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Produced by the ABA Commission on the Lawyer’s Role in Assuring Every Child’s Right to a High Quality Education and the ABA Section of Civil Rights and Social Justice (formally the Section of Individual Rights and Responsibilities.)
The American Bar Association Commission on the Lawyer’s Role in Assuring Every Child’s Right to a High Quality Education is pleased to present a second edition of *Tools for Schools* that helps engage lawyers in the work of improving the nation’s public schools. The publication provides a framework for lawyers’ involvement in public schools based on models of lawyer engagement with students and schools around the country.

The Commission was created by ABA President Linda Klein (2016-17) as part of her Presidential Initiative to examine and recommend ways the legal profession can contribute to ensuring that every child receives a high quality education. In addition to updating the *Tools for Schools Handbook*, the Commission also proposed several policy proposals to the ABA House of Delegates.

The Commission reserves special thanks for the Section of Civil Rights and Social Justice, which first published *Tools for Schools* in 1999. Additional thanks are due the Public Schools Committee; this update is built upon their vision, research and compilation of original materials.

The Commission wishes to recognize the Section of Civil Rights and Social Justice’s Education Committee, for its work on the publication, as well as Commission members and liaison members whose advice, encouragement and guidance were invaluable. William N. Farran, Education Committee, offered thoughtful suggestions and editorial assistance and Stephen J. Wermiel, Chair, ABA Section of Civil Rights and Social Justice Publishing Committee, provided planning support and thorough review.

President Klein has championed the right to high quality education for America’s children, especially disadvantaged, low income, and special needs children. Disparities in school funding, discipline and achievement are ongoing challenges for American schools. Lawyer engagement and dedication to improving public schools is as necessary in 2017 as it was in 1999.

In that spirit, the Commission presents this handbook with grateful thanks to those mentioned herein and to the lawyers nationwide who volunteer in schools, mentoring students, representing parents and advocating for the rights of all students to a high quality education.

**Reginald M. Turner**  
Commission Chair

**Beth K. Whittenbury**  
Civil Rights and Social Justice Section Education Committee Co-Chair

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MEdical, Legal, and Law enforcement (M.E.L.L.)
One of American’s greatest challenges is to provide every child with a quality education. That was true when this Handbook was first written in 1999 and it remains true in 2017. The many challenges confronting education in 1999, such as lack of equitable funding, providing special education students an appropriate education, and disparities in discipline still exist. Education continues to be a defining factor in the success and the future of the country. It is equally important to an individual’s ability to contribute to society and achieve his or her own pursuit of happiness.

For too many decades, the public schools, which serve as the only door to opportunity for so many in our leadership and professional communities, have not challenged children – especially low-income children – to reach their highest potential. Reform efforts are ongoing to improve critical curriculum, infrastructure, and governance needs.

The legal community, which historically has exercised great leadership to ensure equal access to our nation’s public schools, has embraced its responsibilities to improve the quality of those schools. Fortunately, many lawyers, law firms, and other community groups engage in this work. How these groups involve themselves in our schools serve as the models for lawyer engagement illustrated in this Handbook. These models are summarized in three different approaches:

1. school engagement,
2. direct student and parent representation, and
3. systemic reform.

Each approach is accompanied by examples of successful programs.

As attorneys, we share a proud tradition of caring about education and of striving to ensure that every child is given an equal and meaningful opportunity to succeed in life. We hope this Handbook, developed by the Section’s Public Schools Committee and updated by ABA President Linda Klein’s Education Commission, will encourage law firms and practitioners nationwide to replicate or even improve these programs and devote their time, energy, and expertise to improving our nation’s public schools.
Section One: School Engagement

Successful schools create successful students. Too many public schools, however, have inadequate resources, outdated textbooks, poorly maintained facilities, and underfunded technology. In schools with large class sizes, students compete for the teacher’s attention and often go without the extra assistance they need to become successful learners.

A law firm can mitigate these problems by partnering with a school. Student performance is enhanced when schools are safe, attractive, and well supplied. Students learn better when they receive individualized attention and can count on adults who care about their future and well-being.

Under the school engagement model, firms can make major contributions in the following ways:

✓ Serving as tutors and mentors;
✓ Providing speakers to address student and parent gatherings;
✓ Training parents in educational advocacy and other legal issues;
✓ Conducting moot court and civic education programs;
✓ Developing conflict resolution/mediation and restorative justice programs;
✓ Funding scholarship programs;
✓ Sponsoring field trips to courts, law offices, and cultural attractions;
✓ Developing and promoting anti-bullying/cyberbullying and anti-harassment programs; and
✓ Assisting in upgrading school technology, sports or classroom facilities.

Many firms have partnered successfully with public schools to provide a combination of these services. Local bar associations, nonprofit organizations and foundations also offer programs that law firms can implement in their partner schools.

Commitment is essential to the success of any service a firm chooses to provide. Partnerships thrive only when firms are dedicated to improving schools and to contributing to the lives of the students. For this reason, firms should commit to their partner schools for at least three years. Partners, associates and other participating employees should understand that spending time at the school is encouraged and expected on a regular basis.
Steps for Engaging with your School

- Decide the amount of time and resources your firm is willing to devote to a school. This is important work requiring a consistent time commitment from a core group of interested lawyers.
- Decide which school will be your partner school. Check with your local school district to determine which schools are the neediest or would benefit most from your project.
- Talk to the principal about forming a partnership, being clear about the general amount of time and resources your firm can devote to the school.
- Form a team from your practice and the school to define the goals and objectives of the partnership and draft a design for the program. This team will work together to implement, monitor, and evaluate the partnership’s success.
- Appoint one person at the firm and one person at the school to act as liaisons who can coordinate activities on a regular basis. These individuals may act as contacts when, for example, a tutor is unable to make a session or a child is out of school.
- Meet with the lawyers and other employees interested in taking part in the school partnership. Each participant should understand the practice encourages and expects consistent participation.

