, and **Bria Jacobs**, *Employment Specialist, Queens Community House at VOYAGES Preparatory High School*

At Queens Community House we understand the struggles our students experience both at school and at work. Through a partnership with Eskolta, we have been piloting two tools to assess and give feedback on critical skills that we find are essential for future successes. These tools have been implemented at our four schools and have yielded promising results thus far, encouraging our students to plan for the future, set reasonable goals, and follow through on their next steps. By identifying their strengths and weaknesses related to mindset, communication, and overall independent skills, we are able to create an effective strategy to help them progress toward their future college and career plans. In the near future, we hope to train all school staff to use the tool and begin to better prepare and support our youth for a brighter future! Workshops

WORKSHOPS

12:55 PM Sessions | 60 MIN

EXTENDED SESSIONS | 140 MIN

Talking about Race in the Classroom: Building a Race Equity Lens

Natalia Ortiz, *Training Director, Border Crossers*
In this session, participants will: (1) deepen their historical knowledge and definitions of race, racism, and white supremacy, (2) enhance their understanding of how race and racism manifests in classrooms, schools, and the lived experiences of students, and (3) practice applying a racial-equity lens to scenarios related to race and racism in the classroom.

LGBTQ 101 — Becoming an Active Ally for your LGBTQ Students

Christopher Griffin, *Founder/Social Justice Educator, EduQueer Trainings*
Interested in creating inclusive and safe spaces for your LGBTQ students? This interactive training session provides a foundation of knowledge, awareness, and tools needed to be an effective ally for LGBTQ individuals and those questioning their gender identity and/or sexuality. Topics covered include unconscious bias, stereotyping, LGBTQ terminology, ways to navigate anti-LGBTQ situations, and best practices for creating inclusive spaces on your campus, in your workplace, or in your general community.

A Lesson Study Journey

Elina Theodosiou, *History Teacher*, and **Tanya Paul-Henry**, *Math Teacher, VOYAGES Preparatory High School*

What is Lesson Study? How does a staff implement a new school-wide program such as this one? More important, are we ready for such an undertaking? These are the questions our staff was faced with when we began working with Lesson Study. This workshop will showcase our school's journey with learning and applying Lesson Study for the past two years. We will share our staff's

introduction to the program and also discuss the various steps our staff is taking to make the concept of Lesson Study something that is unique and beneficial to our teachers and their students.

Academic Transformation through Conferencing

David DeCamp, Principal, and **Ashley Moran**, Special Education Teacher, Professional Pathways High School; **Cynthia Chery**, ELA Teacher, **Susan Greig**, ELA Teacher, **Charon Hall**, Principal, and **Catherine Jacobs**, ELA Teacher, Brooklyn Academy High School

This presentation features Professional Pathways High School and Brooklyn Academy High School, two schools that have been participating in the Transfer School Institute's host-partner school program for the last year. Professional Pathways spent two years developing and honing a conferencing strategy with protocols and tools to meet the needs of their student population and eventually increased student academic performance across content areas. This year, Professional Pathways mentored the Brooklyn Academy team and shared their expertise, tools, and strategies around student conferencing by opening their school to Brooklyn Academy staff. Participants will walk away with a solid rationale for student conferencing, the elements of an effective student conference, and access to a set of tools developed by both schools.

Computer Science for All Pathways

Ron Summers, Senior Director of Computer Science and Implementation, **Mike Miller**, Director of School Pathways, **Ashley Macquarrie**, Director of Partnerships, **Tunisia Mitchell**, Computer Science Education Manager for Affinity FSC, and **Francisco Cervantes**, Director of Academics, NYC Department of Education—Computer Science for All

Through CS4ALL, NYC students will learn to think with the computer, instead of using computers to simply convey their thinking. Students will learn computational thinking, problem solving, creativity, and critical thinking all while they learn to collaborate with their peers, communicate and create with technologies, and better understand technologies we interact with on a daily basis. This workshop will provide school leaders and teachers with an entry point for defining computer science education and ways to identify appropriate pathways for CS implementation in their schools.

