



2014 Human Rights Institute

“Rethinking Education Reform: A Human Rights Perspective”

Speaker Biographies



Sylvain Aubry, *Global Initiative for Economic, Social and Cultural Rights*

Sylvain Aubry is currently working as a researcher on the right to education for the Global Initiative for Economic, Social and Cultural rights, with which he’s coordinating a research and advocacy project on privatisation in education and human rights in 8 countries. He is also doing freelance work on economic, social and cultural rights (ESCR) for a number of other organisations. He has been carrying out research, capacity building and advocacy on ESCR for the past 5 years for various organisations, including Amnesty International in Brussels, the Right to Education Project in London, FIAN International, ActionAid, and ESCR-Net. He has worked in particular on States’ ESCR obligations, the right to food, land rights and the right to education, topics on which he has published a dozen of reports and

academic articles. Sylvain is currently based in Nairobi, Kenya.

Kathleen Boundy, *Co-Director, Center for Law and Education (CLE)*

Kathleen has been the co-director of CLE since 1990 and has worked as an attorney for CLE for more than 35 years. She has an extensive background in federal education policy, analysis and advocacy, and has participated in the reauthorization of both the Individuals with Disabilities Education Act and Title I/No Child Left Behind Act. She has testified on multiple occasions before the U.S. Senate, HELP Committee, Subcommittee on Disability Policy, House Subcommittee and the U.S. Civil Rights Commission on the exclusion of students with disabilities, and those from low-income families who are disproportionately students of color from educational opportunities. She served as a member of the Validation Panel of the Joint Committee for Standards for Education Evaluation, Kalamazoo, MI, 2000-2002. For 5 years, she directed CLE’s participation through the PACER Center in US ED’s FAPE Project with its focus on including students with disabilities in education reform promoting high academic standards and achievement for all students. Ms. Boundy has provided hundreds of presentations and workshops to parents of students with disabilities and their advocates, to attorneys and advocates for low-income students, in particular regarding their right to receive a quality education under Title I of the ESEA, and authored numerous articles and publications analyzing the rights of all students, including those detained/incarcerated in the juvenile justice system, to participate fully in state accountability systems, to be taught to state standards, and participate in fair assessments under Title I and the IDEA. As counsel/co-counsel she has represented students in challenging high-stakes testing (MCAS) connected to diploma denial, the denial of special education and related services, including transition services, for incarcerated and detained youth, the disproportionate identification of African-American students by disability category and placement, disciplinary exclusions of students, before SCOTUS the failure to provide a student with a significant learning disability an education consistent with state standards. She has also served as counsel for *amici curiae*, members of the United States Senate and US House of Representatives, in multiple cases raising issues critical to the rights of low-income students with disabilities. Boundy who taught for two years at Brockton High School, Brockton, MA is a graduate of Manhattanville College (AB Asian Studies); Boston College School of Ed. (MAT History); and Northeastern University School of Law.



Martha Davis, Professor of Law, Northeastern University School of Law

Professor Davis teaches Constitutional Law and Professional Responsibility at Northeastern University School of Law. She is also a faculty director for the law school's Program on Human Rights and the Global Economy and the NuLawLab. Professor Davis has written widely on human rights, women's rights, and social justice issues. She is co-author of the first law school textbook focused on domestic human rights: *Human Rights Advocacy in the United States* (West 2014) and she co-edited Bringing Human Rights Home, a three-volume work