These featured programs in Section One illustrate how law firms identify and engage with public schools. Most were in the first edition of the Handbook over 15 years ago; while the partnerships have evolved, lawyers still are working with students and schools:


The nationally acclaimed MENTOR: law firm/school partnership program, created in the 1980s by lawyers, pairs major law firms with New York City (NYC) public high schools. The lawyers—partners and associates—meet with students to prepare for appellate arguments in the annual high school Moot Court competition, accompany classes on the Federal Court Visit program, invite students to the law firm to see the inner workings of the firm and to discuss possible legal careers.

Some MENTOR law firms go well beyond the four basic activities. Law firms volunteer to coach student teams for the annual high school Mock Trial competition, serve as judges for “We the People” and Project Citizen competitions, and host student interns. Law firms assist with developing a Legal Research and Writing course, or take students to the U.S. Supreme Court. The NYC MENTOR program is now entering its 34th year with some law firm/high school pairs still together from its inception. Firms looking to replicate this partnership should contact MENTOR as it has expanded nationally and internationally.
The DC Public School Partnership Program, supported by the Washington Lawyers’ Committee for Civil Rights and Urban Affairs, Washington DC.

The DC Public School Partnership Program partners 54 area law firms and businesses with individual DC Title I public schools throughout the city, in the process bringing tutoring, mentoring, and other academic enrichment to thousands of children in schools with high populations of low-income minorities and special education students.

The main concept is for these firms and businesses ultimately to become an integral part of the network of community support for their partner schools. These school partnerships also encourage parental involvement and support for school fundraising, resource and supply drives, repairs, upgrades and beautification projects.

**Tutoring, Mentoring, and Civic Education Programs**

Another way lawyers can engage with students is to serve as tutors and mentors, and to visit classrooms for Law Day and civics activities. By working directly with children, tutors and mentors provide the one-on-one attention so many students crave, but often go without. In these days of increasing class sizes and more single-parent homes, it is crucial that tutors and mentors meet with students individually, offering extra help with schoolwork and guidance in setting and following through on life goals.

**Tutoring Programs**

Tutoring and mentoring are perennially attractive activities for lawyers seeking to engage with children and schools. To be effective, tutoring programs and tutors must meet some basic requirements. A successful tutor:

- Meets with the student consistently;
- Learns and uses the student’s name;
- Listens to the student, and strives to meet the student where he or she is (see Mentoring below);
- Demonstrates genuine desires to help the student – the tutor cares about the process, and is not undertaking it for “feel good” reasons;
- Is patient and relaxed;
- Uses positive methods for responding to the student’s errors;
- Reinforces the student’s progress;
- Demonstrates proper academic processes; and
- Assists the student in progressing from being fully supported by the tutor to working independently.

It is recommended that tutors meet with their students at least once a week for approximately one and a half to two hours. If weekly sessions are not possible, tutors should work in teams so that each student can meet with a tutor every week.
Mentoring Programs

It is a great gift to help a child believe that he or she truly matters and can achieve virtually anything in life. The assistance of a devoted mentor can work wonders for a child and is one of the most valuable ways a practitioner can become involved in public schools.

A mentor is a friend. That said, the lawyer-mentor and the student may be in two different worlds in terms of neighborhood, home life, role models, and values. The lawyer-mentor may have to enter the relationship first with a commitment to learning the student’s world, which the mentor may not understand. It is up to the lawyer-mentor to take the steps necessary to meet the student where he or she is with a supporting, nonjudgmental approach. The student’s family life, friends, neighborhood, role models, etc. represents his or her real life and it is toxic to the relationship and the learning environment if the student perceives that the mentor regards them in need of “saving.” See, Emdin, Christopher, Beacon Press, Boston, MA, *For White Folks Teaching in the Hood ... and the Rest of Y’all Too. Reality Pedagogy and Urban Education* (2016), a New York Times best seller.

Whether providing a student with academic support or a shoulder to lean on, a mentor enjoys a unique opportunity to make a difference in the life of a child. Mentors can help young people meet their potential by assisting them in setting goals, encouraging them to work toward their dreams and learn from their mistakes, serving as a model for good behavior, introducing them to the world of work, and simply listening to their hopes and fears.

As with tutoring, it is recommended that mentors meet with their students at least once a week for one and a half to two hours. It is crucial that each mentor be dedicated to meeting with his student on a consistent basis. Students look forward to these meetings and are disappointed if the tutor or mentor fails to show up on a scheduled day. If a mentor must miss a session, he or she should let the student know as soon as possible.

*The next two examples of tutoring and mentoring programs show how firms and practitioners engage with students:*

**Chapman and Cutler**, a Chicago law firm, supports **Spark Chicago**, a mentorship program for underprivileged students in 7th and 8th grade. Chapman began supporting Spark mentors and finances in 2012. Chapman works with Ariel Community Academy students, a middle school on the south side of Chicago, supporting financial literacy skills and practice. Over 70 percent of Spark participants have improved school performance.

Chapman also supports **Chicago Scholars**, a mentorship program helping first generation college students understand college process and culture, and pathways to job success.
Speaker, Parent Training, and Civic Education Programs

Lawyers can help both students and parents or guardians by volunteering as speakers in the public-school setting. Lawyers possess unique knowledge about our nation’s system of justice and governance. By participating in speaker programs, lawyers can improve student awareness of how our government operates and can help teach students about Street Law and other legal issues that affect their lives.

Many students encounter difficulties in school because adults in their households are experiencing such legal problems as home eviction, job discrimination, divorce, and disability. For these students and their families, attorneys in their school can make valuable contributions as interpreters and explainers of the law. Through legal presentations about public benefits, landlord/tenant disputes, and consumer law, for example, lawyers can help parents understand the legal issues commonly encountered in the community before problems arise in their households.

A well-designed training program also can teach parents how to advocate for their children in the educational arena. Parental awareness and participation in the education of their children is often the most significant factor in improving student achievement. By empowering parents to stand up for their children’s rights, lawyers can help ensure that schools are administering existing laws and educational programs properly and that students are receiving the education they deserve.

Sample speaker programs and parent training projects are described below:

**Bar Association of San Francisco, Justice & Diversity Center, Lawyers in the Schools (LIS).**

The LIS program connects middle and high school students and local lawyers through 60-90 minute legal-themed classroom projects. Volunteer attorneys help students learn how the law works; students work on their critical and analytical skills as building blocks for college and job preparation.