Descriptive Inquiry: Looking Closely at Student Experiences and Work to Inform Decisions about Practice

Rachel Seher, Assistant Principal, and **Alan Cheng**, Principal, City-As-School

Workshop participants will explore Descriptive Inquiry, our school-wide inquiry process at City-As-School. Used in New York City schools ranging from the Earth School to Bank Street College of Education, Descriptive Inquiry is a democratic inquiry process through which practitioners examine student work and academic experiences and use the knowledge created to inform decisions about educational practice. Participants will experience a review of work and then explore the way that the City-As-School staff uses Descriptive Inquiry to better understand students and their learning. Participants will have the opportunity to examine artifacts from City-As-School's inquiry work and to generate ideas for applying Descriptive Inquiry in their own contexts.

Design Authentic Assessments to Activate High-Order Thinking

Benjamin Lorr, Research and Design Facilitator, Eskolta School Research and Design

"You get what you assess," researcher Lauren Resnik explains. Meaning, for any assignment you give, you will only get a student product that is as strong as the assessment you design. This workshop will help participants identify the characteristics of assessment that promote enduring learning and make them meaningful to students. Participants will review exemplar assessments, a checklist with the qualities of Authentic Assessments, and develop an action plan for putting their learning into practice.

Drones in the Classroom

Miriam Iglesias, Social Studies Teacher, Innovation Diploma Plus High School

Incorporating diverse technology into your curriculum can be intimidating. However, Drones offer a unique and fun way of doing so. Drones can be used to teach anything from math concepts to persuasive arguments. In this session we will explore the uses of Drones in the classroom and address how we can incorporate more technology into curriculum.

Fostering Relationships to Build Resilience

Lisa DiGaudio, Principal, and **Erica Fabiano**, Special Education Teacher, New Dawn Charter High School

New Dawn Charter High School has worked diligently in establishing programs that develop the human connection between students and staff at the school. By creating a tiered system of interventions, New Dawn students persevere in their pursuit of a high school diploma. In this session, participants will learn about the Social-Emotional Key Design element in our charter, and what that looks like and feels like for students throughout their career. Participants should walk away with ideas on how to create their own programs that connect the key adults in the building to the student body.

Graphic Novels and Counter-Narratives

Angela Jones, English Teacher, Satellite Academy

An African proverb reminds us that the lion's story will never be told as long as the hunter is the one to tell it. This workshop will discuss graphic novels, not only as high-interest reading material for struggling readers, but also as a way to introduce students to counter-narratives. The facilitator will present several multi-genre graphic novels that address social issues and feature young characters of color in stories that are deeply significant but rarely told. This workshop will also present opportunities for participants to gain access to free or low-cost books for their students.

IDNYC: Helping to Get a Legal ID for Every Student

Susana Pereyra, Neighborhood Organizer, NYC Mayor's Office of Immigrant Affairs

IDNYC is the city's new (and free) form of municipal ID, available to all New Yorkers ages 14+, regardless of immigration status. This session will cover how we identified a need in NYC's communities and how we created a program to not only meet that need but also encourage people from all walks of life to engage in our program. The session will cover the vision for IDNYC, address why we need a municipal ID, and highlight some benefits of the program.

Making Misconceptions Meaningful in the Math Classroom

Anita Wahi, Math Teacher, and **Nevila Bejko**, Math Teacher, Brooklyn Academy High School

Strategies to address, learn from, and possibly prevent misconceptions in the math classroom. Participants will discuss common math misconceptions among students, learn different approaches for dealing with them, and try out new tools. Focus will be on taking a positive approach to dealing with misconceptions.

Overview of Raise the Age: Implications for Students

Nancy Ginsburg, Director, Adolescent Intervention and Diversion Project, The Legal Aid Society

In October 2018, sixteen-year-olds will no longer be prosecuted as adults for certain crimes. This workshop will provide an overview of the Raise the Age law as well as provide guidance on how to work with court-involved students and help students negotiate police encounters.