chronicling the US human rights movement. In 2008, *Bringing Human Rights Home* was named one of the "best books in the field of human rights" by the US Human Rights Network. Professor Davis's book, *Brutal Need: Lawyers and the Welfare Rights Movement*, received the Reginald Heber Smith Award for distinguished scholarship on the subject of equal access to justice, and was also honored by the American Bar Association in its annual Silver Gavel competition. Professor Davis's articles have appeared in the *Yale Law Journal*, the *North Carolina Law Review*, *Fordham Law Review* and many others. Prior to joining the law faculty in 2002, Professor Davis was vice president and legal director for the NOW Legal Defense and Education Fund. As a women's rights practitioner, she was counsel in a number of cases before the US Supreme Court, including *Nguyen v. INS*, a challenge to sex-based citizenship laws that Professor Davis argued before the court. Professor Davis has also served as a fellow at the Bunting Institute, as the first Kate Stoneman Visiting Professor of Law and Democracy at Albany Law School, a Soros Reproductive Rights Fellow, a fellow at the Human Rights Program at Harvard Law School, and fellow of the Women and Public Policy Program at Harvard's Kennedy School of Government. Professor Davis chairs the board of directors of the National Economic and Social Rights Initiative. She is an appointed member of the Massachusetts State Advisory Committee of the US Commission on Civil Rights.



Leigh Dingerson, Consultant

Leigh has been a consultant for the Annenberg Institute for School Reform and other progressive education reform organizations since 2011. Dingerson's work with the Annenberg Institute includes supporting parent and youth organizations in the areas of local, state and federal education policy and helping to develop strategies and campaigns to support public school improvement. She is the author of the recent Annenberg Institute publication, "Public Accountability for Charter Schools: Standards and Policy Recommendations for Effective Oversight" (September 2014). Before becoming a consultant, Dingerson worked at the Center for Community Change (1997-2008), where she led the Center's work on public education organizing and published a quarterly newsletter called *Education*

Organizing. She is a co-editor of *Keeping the Promise? The Debate Over Charter Schools* (Rethinking Schools, 2008), and the author of "Unlovely," an essay about the privatization of the New Orleans public schools, which is included in the book. She also wrote "Reclaiming the Education Charter: Ohio's Experiment with Charter Schooling" (Education Voters Institute and Forum for Education and Democracy, 2008) and "Dismantling a Community" (October 2006), also about New Orleans. Prior to working at the Center for Community Change, Dingerson worked on contract with the Alliance for Justice to co-author the *Co/Motion Guide to Youth-Led Social Change* (1998, Alliance for Justice). Between 1987—1995 she served as the Executive Director of the National Coalition to Abolish the Death Penalty, and was the director of the South Carolina Coalition Against the Death Penalty from 1983 – 1987. Immediately after graduating from Brown University in 1978, Leigh worked as a community organizer with ACORN between 1978 and 1982. Her ACORN organizing took her to Austin and Dallas, Texas; Pine Bluff and Little Rock, Arkansas and Columbia, South Carolina.

Maria Hantzopoulos, *Assistant Professor of Education and Coordinator of Secondary Teacher Education, Vassar College*

Maria Hantzopoulos earned her B.A. from Boston University in History, her M.A. in Social Studies Education from Teachers College, Columbia University and her doctorate from Teachers College in International Educational Development with a specialization in peace education. Before coming to Vassar, Dr. Hantzopoulos supervised pre-service undergraduate and graduate student teachers at Columbia University's Barnard and Teachers Colleges and worked as a staff developer with middle and high school teachers. She also taught and worked in New York City public schools for 13 years, served on the planning teams of several new small local high schools, and worked with a variety of established youth organizations, including ASPIRA of New York and Seeds of Peace. Professor Hantzopoulos presently remains active with many NGOs and non-profits on curriculum writing, advocacy, and policy. Her current research interests and projects involve historical textbook analysis, restorative justice in schools, urban educational reform, and peace and human rights education. Her work has appeared in a variety of publications, including the *Journal of Peace Education*, *Peace Review*, *Schools: Studies in Education*, and *Rethinking Schools*. She is also the co-editor, with Dr. Alia Tyner-Mullings, of *Critical Small Schools: Beyond Privatization in NYC Urban Educational Reform* (Information Age, 2012) and is currently working on her book manuscript tentatively titled *Reclaiming Dignity and Restoring Humanity: Urban Schools, Human Rights Education, and Authentic Public School Reform*. She is also the recipient of the Social Science Research Council/British Council "Our Shared Past" grant, for which she led the development of "Rethinking the Region: New Approaches to 9-12 Curriculum on the Middle East and North Africa" (found at www.teachmena.org). Professor Hantzopoulos is the the coordinator of the Secondary Education program and also a participating faculty member in the International Studies, Urban Studies, and Women's Studies Programs at Vassar College.