**Boston Bar Association Law Day in the Schools Program.**

Volunteer lawyers visit classes throughout Boston’s Public School system as part of Law Day, reaching over 1,500 students with an insider’s take on American law. Lawyers talk with elementary, middle and high school students, sharing insights and passion for the legal profession. The total time needed is between 3-5 hours including preparation and class time.

**The Parent Empowerment Program (PEP) Washington Lawyers’ Committee for Civil Rights and Urban Affairs, Washington DC.**

PEP was formed to support each student’s civil right to a high-quality education through a concerted effort to improve our public education system by empowering parents and students from within. By working through Washington Lawyers’ Committee School Partnership Program, at least 10 DC Public Schools (DCPS) parent groups will have an opportunity to choose an academic enrichment project that will increase parent participation and student enthusiasm in learning.

The expectation for PEP is to match funds raised by parent groups each year. Law and accounting firms in the DC Public School Partnership Program will support their partner schools.
in making sound, equitable and informed decisions when choosing which academic enrichment project will create lasting change in their school.

**Law Schools Encourage Student Volunteering**

Law schools have a long tradition of encouraging students to volunteer or engage in pro bono clinics. Pro bono work helps law students learn that volunteer legal work will be part of a lawyer’s professional and ethical responsibilities. Most law schools have a plethora of volunteer projects and clinics including: immigrant justice, prison advocacy, tenant and renters’ rights, homelessness and poverty, and child and education advocacy.

One of the more popular student legal programs supports law students engaging with high school students though Street Law classes for several hours a week over a quarter or semester.

Street Law involves high school students with practical law and civic topics relevant to high schoolers, such as consumer law, conflict resolution, or how the Constitution affects them. Law student programs may focus on students’ legal rights and responsibilities, human and civil rights or how the Constitution remains relevant today. Street Law programs have spread throughout this country and internationally, taught via law schools, public schools, and civic organizations.

*See below for two examples of U.S. law schools hosting programs:*

The **Marshall-Brennan Constitutional Literacy Project**, a program at 18 U.S. law schools, engages upper-level law students to teach case-law style courses on constitutional law and restorative justice in public high schools. The Project was founded at American University Washington College of Law in Washington DC, where current Project law students are called the **Marshall-Brennan Teaching Fellows**. The Washington College of Law Project is open to all upper-level law students through competitive applications and requires teaching in a DC classroom two to three day a week. In addition to teaching, Fellows take a year-long “Constitution in the Classroom” seminar and learn classroom management through restorative justice training, and master the “We the Students” and “Youth Justice” curricula.

**Street Law at the University of Washington (UW) School of Law**

UW School of Law’s two-quarter Street Law Clinic is offered in Winter-Spring. Law students must complete an intense month-long teaching course then team teach a 15-week practical law course for two hours each week at a Seattle high school. Law students engage the high schoolers by discussing what happens when they break the law or helping them research their rights and responsibilities under the law.
Moot Court and Mock Trial

Moot court and mock trial programs are tremendously popular among attorneys involved in public schools, letting lawyers share their legal skills with students. These programs also expose students to our judicial system and allows them to experience what it is like to take part in a trial.

Although most moot court and mock trial projects are designed as an educational experience, these programs also can help address school disciplinary problems. Such projects can provide alternatives to school suspensions and expulsions because they offer opportunities to hold students accountable for their behavior in a constructive, educational way.

*Examples of successful moot court programs are described below:*

**Marshall-Brennan Constitutional Literacy Project** teaches high school students advocacy skills through appellate moot court arguments locally in each school and then in a national final.

**Hillsborough County (Florida) Bar Association Young Lawyer Division (YLD) Events — Hon. Robert J. Simms High School Mock Trial Competition.**

Students from Hillsborough County are invited to participate in the annual Honorable Robert J. Simms High School Mock Trial Competition. YLD members get to work with Tampa Bay students and introduce them to the legal system. Local attorneys volunteer as coaches for school teams where students act as both attorneys and witnesses. County winners then represent Hillsborough County in Florida’s state moot court competition.

**New York City Legal Outreach, Law and Justice Institute (LJI).**

The Law and Justice Institute is a five-week summer program for rising ninth graders where students learn about criminal justice, the trial process, and participate in a mock trial in front of judges. At LJI students interact with attorneys and judges, go on field trips, and learn skills to support education and employment success.

**The ABA Division of Public Education supports civic, mock trial and Law Day education activities including:**

- **Mock Trials.** These how-to guides, for Kindergarten through Grade 6, provide information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, scripts, and even guidelines on mock trial competitions.

- **Teacher’s Portal.** Content includes lesson plans on Law Day and civics activities; topics include civic engagement, the Constitution, due process, human rights, and much more.

- **The Clearinghouse.** A resource offering a comprehensive state by state directory of civics and law-related education programs.
Conflict Resolution/ Mediation, Anti-Bullying, and Restorative Justice Programs

There is considerable violence in many of the communities in which students learn and grow. Because of the violence around them, however, some students view violence as the primary method for resolving differences and never learn to resolve their disputes in a nonviolent way. They, therefore, may enter our streets and marketplaces without constructive means for settling differences.

Our legal system now embraces many types of dispute resolution, and more and more attorneys are enhancing their mediation and negotiation skills. Through school and student engagement, practitioners can share these techniques with students who need to learn about alternatives to violence as a way of settling their disputes.

Students may also experience other forms of school-based violence including bullying, cyber-bullying and peer-to-peer harassment. Lawyers are similarly engaged in helping students learn to protect themselves from school and cyber harassment and participate in restorative justice programs.

The following are examples of successful programs in these areas:

**Project PEACE (Peaceful Endings through Attorneys, Children and Educators)** is the peer mediation program co-sponsored by the Pennsylvania Bar Association and the Pennsylvania Attorney General’s Office. Since it began in Pennsylvania in 1999, over 100 state elementary schools have participated in Project PEACE, teaching their students to mediate conflicts with other students peacefully. Volunteer attorneys work with schools through Project PEACE to provide conflict resolution and peer mediation training.