Peer Exchanges: Igniting Cross-Borough Collaboration

Role-based facilitators,

Have you ever wondered how educators at other transfer schools are tackling common challenges within your field? Do you have a useful strategy or resource that people at other schools might be interested in hearing about? Here's your chance to connect and share ideas with other transfer school staff! In the past, conference participants have engaged in these open-ended sessions to discuss best practices, develop fresh ideas to implement in their own schools, and set up communication with colleagues beyond their own department. Come take advantage of this unique forum!

Peers-to-Careers: Grace Outreach's Career Exploration Program for Youth in Alternative Settings

Dantel Proctor, Program Manager, Jobs for the Future; **Elizabeth Walsh**, Career Coordinator, and **Tawanda Kerr**, Peer Coach, Grace Outreach

In this workshop, Grace Outreach, with JFF, will discuss their peer-coaching program, which allows staff to better personalize postsecondary and career exploration and decision making for all students. A Peer Coach (former student at GO; currently in college) and Instructor will walk through the peer-coaching framework (based on the JFF's Best Bets framework), connect participants

with ready-to-use tools and resources, and discuss the success and challenges of utilizing a peer to help students explore multiple postsecondary pathways.

Speaking and Listening Activities to Deepen Student Engagement

Anthony Koulis, Living Environment Peer Collaborative Teacher, and **Wesly Pierre-Toussaint**, Global History Peer Collaborative Teacher, Metropolitan Diploma Plus High School

When struggling students engage in text-based discussions with their peers, their understanding of the content deepens, which allows them to develop their thinking and prepare for argumentative writing. Students in all classes at Metropolitan Diploma Plus High School build higher-order Common Core Learning Standard speaking and writing skills through embedded discussion and metacognitive strategies. Facilitators will share resources and strategies that have resulted in increased student engagement in text-based discussions. This increased engagement has translated into stronger writing, communication, and collaboration skills that support postsecondary readiness.

Specially Designed Instruction: Strategic Scaffolding to Build Independence

Florjana Lela, Special Education Coordinator, Urban Dove Team Charter School

This workshop will showcase the way that Urban Dove Team Charter has leveraged their school-wide co-teaching model to ensure that students are provided with specially designed instruction in line with the needs stated in their IEP. By creating documents that clearly outline strategies for each student, teachers are able to implement support strategies that effectively scaffold work to build students' independence. Attendees of this session will have the chance to explore these tools and practice applying the strategies to develop specially designed instructional materials.

Strategies for Attendance Improvement

Patrick McGillicuddy, Principal, East Brooklyn Community High School

East Brooklyn Community High School will share how they use the partnership model to best meet the social-emotional needs of students while also increasing attendance. Some of what they will share includes examples of how they refined practices like

attendance incentives, home visits, and outreach calls to be more effective, resources they developed through the Community School AIDP Grants, and their approach to developing a DOE/CBO partnership that can lead to a more collaborative approach to supporting students' social-emotional and academic needs. There will be time for schools to work in small groups on a specific challenge related to their partnerships or increasing attendance.

The Big Question: Open Forum Discussion from Multiple Perspectives

Eric Viets, English Teacher, Murray Hill Academy

In this workshop we will utilize The Big Question framework, a sequence of activities that promote discussion from multiple perspectives. Students and teachers will become specialists on a political philosopher's lens, research practical applications of their philosophy in current events, and then take part in an open forum discussion around a controversial statement. Students will then host a Q&A to talk about their experience doing the task themselves and how it can be applied to a variety of disciplines.

The Stressor Index: A Tool for Understanding Student Stress

Paul Joseph, ELA Teacher, and **Henry Bonna**, Teacher, Brooklyn High School for Leadership and Community Service

The Stressor Index (SI) is a data tool that can be used to understand the amount of stress an individual student may be operating under. There is a good bit of research showing that our cognitive functioning can be impaired when we are dealing with stressful situations. Furthermore, we know that our students in transfer schools deal with an inordinately high number of stressful factors. In developing the SI over nearly 3 years, we have identified 31 individual circumstances that can introduce stress into the life of our students and compromise their ability to succeed academically. Sharing this tool with a broader transfer school community could lead to a deeper understanding of our students' situations and, most important, how we may effectively respond.