Julian Vasquez Heilig, Ph.D., *Professor of Educational Leadership and Policy Studies and Director of Doctorate in Educational Leadership, California State University Sacramento*

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. In addition to educational accomplishments, Julian Vasquez Heilig has held a variety of research and practitioner positions in organizations from Boston to Beijing. These experiences have provided formative professional perspectives to bridge research, theory, and practice. His current research includes quantitatively and qualitatively examining how high-stakes testing and accountability-based reforms and market reforms impact urban minority students. Julian's research interests also include issues of access, diversity, and equity in higher education. His work has been cited by the New York Times, Washington Post, Associated Press, USA Today, Education Week, Huffington Post and other print and electronic media outlets. He has also appeared on local and national radio and TV including PBS, NBC, NBCLatino, NPR, Univision, and MSNBC.



Naeema Hernandez, *Professional Development Advisor, Northeastern University School of Law*

Naeema Hernandez recently joined Northeastern University School of Law's Center for Co-op and Professional Advancement and is supporting current students and recent graduates with finding meaningful public interest career opportunities. After graduating from Boston University School of Law, Naeema pursued non-traditional ways to utilize her legal education and landed a terrific position as a community organizer and policy analyst for the Boston School Reform Project at Massachusetts Advocates for Children. At Massachusetts Advocates for Children, Naeema has been working with parents in schools and community organizations, as well as analyzing BPS policy initiatives, especially for English Language Learners. Naeema has worked in local and federal government agencies as well as nonprofit organizations. Naeema worked at the New York City Department of Education as an Urban Fellow in the Office of Multiple Pathways to Graduation. She interned as a Law Clerk with the New York City Department of Education's Special Education Unit and with the U.S. Department of Education's Office of Civil Rights Boston Enforcement Office. In addition, she has worked in various low-income communities, including work in the South Bronx as a Family Engagement Program Associate to improve student performance and decrease school violence. While at law

school, Naeema participated in the Asylum and Human Rights Clinic and gained hands on experience in immigration law by representing a diverse group of clients in their political asylum claims. She also studied International Migration Law at Leiden University Law School in the Netherlands. Born and raised in Brooklyn, Naeema earned her undergraduate degree in Politics and English at Mt. Holyoke College.



Kim Janey, Senior Project Director, Massachusetts Advocates for Children

Kim M. Janey has more than twenty years of experience in community organizing and child advocacy. As Senior Project Director at Massachusetts Advocates for Children (MAC), Ms. Janey leads the Boston School Reform project in its effort to advocate for systemic policy reforms that ensure equity and excellence in education for all children in the Boston Public Schools, with a special emphasis on closing achievement and access gaps for children of color, children living in poverty, English language learners, and students with disabilities. Ms. Janey is a recognized leader for her work in ensuring equal access to high quality education. She has earned unique credibility with grassroots parent and community groups, as well as civic leaders and city officials. Ms. Janey has received national recognition for her work and was invited to appear as a panelist on the