**The Teen Court and Juvenile Arbitration Program of the Sixth Judicial Circuit Court in Pasco and Pinellas Counties, Florida.** The Teen Court program requires first time juvenile offenders who have committed misdemeanors to assume responsibility for their behavior and accept punishments sanctioned by juries of their peers. Teen Court brings juvenile offenders into a court of peers from local schools. Teen volunteers assume the roles of defense/prosecuting attorneys, bailiffs, court clerks, and jurors. Attorney volunteers serve as judges and assist students who are acting as prosecuting and defense attorneys.
The Juvenile Arbitration Program allows first-time juvenile misdemeanor offenders to enter a diversion program; juveniles entering and successfully completing the program have charges dismissed.

The ABA Section of Civil Rights and Social Justice’s Bullyproof: Lawyers Educating and Empowering to End Bullying is a comprehensive initiative that provides education and resources to help empower Parents, Educators, Students, and Young Lawyers to make bullying a thing of the past. The Project provides resources for lawyers and law students to engage middle and high school students in discussions about bullying and anti-bullying solutions.

In February 2011, the American Bar Association adopted a policy on bullying, cyber-bullying, and student-on-student harassment: ABA Bullying Policy

The ABA Youth at Risk Commission Program Bullying and Bias discussed findings from a 2010 survey of high school youth about bullying experiences.

Introduction (video)

Part 1

Part 2

GPS Solo, ABA Small Firm & General Practice Division produced Bullying, and the Laws Pertaining to It.

Covington & Burling, Restorative Justice for Youth. Young New Yorkers (YNY) is a restorative justice program allowing delinquent youth to be diverted from detention into an individualized arts curriculum. Goals for youth include developing emotional stability and behavioral skills while supporting creative self-expression. Covington is helping YNY find community support and connections to move the nascent organization forward, as well providing legal support and development advice.

Scholarship Programs

Studies indicate that nearly one-third of our nation’s children live in poverty. Many more students come from families who, while living above the poverty line, lack the funds to send their children to college. By sponsoring scholarship programs for at-risk, low-income children, law firms partnering with other organizations, can provide students opportunities to develop their potential.

The following are examples of scholarship support and mentoring programs:

Quest College Success, Naples, Florida is a nonprofit providing community students targeted high school and college preparation support. Quest also helps with ACT/SAT exams and scholarship acquisition. Low-income students are supported by an endowment given by lawyers, community and organizational sponsors. Quest assists Florida students with accessing state Bright Futures academic scholarship funding.

Dennis W. Archer Scholarship Fund, an endowment fund based within the Southeast Michigan Community Foundation, provides minority scholarships for Detroit and Cassopolis High School students to attend Wayne State and Western Michigan Universities.
Dennis W. Archer Interview

In the spirit of ABA President Linda Klein’s Education Commission looking at what lawyers can do to help children get a quality education, Tools for Schools interviewed attorney Dennis W. Archer, Past ABA President (2003-04) and former Mayor of Detroit.

Q. Reginald Turner, Chair of ABA President Linda Klein’s Education Commission, said you’d gotten him involved in a great program with students in Detroit public schools; he said he worked with law enforcement, medical and legal professionals in elementary classes. Talk about the program please.

A. The program grew out of the big concern in the 80s and 90s for children with drug use in schools. As I recall, there was an ABA Young Lawyer’s Division (YLD) midyear program in Los Angeles that described how health care professionals and lawyers went into elementary classrooms to talk about how drugs would negatively impact students’ futures. The doctors discussed the physical impact of drugs on your body; the lawyers talked about the legal ramifications of a drug conviction on a person’s future. The program was replicated in several states, building on successes the ABA had with YLD-supported civic and Bill of Rights school programs.

What we started in Detroit was called MELL, for Medical, Legal, and Law enforcement. Doctors, lawyers and law enforcement went into elementary classes, stressed how drugs could derail a student’s future. We also talked about why it was important to stay in school and graduate, how that led to good jobs and careers.

Q. Turner suggested MELL might still be a good model for school programs; would you agree?

A. If there is a need in your local community, yes, I would agree. Right now, the hottest issue is opiates, pain medications, their over-use by adults. Well, when adults start doing something, children follow. If opiate addiction is a problem in your local community, starting a program with attorneys and medical professionals going into schools, discussing the dangers – that could have an impact. Just be willing to give back to your community based on local need.
Q. Turner called you a “mentor,” and a “lawyer who inspired me.” What inspired you or caused you to begin your work on behalf of children and schools?

A. I noticed how difficult it was for children of color and students attending urban underfunded schools. What’s needed is money to buy the right equipment and maintain the buildings – if your school district doesn’t have WiFi, textbooks, and equipment, you can’t compete and the kids fall behind. This is a problem across K-12, across states and localities and is also a federal problem. Right now, federal and state policies are reducing the dollars that go into schools. There are so many funding issues affecting education.

I realized one person could make a difference, by mentoring or tutoring a student. One person could start a program, get others involved. In Michigan, for example, the American Civil Liberties Union (ACLU) plus volunteer lawyers have started a lawsuit on behalf of students who are not being provided a quality education.

If you’re a lawyer with a cause and looking for allies, go to your local bar association. Ask them to look at that issue and get involved.

So, enjoy practicing law, be ethical, return your phone calls! Lawyers who’ve worked in clinical programs say they always remember how it feels to help people in need, who can’t pay; remember that feeling! You can get the same feeling by giving back when you see a need.

Q. What’s been an unexpected challenge in your education work?

A. I’ll offer the following observation: I was the Chair of the Board of Directors of the Detroit Regional Chamber, from 2006-2007. I was working to get the corporate community interested in education, maybe adopt some schools. The Chamber got energized! We noted what the benefactors accomplished for western Michigan’s “Kalamazoo Promise” which funds high school students in Kalamazoo to go to college for free. Anonymous funders promised to pay tuition at any Michigan state colleges or universities for Kalamazoo graduates of public elementary and high schools.

A similar program has just been reenergized in Detroit, called the “Detroit Promise,” where any youngster who graduates from a Detroit high school can get a college education. The Detroit Regional Chamber is involved, their Foundation administers the Detroit Promise.