What's Next? College-Based Supports

ACCES-VR, **America Needs You**, **CUNY Start**, and **INCLUDEnyc**

The postsecondary landscape can be a confusing and complicated one to navigate. Take a step toward demystifying this process

by connecting with some of the many organizations that work with our students to help them succeed in college. During this session, you will have the chance to talk to representatives from organizations that address the following: school-based postsecondary prep, college access and retention, college-based supports, and support for students with disabilities.

WORKSHOPS

2:10 PM Sessions | 60 MIN

School Team Time

During this time, attendees from the following schools attend planning session with their respective school teams:

Bronx Community High School
Bronx Haven High School
City-As-School
East Brooklyn Community High School
High School for Excellence and Innovation
Murray Hill Academy
New Visions AIM Charter High School I
Professional Pathways High School
VOYAGES Preparatory High School
VOYAGES South Preparatory High School

Building School and Classroom Culture Using Voice and Deposits

Preston Peoples, Advocate Counselor, SCO at Bronx Arena High School

This workshop will provide educators working across a variety of roles with the vocabulary, tools, and resources to enhance positive culture in their classrooms and schools. We will examine and practice the different types of Voice and their applications, as well as explore how Deposits can be used to (re)invest and engage your student population. Participants should expect to have an informative and exciting time participating in role-playing, group games, and share-out discussions.

Consulting with Students as Experts: Collaborative Problem Solving

Citywide Transfer School Students; Sable Mensah, Research and Design Facilitator, Eskolta School Research and Design

The daily hustle and bustle of schools rarely leaves us the time to step back and reflect on our practice, not to mention the chance to engage in collaborative reflection with our students. Join us for the opportunity to learn from transfer school students as you collaboratively generate solutions to issues facing our schools, such as motivating regular student attendance and building

positive relationships between new students and staff, among other student-driven ideas. Take advantage of this time to hear directly from the experts: our students!

Disrupt the Script / Question Formulation Technique

Christian Suarez, History Teacher, and Yael Glick, English Teacher, VOYAGES Preparatory High School

“Disrupt the Script,” is a credit-bearing youth participatory action research course offered at VOYAGES Preparatory High School this year. The course seeks to capture experiences of transfer school students through student inquiry and action research. Students examine and create data about transfer schools through surveys, interviews, and testimonial videos. Participants will learn about the Question Formulation Technique and how to use it with students to generate interview and survey questions. We will also introduce a cage match protocol to help students discuss and analyze information.

Every Minute Matters: Getting Students to School

Xantal Tejada, Client Success Coordinator, Kinolved; Augustus Grissett, Attendance Coordinator, Research and Service High School

This session will explore creative and impactful strategies to effectively engage both transfer school students and their guardians. Mr. Grissett will showcase how he built relationships with his school community via two-way, translated text message and email communications. Mr. Grissett’s efforts have in turn improved student outcomes and attendance. Attendees will walk away with concrete strategies for mobilizing students and families around relationship building and attendance improvement in their own schools.

Literary Liberty: Unleashing Students’ Creativity and Voice

Oliver Colbert, Poet/Creative Educator

As a product of transfer school education, I found that the freedom to express myself creatively through poetry was an essential element to my academic success. This workshop will focus on how poetry and honest conversations positively impacted my experience as a transfer student within my English and Language Arts classes. In the workshop, we will go over some simple poetic exercises, practices, and techniques that can help students identify creative ways to express themselves.

Mindsets for Re-Engaging Disengaged and Long-Term Suspended Youth

Edrick Johnson, Associate Vice President of Career and Education Pathways, New York City Mission Society

Do you work with youth who have long-term absences? Do you work with youth who have been suspended for 30+ days? If so, then this session is for you! This workshop provides strategies, techniques, and resources to support students and staff involved with reintroducing students to a “new” school community and encouraging engagement as a way to achieve overall student success. In addition, the session will provide real-life scenarios to help support staff prevent future crises.