Melissa Harris-Perry Show on MSNBC. Ms. Janey is often sought after for her insight and expertise on education issues and is frequently quoted in the media. She has been invited to speak to a number of groups and organizations, including serving as a guest speaker for classes at the Harvard Graduate School of Education, and as a panelist during the 2014 Roxbury International Film Festival. Ms. Janey has a wealth of experience working with, and helping to build, coalitions and community networks, as well as parent, student, church, and community organizations. Prior to joining MAC, she worked as a Community Organizer for Parents United for Child Care. There she helped develop and implement a state-wide issue-based campaign and founded a “neighborhood chapter” of parents committed to fighting for affordable, quality child care. While attending Smith College, she facilitated the coordination of three Freedom Schools under the guidance of the Children’s Defense Fund, after completing training at the Ella Baker Child Policy Training Institute. In addition to her work at MAC, Ms. Janey is very active in her community. Born and raised in Boston, she is a proud resident of Roxbury and is the parent of a BPS graduate. She serves on the Board of Directors for MassVOTE, Discover Roxbury, and Diamond Girls Boston, Inc. She is also a member of the NAACP Boston branch. Ms. Janey was re-elected as a member of the Ward 12 Democratic Committee in 2012. She is also the founder the Historic Moreland Street Neighborhood Association and served as its president for its first four years.



Maura J. Kelly, Assistant Dean for Co-op and Professional Advancement, Northeastern University School of Law

Maura came to law school with the goal of using law to pursue educational excellence for all children. After graduating from Northeastern University School of Law in 1987, Maura embarked upon an eclectic and thoroughly satisfying legal career, the bulk of which were in the field of education law. She worked in direct legal services, a national law reform, nonprofit, academia and private practice. She worked at the Center for Law and Education and South Middlesex Legal Services, in the education law departments of two law firms, Holland & Knight LLP and Kotin, Crabtree & Strong. Maura also served as the general counsel at Lesley University. In addition to practicing law, Maura has taught both in higher

education and at the high school level, has worked as a community organizer, and has been involved in a wide variety of community activities related to education, children and civil rights. In addition to her J.D., Maura holds a Master of Education in Urban Education from the University of Massachusetts at Amherst and a B.A. in Spanish and Secondary Education from the University of New Hampshire where her areas of study were bilingual education and learning English as a second language. For the nine years prior to returning to NUSL, Maura worked at Boston University School of Law in a variety of roles in the areas of career development and public interest, serving as the Assistant Dean for Career Development and Public Service for the bulk of the time. Maura also founded BU Law’s Pro Bono Program and participated in many pro bono projects. Maura’s first position in public interest career advising was as the assistant director in the Bernard Koteen Office of Public Interest Advising at Harvard Law School, where one of her roles was to expand career-related resources in the field of international public interest law. Northeastern’s commitment to experiential learning and public interest led Maura here as a student; challenged, inspired and prepared her for practice, and drew her back to “pay it forward.”



Susan A. Maze-Rothstein, *Senior Academic Specialist, Northeastern University School of Law*

Susan Maze-Rothstein manages the community social justice projects in the first-year Legal Skills in Social Context (LSSC) Program at NUSL. The pedagogy is deeply group-learning oriented (team lawyering) and requires extensive collaboration and peer critique of work products. Through the LSSC program, approximately 15,000 hours of pro bono work are donated annually to systemic social justice issues. These academic partnerships not only provide a strongly supervised value to community based organizations and agencies, but also promote the students' understanding of problem solving to address social justice issues.

Previously, she was an administrative law judge at the Department of Industrial Accidents (DIA), where she served for a decade. As a member of a panel of three on the reviewing board, she adjudicated appeals taken from hearing decisions at the trial level within the department. While adjudicating on the reviewing board, she interpreted many of the controversial provisions of the 1991 legislative overhaul of G.L.C. 152, the workers' compensation act. And, where tested, her decisions were upheld by the courts. Before being appointed to the reviewing board, she sat as an administrative judge at the DIA for an additional two years, where she conducted hearings governed by the rules of evidence and wrote decisions, managing 700 new cases annually. She began her career as a clerk at the Massachusetts Appeals Court, and then worked in civil litigation, first at Burns & Levinson, and later at Warner & Stackpole. She has lectured and authored materials for numerous educational and innovations in legal education programs. Professor Maze-Rothstein is also faculty advisor to the Black Law Students Association.