Companies and foundations have been very responsive when we’ve asked for their support but it sometimes does take that one person to start talking with school boards, demonstrating need, finding the financing. It’s one person talking with friends.

Q. Any last words or advice for what attorneys can do to work against wealth inequality and support education reform?

A. The practice of law for many of us is a calling, it is not about making money. It’s asking: how can we give back and help our communities? Everybody understands society collectively becomes stronger when children get educated, either through trade schools, good community
colleges or universities. Good schools produce good employees with great ideas and skill sets. That helps our communities become creative and competitive. Education is a vital need for children – it’s as important as health care.

So, enjoy practicing law, be ethical, return your phone calls! Lawyers who’ve worked in clinical programs say they always remember how it feels to help people in need, who can’t pay; remember that feeling! You can get the same feeling by giving back when you see a need.

One last comment: In 2001, I started the Dennis W. Archer Scholarship Fund to provide scholarships for Detroit High Schools and Cassopolis High Schools to attend to Wayne State and Western Michigan Universities. It’s an endowment fund based within the Southeast Michigan Community Foundation. I’m proud that in September of 2015, we announced that the Foundation has given in excess of one million dollars on its way towards our second million to support education.

Finally, Detroit groups contact the Community Foundation of Southeast Michigan looking for help for playgrounds, community landscaping, a pocket park or a building; they want help to improve their community cityscape. Often though, their need isn’t within the scope of the Foundation. They’re told, well, come on back and talk; we’ll contact Dennis Archer, he has another Foundation to help communities in Detroit. I’ve been able to help provide dollars for their projects, giving grants to community groups wanting to fix a sidewalk garden or a playground in Detroit. When we were talking about how one person, one attorney can make a difference working with friends: this is one person making a difference. Since I left the mayor’s office at the end of 2001, I have given over two million dollars to 501-C3 cultural and community entities.
Section Two: Student and Parent Representation

School engagement is not the only way for lawyers to become involved in the affairs of students. In fact, students and parents often find themselves needing legal assistance because of immigration or foster care status, housing instability or disparities in school expulsions. Children with disabilities, for example, may be denied services required for an adequate education. Without an attorney, the parents of these children may be unaware of their children’s rights or may feel helpless to exercise these rights.

Lawyers can provide direct representation to students and parents in a variety of contexts:

- Accompanying parents of students with disabilities at meetings to which their children’s Individual Educational Plans (IEP) to ensure students are receiving appropriate services and supports;
- Providing legal assistance and advocacy to parent organizations interested in implementing changes in school policy;
- Advocating in housing or eviction issues so students stay at home schools;
- Representing students at disciplinary and special education hearings; and
- Representing unaccompanied minor immigrants and helping them navigate schools and education.

Nationwide, a growing number of students are being suspended and/or expelled from school. As a consequence, their educational and life choices are severely limited. See also Section Three’s ABA Joint Task Force on Reversing the School-to-Prison Pipeline and its summary of “the issues in our education system that result in students leaving school and becoming involved in the criminal justice system.”

In many instances, parents of children facing school disciplinary proceedings are ill-equipped to assert their children’s rights or press school officials to identify alternatives to suspension or expulsion. Issues of poverty, culture, and language barriers also may inhibit a parent’s ability to participate effectively in the school disciplinary process.

Representing students at school disciplinary hearings or getting them into school despite immigrant status is an important way for lawyers to make contributions to the lives of students. Such representation provides a mentoring relationship with students. For example, the volunteer attorney may be the first person the student sees as a vigorous advocate of the student’s right to obtain an education.
See the following model programs:

**Volunteers of Legal Service, New York, The School-based Children’s Project** helps low-income families with legal problems that disrupt their children’s learning. The Project builds relationships between law firms and public schools; volunteer attorneys work with an interdisciplinary team of parents, teachers, and social workers, to help children succeed in school. Legal problems might include housing instability, loss of food stamps, or immigration issues.

**The Connecticut Legal Clinic School Engagement Model** treated children as the ‘canary in the mine,’ training teachers and professionals to introduce legal aid attorneys into households of the most distressed children. Attorneys then invited households to have a free legal needs assessment, assuring the household that everything shared would remain confidential. This enabled attorneys to introduce legal supports and resources more proficiently upstream before problems reached tipping points. For example, a common source of stress was from impending evictions – and because this approach enabled them to connect with households at a critical early enough juncture – they prevented evictions that were “imminent” from occurring in 85% of the cases! This timely intervention works much like a vaccine – its power derives from being administered at an early enough juncture. Early intervention also helps fortify distressed households against the prospects of losing their children to foster care.

Eliminating or alleviating sources of stress helps stabilize the child’s mental and emotional health so she can focus upon her studies. And correspondingly it enables the school district to improve educational outcomes precisely because the child can devote her attention to achieve in school, having been liberated from her fears and anxiety. Improving educational outcomes not only is a buffer against poverty but also buoys a child’s mental and emotional well-being and resilience.

**The Safe Passage Immigration Project, Safe Passage in Schools, Justice Action Center at New York Law School.**

Deputy Executive Director, attorney Gui Stampur, started Safe Passage in Schools in 2011 to support immigrant and undocumented children in New York City public schools. Safe Passage works with volunteer attorneys to educate undocumented youth in city public schools about their rights and potential for legal relief under United States Immigration Law, and provides free representation.
Antonia K. Fasanelli Interview

Tools for Schools talks with attorney Antonia K. Fasanelli, Executive Director of the Homeless Persons Representation Project, Inc. in Baltimore, Maryland. Fasanelli also serves as the American Bar Association’s Section on Civil Rights and Social Justice Co-Chair of the Economic Justice Committee, 2014 – present.

Q. Talk about your work, please, and what you do.

A. I direct The Homeless Persons Representation Project (HPRP), Maryland’s only legal services and advocacy organization dedicated to eliminating homelessness. The organization also supports a Homeless Youth Initiative, which serves youth ages 13 to 25 who are homeless or at-risk, with a particular emphasis on youth who are unaccompanied by a parent or guardian. This initiative provides legal representation in housing, public benefits, and expungement matters and leads HPRP’s systemic advocacy efforts to prevent and end youth homelessness.