Pedagogy That Meets Students Right Where They Are

Dixie Bacallao, Director of Instructional Learning, reDesign

The challenge for all of us is to identify where individual students are on any learning trajectory, and address their needs, passions, and interests in “real time.” In this session we’ll dive into the pedagogical practices that support learner-centered classrooms, which are capable of meeting the academic needs of students who struggle to overcome significant skill and knowledge gaps, through deeper learning experiences. The session is self-paced and encourages participant choice, as five learning pods/stations will be set up for exploration. Learning pod activities include modeling, role-play, design sprints, and independent exploration.

Peer Exchanges: Igniting Cross-Borough Collaboration

Role-based facilitators

Have you ever wondered how educators at other transfer schools are tackling common challenges within your field? Do you have a useful strategy or resource that people at other schools might be interested in hearing about? Here’s your chance to connect and share ideas with other transfer school staff! In the past, conference participants have engaged in these open-ended sessions to discuss best practices, develop fresh ideas to implement in their own schools, and set up communication with colleagues beyond their own department. Come take advantage of this unique forum!

State Accountability and OAUC Students: What Have We Learned and How Can We Push for Change?

Michael Rothman, Executive Director, Eskolta School Research and Design

In this workshop, participants will learn about findings and recommendations for how states can change accountability systems for alternative high schools from a report compiled by Eskolta and the Center for American Progress, based on an analysis of the graduation results of OAUC students in NYC high schools. In this session, we make a case that the federal government has flexibility in how transfer schools are held accountable, and we must push New York State to better understand this. Participants will walk away with data they can use to argue for different accountability systems for transfer schools and will have a chance to surface ideas of how state accountability can change for transfer schools.

Steps and Structures for Writing the “Perfect IEP”

Florjana Lela, Special Education Coordinator, Urban Dove Team Charter School

In this workshop, the Urban Dove team will share the tools and structures they have developed to help staff write the “perfect IEP.” Attendees will have the chance to explore the revised teacher reports, student and parent interview questions, checklist for components of the IEP, and timelines for reviewing documentation before a meeting. Attendees will explore exemplar answers to the following questions: What do you notice in each section? What is consistent? How could you apply this in your school context?

Students Taking Action: A Model for Effective Student Activism

Mark Torres, Facilitator, Edward A. Reynolds West Side High School

In response to the devastating hurricanes in Puerto Rico and the Virgin Islands, students, staff, and parents at West Side High School formed the Blue Angels—a group dedicated to channeling students’ desire to help into meaningful action. Since then, the Blue Angels have taken action on other issues, including the March for Our Lives. In this workshop teachers and students will share their experiences on building this organization and will discuss ways that other schools can create structures to enable students to effectively take action on political, social, or economic issues that affect them and their community.

Talking About Math: Speaking and Listening in an ICT Classroom

Esther Kosi Nyako, Algebra Teacher, and **Yasmin Bailey Stewart**, Special Education Teacher, Metropolitan Diploma Plus High School

This workshop will focus on instructional techniques to engage high school math students in rigorous, conceptual, mathematical conversations. Teachers will learn what opportunities they can provide to students as a way to apply math concepts in real-world situations. Teachers will leave the workshop with ideas for speaking and listening activities that can occur in the math classroom.

Tupac Links Students to Napoleon: Bring History to Life!

Nick Mangino, Social Studies Teacher, Cascades High School

Culture is living and visual. Making history relevant for our students can be a challenge, but students can be motivated to learn through portraits. Academic language is essential for success, but it can also frustrate our students, so addressing it must be done creatively. Students will start with a Tupac mural and then use portrait analysis skills to evaluate a portrait of Napoleon Bonaparte. Attendees will experience how this kind of activity helps students develop the skills necessary to write a historical narrative.

Unveiling a Student-Made Documentary on the Importance of Transfer Schools

Jessie Levandov, Director of Youth Documentary Workshop, Educational Video Center; **Youth Producers from Cascades High School**, City-As-School, Institute for Collaborative Education, International High School at Union Square, and VOYAGES Preparatory High School

In this session we will screen a 25-minute youth-produced documentary film made by transfer school students at the Educational Video Center as part of a youth participatory action research project lead by Eskolta. The film examines the significance of transfer schools from the perspectives and voices of students, incorporating powerful personal storytelling, research and data analysis, and interviews with education professionals. Following the screening, we will have a structured Q&A with all 15 of the youth producers about ways to engage school communities and youth in the current conversation and advocacy work related to assessing transfer schools.