Kevin Murray, *Executive Director, Program on Human Rights and the Global Economy (PHRGE), Northeastern University School of Law*

Kevin Murray is Executive Director of the Program on Human Rights in the Global Economy (PHRGE), a human rights center at Northeastern University School of Law. Prior to joining PHRGE, Kevin spent seven years at Kevin Murray Strategic Consulting, where he was Founder and Senior Consultant. He also served for 25 years in leadership positions within a variety of international development and human rights advocacy organizations including Oxfam America, Jesuit Refugee Service, Lutheran World Relief, Grassroots International and Unitarian Universalist Service Committee. He worked as a housing rights activist in Boston with City Life/Vida Urbana for much of the decade of the 1980s, and for six years, lived and worked in Central America, primarily El Salvador. His publications include two books (*Inside El Salvador* and *El Salvador: Peace on Trial*) a book-length monograph (*Rescuing Reconstruction: The Debate on Postwar Economic Recovery in El Salvador*) and dozens of published articles on topics ranging from the right to affordable housing in Boston to U.S. policy and human rights in the Middle East. Since his children entered the Boston Public Schools (BPS), he has been active in education-related advocacy, first as a parent at the Rafael Hernández School in Roxbury and then, as an original member of the BPS parent organization, Quality Education for Every Student (QUEST). He writes a popular blog on public education issues from a parent perspective. Murray holds a degree in Political Economy from the University of Massachusetts/Amherst and lives in Roslindale, Mass., with his wife, Ellen Coletti, and their two children, who remain BPS students.



Monty Neill, *Executive Director, National Center for Fair & Open Testing (FairTest)*

Monty Neill, Ed.D., is Executive Director of the National Center for Fair & Open Testing (FairTest). He has led FairTest's work on testing in the public schools since 1987. He has initiated national and state coalitions of education, civil rights, religious and parent organizations to work toward fundamental change in the assessment of students and in accountability. He currently chairs the Forum on Educational Accountability, an alliance working to overhaul federal education law (the No Child Left Behind Act, in particular) based on the Joint Organizational Statement on NCLB, signed by nearly 150 national groups. Under his leadership, FairTest has worked on graduation exams and other high-stakes tests with organizations in many states. Among many publications, he is co-author of

a forthcoming (October 2014) analysis of the rapidly growing testing reform movement and *Failing Our Children*, a report analyzing the federal No Child Left Behind Act and providing guidance toward new, helpful accountability

systems. He led the National Forum on Assessment in developing Principles and Indicators for Student Assessment Systems, signed by over 80 national and regional education and civil rights organizations. He also authored *Implementing Performance Assessments: A Guide to Classroom School and System Reform*. He earned a Doctorate at Harvard University with his dissertation *The Struggle of Boston's Black Community for Quality and Equality in Education: 1960-1985*. He has taught and been an administrator in pre-school, high school and college, and he is a grandfather of three children in and graduated from the public schools (<http://education.nationaljournal.com/contributors/Neill.php>). He is on the board of Massachusetts Citizens for Public Schools.



Jeremy R. Paul, *Dean and Professor of Law, Northeastern University School of Law*

Jeremy Paul joined the Northeastern University School of Law faculty as Dean in 2012. He teaches Constitutional Law, Property, and Jurisprudence. A 1978 graduate of Princeton University, he received his law degree from Harvard in 1981. Before coming to Northeastern, Dean Paul served for 23 years on the faculty of the University of Connecticut School of Law, where he was Dean and the Thomas F. Gallivan, Jr. Professor of Real Property Law from 2007 until 2012. Dean Paul's work has been published in the *Texas Law Review*, *Michigan Law Review*, *University of Southern California Law Review*, and *Washington Monthly*. He is the co-author of the best-selling book, *Getting to Maybe: How to Excel on Law School Exams*, and author of a widely used introduction to

legal reasoning, "A Bedtime Story," published in the *Virginia Law Review*. His most recent academic article challenges the wisdom of the constitutionally mandated two-term limit on U.S. presidents. He also writes frequently for the popular press on issues concerning legal education. In addition to his long-term career in teaching, Dean Paul served as a law clerk to Judge Irving R. Kaufman of the U.S. Court of Appeals for the Second Circuit; as Professor-in-Residence at the Appellate Staff of the Civil Division of the U.S. Department of Justice; and as assistant to the president of Travelers Group. He has also taught at the University of Miami and at Boston College Law School. Dean Paul is a fellow of the American Bar Foundation and the Connecticut Bar Foundation. He serves as co-editor of American Association of Law School's Journal of Legal Education and the SSRN Journal on Legal Education. He is also a member of the Curriculum Committee of the Association of American Law Schools.