Q. So HPRP works with young people on expungement. Could you expand on what expungement is, why it matters?

A. Expungement is the removal of criminal charges from the public record. For example, we might petition the court to expunge evidence of any arrest where charges where never filed. One of our former attorneys, the late Linda Kennedy, fought to include homeless people as a recognized class under Maryland’s hate crime statute, advocated for automatic expungements for some arrests that are never charged, and pressed to expand Maryland’s expungement law to minor offenses such as sleeping in a park or loitering, which have a disproportionate impact on people who are homeless, including youth. HPRP continues to advocate, with other partner organizations, to expand Maryland’s expungement law to this day.
Q. Homelessness exacerbates many problems including joblessness, health issues, and educational instability. Can you discuss why homelessness is a barrier to educational success?

A. Stable shelter is a component of educational stability. Children make connections at their home schools, they play sports, play in the band, join school clubs. They connect with teachers and mentors. They may get subsidized breakfast and lunch. Becoming homeless can easily rupture those connections, cause children to miss significant class time and exams. Homeless clients often tell our attorneys that remaining close to their child’s school is just as important as getting stable shelter. School stability is so important, any housing program funded by the Department of Health and Human Services has to have someone on staff make sure children are accessing their educational rights. In some housing programs that staffer is called a school navigator. Anything that disrupts family stability: homelessness, consumer debt, job loss, can disrupt school success.

Q. If you could talk with homeless policy experts or philanthropists, what would be the one thing you’d want to promote educational success?

A. Housing stability. Enough affordable housing. I’m continually shocked that people will fund education but not housing. They don’t see the connection between stable housing and strong educational outcomes for kids.

Homeless clients often tell our attorneys that remaining close to their child’s school is just as important as getting stable shelter.
Section Three: Systemic Reform

Lawyers are in a unique position to help bring about systemic reforms in the educational system. Lawyers are using legislation, litigation, town halls, task forces, and ABA policy to transform education.

Here are some examples:

School-to-Prison Pipeline

ABA’s Joint Task Force on Reversing the School-To-Prison Pipeline (RSTPP).

School to Prison Pipeline Preliminary Report. The school-to-prison pipeline—the metaphor encompassing the various issues in our education system that result in students leaving school and becoming involved in the criminal justice system—is one of our nation’s most formidable challenges. It arises from low expectations and engagement, poor or lacking school relationships, low academic achievement, incorrect referral or categorization in special education, and overly harsh discipline including suspension, expulsion, referral to law enforcement, arrest, and treatment in the juvenile justice system…

See the full report, including recommendations; ample opportunities exist for law firms or sole practitioners to volunteer.

ABA Policy Eliminating School-to-Prison Pipeline, August. 2016

ABA Section of Litigation: Access to Justice. Educational Civil Rights Accountability Project. Providing education, training and tools to civil rights, legal aid, and pro bono attorneys around issues related to the school-to-prison pipeline, and disparate outcomes in education.

ABA Section of Litigation/Litigation News: Integrating Systems for Children with Disabilities. We’re a nation in paradox when it comes to taking care of our children. It’s an indictment of communities across the country when, on one hand, we promulgate laws to promote the education of children with disabilities, and, on the other, we fail to safeguard them from incarceration on relatively minor school offenses that are likely a manifestation of their disabilities.

The school-to-prison pipeline—the metaphor encompassing the various issues in our education system that result in students leaving school and becoming involved in the criminal justice system—is one of our nation’s most formidable challenges.
School finance reform litigation offers the opportunity for many lawyers to become involved in morally compelling and intellectually interesting lawsuits. Since the U.S. Supreme Court blocked federal constitutional relief in the 1973 case of San Antonio School District v. Rodriguez, challenges to inequitable school funding have been brought exclusively in state courts and have been based on state constitutions’ education and equal protection clauses. Close to 40 states have been sued at least once since 1974, and at least 18 funding plans have been declared unconstitutional.

Much work remains to be done. Even in those states where litigants have been successful in their initial challenges, court proceedings regarding remedies often last for years; in New Jersey, for example, the State Supreme Court in May 1997, in its 10th school finance decision in 25 years, once again declared New Jersey’s funding formula unconstitutional. In addition to offering direct assistance to plaintiffs’ attorneys, many opportunities exist for representing amici, as a number of diverse groups have a significant stake in the outcome of school finance litigation.

Lawyers also can contribute to their communities in this area by organizing forums that educate and promote civic dialogue concerning fiscal equity or litigation reform in public education. Panel discussions during local bar or public interest law meetings provide an excellent way to start this dialogue. Panel members could include a teacher or administrator from a local public school, a public interest attorney, and a local politician or school board member with an interest in educational equity or litigation reform.

Other potential panel members include local business leaders who recognize the value of an educated work force and/or law enforcement personnel who can provide examples of how effectively educating community children can help reduce crime. Clergy members also may be interested and wish to participate. During the discussion, panel members should describe examples of funding disparities in their area and the impact those disparities have on students. The panel also can discuss any legal developments in the community, as well as national equity and litigation reform developments. Such discussions can increase a community’s understanding of problems created by inequitable public-school funding. And that is a start to begin discussing possible solutions.
ABA Section of Litigation/Access to Justice, Urban Educational Inequalities: Why the Growing Concern? Education is essential for personal growth and financial prosperity, but when analyzing the way education is administered in both the urban and suburban communities, a vast disparity becomes quite apparent.

Educational Standards

It is the job of schools to ensure students are able to meet state academic standards. Usually, the school, district, or state provides an assessment of whether students are meeting the standards.

This assessment may lead to discussions among parents, students, educators, and community about what academic standards are, what the community wants its students to know and how standards can work to improve the quality of education in the community. Of equal importance is asking: what happens if schools are not enabling students to meet the standards?

In many places, however, there has been no such discussion. Below are examples of questions that parents and advocates might ask on behalf of students to promote discussion regarding standards-based reform:

- Does this school have standards? Are they challenging? Who decided what the standards are? (If the school has standards, go on to question 2. (If the school does not have standards, determine whether the state has standards. If it does, the school may not be implementing standards effectively.)