Using #Authentic Task Design to Close the Engagement Gap for Transfer School Students

Dan Storchan, Principal, **Guin Shaw-Smith**, ELA Teacher, **Susan Sylvester**, Science Teacher, and **Julia Brown**, Math Teacher, Innovation Diploma Plus High School

How do you take curriculum and make it authentic enough to accelerate critical thinking and student voice? Over the past two years, the Innovation Diploma Plus teaching and learning community has been striving to better understand how to design, implement, and evaluate authentic 21st-century learning experiences for our students. This workshop will focus on the journey our interdisciplinary Inquiry Teams have taken to close the student engagement gap with an emphasis on empowering our students to own the learning.

Using Restorative Practices to Build and Strengthen Community

Leslie Jones, Restorative Justice Coordinator, The Leadership Program - Stevenson Campus

Using the philosophy of Restorative Practices, participants will engage in activities and discussions that will support them in building a nurturing classroom community. In circle, we will identify strategies that best support the teacher in building relationships with

their students. This experiential workshop will guide participants through what it would look like to address a topic using Restorative Justice practices and how they can prepare themselves to use these practices both formally in circles and during daily encounters.

Want Competent Students? Create Competency-Based Instruction!

Jasmine Hoskins, Director of Curriculum and Instruction, **Kerridene Small**, Social Studies Teacher, **Sooa Shim**, Math Teacher, **Ravon Smith**, Science Teacher, and **Lory Tomici**, English Teacher, **Melissa Morales**, English Teacher and **Jenn Byalick**, Social Studies Teacher, Urban Dove Team Charter School

Are you ready to confront the challenge of lagging skills in your classroom? In this session you will engage with a list of school-wide competencies, student-facing rubrics, feedback tools, a curriculum-planning document, and a grading policy that allows us to develop college-ready students.

What's Next? Career Pathways and Vocational Training

ACCES-VR, **INCLUDEnyc**, **Jobs for the Future**, **NPower**, **Opportunities for a Better Tomorrow**, and **Per Scholas**

The postsecondary landscape can be a confusing and complicated one to navigate. Take a step toward demystifying

this process by connecting with some of the many organizations that work with our students to help them succeed as they pursue careers or vocational-training options. During this session, you will have the chance to talk to representatives from organizations that address the following: school-based postsecondary prep, support for students with disabilities, and pathways for career training.

CONFERENCE ADVISORS

The Transfer School Conference was originally conceived during the 2010–11 school year by a group of five transfer school educators working with leadership at Eskolta who wanted to create space for their colleagues across the city to learn from each other.

Each year since then, a team of transfer school educators has supported the planning process during the six to eight months leading up to the conference. Advisors review workshop applications, give feedback to presenters as they develop their sessions, help recruit alumni and facilitators, and provide valuable input and suggestions on different aspects of the conference. We would like to acknowledge this year's advisors for their thoughtful contributions to making the 2018 Transfer School Conference a success!

Carla Cherry, English Teacher, Innovation Diploma Plus High School

Cesar Ebonia, Math Teacher, VOYAGES South Preparatory High School

Aniqa Garrison, Advocate Counselor, Bronx Community High School

Leonxy Oyola, Assistant Director, Arturo A. Schomburg Satellite Academy Bronx

Tanell Pendleton, English Teacher, Bronx Haven High School

Preston Peoples, Advocate Counselor, Bronx Arena High School

Wesly Pierre-Toussaint, Social Studies Peer Collaborative Teacher, Metropolitan Diploma Plus High School

Tamarah President, Technology Instructor, Mott Haven Community High School

Matthew Roberts, Social Studies Teacher, Brooklyn Frontiers High School

Sofia Sethness-Castro, Director of Counseling, VOYAGES South Preparatory High School

PARTICIPATING ORGANIZATIONS

Thank you to the following organizations for participating in this year's event.