Liz Sullivan, *Human Right to Education Program Director, National Economic and Social Rights Initiative (NESRI) Dignity in Schools Campaign*

Liz works with parents and advocates to promote policy change in public education to guarantee students' right to dignity and a quality education. She has carried out research projects to document human rights violations in U.S. public schools, and has provided trainings to parents, youth and organizers about how to incorporate human rights standards and strategies into their advocacy. She has worked as a consultant with Human Rights Education Associates and as Project Coordinator at the Center for Economic and Social Rights, where she authored the report *Civil Society and School Accountability: A Human Rights Approach to Parent and Community Participation in NYC Schools*. She holds a BA from Brown University and a Masters degree in Public Policy from the John F. Kennedy

School of Government at Harvard University.

Jessica Tang, *Boston Teacher's Union*

Peggy Wiesenberg

Peggy Wiesenberg is a graduate of NUSL (JD 1975). She was awarded a Reginald Heber Smith Community Lawyer Fellowship to work at the Minneapolis Legal Aid Society upon graduation. Later as staff counsel for the ACLU National Prison Project, she was lead counsel in case that closed the maximum security prison in Colorado and used human rights law to challenge the conditions of confinement of the 5 Puerto Nationalists, then the longest held political prisoners in federal maximum security in the United States. She returned Massachusetts in 1980 to work as staff counsel for the Lawyers Committee for Civil Rights Under Law, where she represented the Concerned Minority Educators of Worcester in litigation against the Worcester School Committee and their union for failing to follow the affirmative action clause in their collective bargaining agreement when the City laid off teachers following Prop 2 1/2. Currently she works as Deputy General Counsel for the Massachusetts Department of Public

Health, where she advises officials who operate school health programs; violence prevention programs; the Women, Infant and Children Supplemental Nutrition program; and officials at the Registry of Vital Records regarding implementation of marriage equity, complex birth registration cases involving assisted reproductive technologies, and emerging issues regarding transgendered individuals. In addition to her professional work, Peggy raised 3 children who attended the Boston Public Schools K-12 and served as a Board member of Citywide Parents Council for many years. She works with Boston parents and numerous local, state, and national organizations on issues of equity and access to high quality public school education.



Gina Womack, Executive Director, Families and Friends of Louisiana's Incarcerated Children (FFLIC)

Gina Womack is the director and co-founder of Families and Friends of Louisiana's Incarcerated Children (FFLIC), a statewide membership-based organization dedicated to creating a better life for all of Louisiana's youth, especially those who are involved, or at risk of becoming involved in the juvenile justice system. Since its inception, FFLIC has worked with allies to pass the Juvenile Justice Reform ACT of 2003 which forced Louisiana to close the notorious Tallulah Youth Prison and reduced the number of children locked in cages from over 2000 to less than 400 today and move to a system based on treatment that keeps families at the center of their children's treatment. FFLIC is working on a statewide campaign to interrupt the school-to-prison pipeline in Louisiana and have educated many

lawmakers on the ills of school push outs and have advocated for the passage of ACT 136 that mandates teachers receive certain classroom management and trainings that will help keep children in class learning. Ms. Womack has worked on children issues for at least 14 years, have trained hundreds of parents to be advocates for their children and develop leadership skills. Her efforts have been featured in both national and local print media, radio, and reports. She has appeared on many panels speaking on issues around Juvenile Justice, School to Prison Pipeline, and the need for real Family and Community Involvement.