- Are the standards applicable to all students -- students with disabilities, limited-English proficiency, or low-income backgrounds? Do school staff expect and help them learn to meet these standards? Are they placed in lower track courses with lower standards?

- Are courses designed to help students meet the standards?

- Do the standards guide what teachers teach?

- Do teachers use the standards when they develop learning materials?

- Do the tests students take correspond to the standards and what the teachers cover in class?

- Are all groups of students—whether low-income, disabled, limited English proficient, of different races and gender—doing well on the tests?

- For what purposes are the test results used?

- If a student is not meeting the standards, how is the school prepared to help that student?

The answers to the above questions can be the impetus for good discussions about what is occurring in a school and how it can be improved to meet the needs of all students.
Meeting Process

Using a process that includes the many voices and views in a school community can be a very effective tool in addressing these and other core questions concerning standards, whether a school is meeting them and what action the relevant government authority (school district, state committee, state government) might take to address gaps.

Lawyers understand and value process and can bring that skill in helping facilitate school community discussions of various topics. Here are some steps to consider for meeting facilitation:

- Help the relevant government authority create the invitations to the discussion forum. The ideal discussion group is 8-12 people, who represent key, diverse viewpoints and disciplines. This may prove to be a challenge if the group is to include several representatives from faculty, administration, students, parents, and other interested community members.

- Be introduced by administration as the facilitator – one who does not take sides, but helps focus and clarify issues to assist in decision making by the relevant authority. It should be made clear that the facilitator is in charge of the process and has authority to start and end the session, and table further discussion of a particular point for another time.

- Bring written general ground rules on civility, listening, speaking time, politeness, cell phones, etc. and go over them.

- Lead brief introductions, and have name cards.

- Gain agreement on the exact question to be addressed in the discussion; print it legibly on a chart pad for all to see and refer to during the session.

- Everyone should be given a pad of sticky notes and a marker.

- Once the group is ready, the facilitator should initiate a period of silent work by all group members (e.g., 5 minutes) during which time each person writes one idea related to the question on a sticky note in large letters, and continues to fill out as many sticky notes as he/she has ideas.

- After the silent working period, the facilitator should go around the table and have each person read only one of his/her ideas, and then have the next person read one idea, and so forth until all ideas are read. Remind everyone that as ideas are read comments should not evaluate the idea, but may only ask for clarification needed to better understand it.
After each sticky note is read, the facilitator should place it on chart pad pages taped along the walls – for eventual grouping. They should be placed randomly, and not suggest any grouping.

It is appropriate for anyone in the group to put another idea down on his/her sticky notes during the read-out session. In fact, one idea often leads to another.

Once all ideas are read-out, the group should have another period of silent work (e.g., 10 minutes), where they stand looking at the chart pad pages with sticky notes and each person in any order may move sticky notes into groupings because to him/her they are somehow related. If one sticky note seems to some to belong to more than one grouping, the facilitator can copy it so that it can be in both places.

Next, the facilitator will lead a discussion about the idea groupings, and assist the group in giving a name or description to the various groupings.

If the facilitator or the discussion group want to prioritize the groupings, the facilitator can help with a forced ranking process by asking the group if grouping A or B is higher priority, and by a lot (5 points) of a little (1 point) or in between (3 points +/-); and then if A won, whether A or C has a higher priority, and by a lot or a little or in between. This can be done for all pairs of combinations and the winning grouping will become evident from the point total.

The same process can be used to prioritize the ideas within a grouping, although from experience an interim process of holding another brainstorming session to flesh out the highest priority groupings tends to draw out more ideas. It may then be riper for prioritization.

Discuss the draft report to be prepared, most likely by the facilitator, its review and completion.

It is likely not necessary to reach a group decision as to whether a particular idea or action is approved or rejected; remember, that the output of the discussion most likely is a report of some kind to the governing authority, and as long as each idea is faithfully recorded, the idea will be passed along for due consideration.

Examples of organizations that work on systemic reform follow:

**Center for Law and Education (CLE), Washington DC & Boston, MA.** The Center for Law and Education, a support center for the Legal Services Corporation, works on student rights to quality education and helps communities work through local education issues. CLE specializes in the legal rights and responsibilities of students as well as improving the quality of education for low-income students.

CLE also works nationally and locally using legislation to drive quality education for all. Title I acts as a tool to increase parental involvement and provides support to focus on improving the quality of education for low income students.

**Legal Center for Foster Care & Education**

Because the lives of children in foster care are often filled with uncertainty and loss, school is a critical environment for safety, structure, and opportunity. Yet, children in foster care face numerous unique barriers to education particularly due to living instability, both when children are initially removed from their homes and during their time in foster care. On
average, children in foster care experience two to three living placements during their time in care, which too often lead to school changes. When children change schools, they usually lose academic progress and part from peers and adults with whom they developed positive relationships. Thus, school changes can compound the negative effects of instability that children in foster care already experience due to disruptions in their home life.

Data shows that students in foster care have the lowest graduation rates, highest mobility rates, and highest drop-out rates, even compared to other at-risk students.¹ They may also often experience relationship instability, gaps in knowledge, trauma, homelessness, and abuse.² However, small changes in how agencies work with children in foster care can make a significant difference. In addition to the child welfare system, the education system – school boards, administrators, teachers, and other school staff – has an important role in supporting the success of children in foster care.