* Presenting a workshop

† Participating in Exhibitors Hall during lunch

ACCES-VR*

aces.nysed.gov/vr

America Needs You*

americaneedsyou.org

Border Crossers*

www.bordercrossers.org

Breaking Walls*†

breakingwallsprogram.org

CUNY ASAP†

www1.cuny.edu/sites/asap

CUNY Math Start†

www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/math-start/

CUNY Start*†

www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start

Dance Theater Etcetera*†

dtetc.org

EduQueer Trainings*

eduqueer.com/about

Eskolta School Research and Design*†

eskolta.org

EVC – Educational Video Center*†

evc.org

Hetrick-Martin Institute*†

hmi.org

INCLUDEnyc*

includenyc.org

Jobs for the Future*†

jff.org

Kiddom*†

kiddom.co

Kinvolved*†

kinvolved.com

Mastery Collaborative*†

www.masterycollaborative.org

NPower*

npower.org

NYC Mayor's Office of Immigrant Affairs*†

www1.nyc.gov/site/immigrants/index.page

NYC Men Teach - Expanded Success Initiative†

www1.nyc.gov/site/yimi/teach/nyc-men-teach.page

Opportunities for a Better Tomorrow*

obtjobs.org/home

Outward Bound†

nycoutwardbound.org

Per Scholas*

perscholas.org

reDesign*†

redesignu.org

SchoolWideRead*†

SUNY Brooklyn Educational Opportunity Center*†

sites.google.com/site/beoadmissions11201/home

The Door*†

door.org

The Legal Aid Society*

legal-aid.org/en/home.aspx

Urban Arts Partnership*†

urbanarts.org

Youth Represent*†

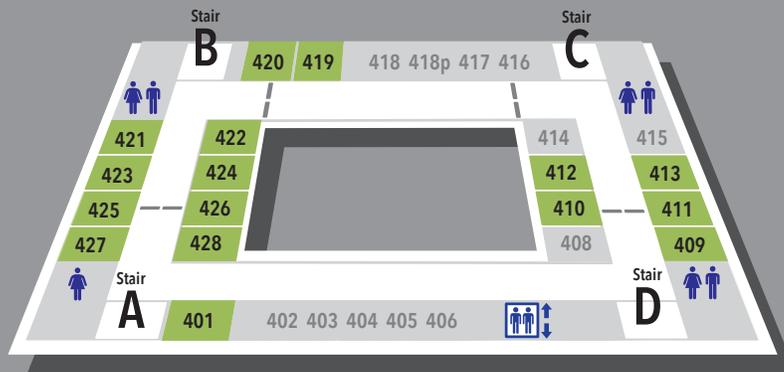
youthrepresent.org

THANK YOU

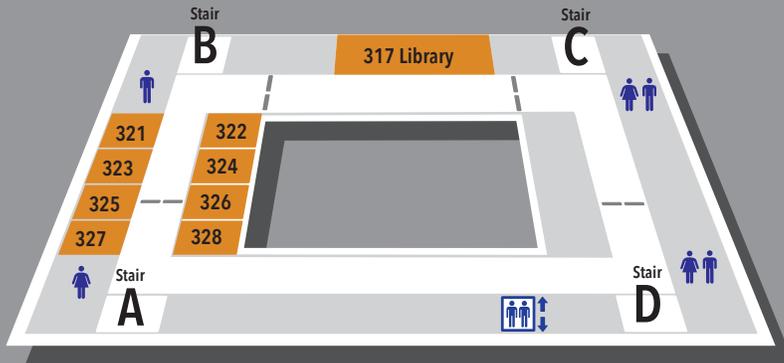
We would like to express our gratitude to Dan Storchan and the staff of Innovation Diploma Plus High School, as well as the whole Brandeis High School Campus community for graciously opening their facilities to the Transfer School Conference! Your behind-the-scenes support is a crucial factor in the conference coming to life, and we thank you for this generous service to the transfer school community.

BRANDEIS HIGH SCHOOL CAMPUS

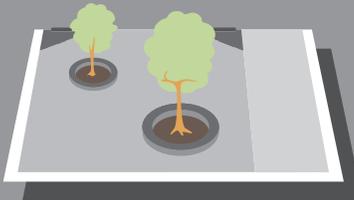
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ground floor



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