Pro bono attorneys can represent foster care children and ensure their educational rights are respected by schools. For example, schools must strive to ensure children in care remain stable in school placements whenever it is in their best interest. Also, schools must facilitate smooth transitions and immediately transfer records when students in foster care change schools, with particular attention to those with special education needs.³

Children in foster care often do not have the same access to consistent adult relationships, academic support, and resources as their peers, so practitioners can act as a stable resource for the child and educate schools and teachers about the child’s needs. For example, students who have experienced trauma may also react strongly to various triggers, so it is vital that educators avoid stigmatizing and punishing students in a way that causes re-traumatization.⁴

In the classroom, educators should avoid making assumptions about family structure when creating assignments and making references to parents.⁵ Instead, schools ought to communicate consistently with the students’ caretakers, meet their academic needs, and engage them in the school community.⁶ A trauma-sensitive learning environment can create a safe, stable academic setting for students in foster care to thrive. Finally, practitioners can support schools in keeping updated on local, state, and national legislation, policies, and practices as well as the legal rights of children in foster care and how to most

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2. National Center Brief, The Roles of Schools in Supporting Children in Foster Care (Mar. 2010).
4. Education Law Center, Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools.
5. The Center for Future of Teaching and Learning for the Stuart Foundation and the Ready to Succeed Leadership Team, Ready to Succeed in the Classroom: Summary Support (May 2010).
6. Foster Care Month, What Teachers and Educators Can Do to Help Youth in Foster Care.
effectively meet their educational needs.\textsuperscript{7} The \textbf{Legal Center for Foster Care \& Education} is a national technical assistance and training resource that can help attorneys stay up-to-date with new laws and policies. More importantly, it offers numerous tools and resources to better support children in foster care.\textsuperscript{8} Visit \url{www.fostercareandeducation.org} to learn more and join the Listserv to stay connected.

\section*{School Governance}

Many areas are experimenting with involving school stakeholders – parents, teachers, students, principals, and the community in school governance through a variety of legal mechanisms: state law, collective bargaining agreements, or pilot policies adopted by boards of education or school superintendents. However, stakeholders of individual schools often do not have the resources or the knowledge to affect these governance decisions. Volunteer attorneys can provide legal advice regarding racially disparate disciplinary outcomes, rapid diversion to the criminal justice system, and school district funding inequities.

\textit{Here are examples of work on school governance:}

\textbf{The Chicago Lawyers’ Committee for Civil Rights Under Law, Inc. Education Equity Project} believes access to free, quality education is a civil right. To that end lawyers, educators, policy-makers, community organizations, and community members must work to reform the culture of punitive school discipline and secure access to education for every student. The Project works with volunteer attorneys to represent students at expulsion, supports implementing restorative justice programs, and provides trainings on school-to-prison pipeline issues.

\textbf{ABA Section of State and Local Government Law}, \textit{2012 EDUCATION LAW SYMPOSIUM AND FALL MEETING: Urban Public Education Reform: Governance, Accountability, Outsourcing.}

\textsuperscript{7} Foster Care Education, \textit{A guide to meeting the educational needs of youth in the child welfare system.} (Colorado 2-pager).

\textsuperscript{8} The Legal Center for Foster Care and Education: \url{http://www.fostercareandeducation.org}
Reginald M. Turner, Jr. Interview

Tools for Schools interviewed Reginald M. Turner, Jr., Chair of the American Bar Association Commission on the Lawyers’ Role in Assuring Every Child’s Right to a High Quality Education.

Q. Talk about your experience representing public school districts and charter schools.

A. I’ve been a school board member at the local and state levels; my firm, Clark Hill, PLC, is counsel to 50 or 60 school districts and charter school groups across Michigan. The education practice group handles the full panoply of education issues from routine matters, such as overseeing vendor and maintenance contracts, to education policy work at the local, state and federal levels.

Q. You are currently working on an amicus brief for Kappa Delta Pi, (KDP), International Honor Society in Education, on behalf of Michigan schoolchildren in a literacy lawsuit against the state. Were you recruited or did you volunteer? What does that entail?

A. One of the outside counsel for amicus curiae Kappa Delta Pi reached out to me. We are monitoring the pleadings and court rulings in the case, and recently submitted a brief supporting the plaintiffs. The lawyers representing the plaintiffs have much more to do as they are engaged in determining and presenting the facts and formulating legal arguments in their effort to persuade the court to recognize a fundamental right to literacy.

Q. It sounds like it helps to have allies in class action litigation or wealth inequality work. Is that your experience?

A. Absolutely. I had the privilege of representing intervening students of color in University of Michigan affirmative action cases, which reached the U.S. Supreme Court. Our teams supported the work of The NAACP Legal Defense and Education Fund (NAACP-LDF), which is essentially a nonprofit civil rights law firm established by then-attorney Thurgood Marshall, who did significant early work against school segregation, including in Brown v. Board of Education. That group [NAACP-LDF] has a rich history in class action education work so it’s a great resource. Other groups such as the Lawyers’ Committee for Civil Rights Under Law or the American Civil Liberties Union (ACLU) also provide important support for education reform.
Q. And could you provide some examples of your work with the ABA?

A.

- American Bar Association
- Michigan State Delegate, 2008-present
- House of Delegates (HOD), 2002-present
  - HOD Committee on Rules & Calendar, Chair, 2014-2016
- HOD Nominating Committee, 2008-present
- HOD Steering Committee, 2008-10
- Steering Committee Vice Chair, 2009-2010
- HOD Issues Committee, 2010-2014
- Issues Committee Vice Chair, 2010-14
- Membership Chair, State of Michigan, 1999-2004
  - Commission on Racial and Ethnic Diversity in the Profession, 2008-2010 and 2011-2014
    Commission Chair, 2011-2014
- Commission on the Lawyer’s Role in Assuring Every Child’s Right to a High-Quality Education, 2016-present

Q. What’s been an unexpected challenge in education reform?

A. Unfortunately, many people don’t have a full understanding of the quality of education their schools are providing. In Michigan, very few adults know that Michigan has fallen precipitously in 4th grade reading – down to the bottom quartile of states – on a statistic that is an important predictor of adult outcomes. Moreover, there is a fair amount of apathy about inequality in education. Huge funding disparities exist across states and within states and communities. After all the litigation and research, there’s still such a wide disparity between the best schools and worst schools. And the worst schools tend to be in underfunded urban or rural poverty areas. Policy makers haven’t taken the effort to give all children the right to an education.

It is acceptance of inequality when we know that children who haven’t learned to read by 4th grade face a greater likelihood of ending up in the criminal justice system – and too many children continue to get to 4th grade and can’t read.

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The lawyers representing the plaintiffs have much more to do as they are engaged in determining and presenting the facts and formulating legal arguments in their effort to persuade the court to recognize a fundamental right to literacy.
Q. Any last words or advice for what attorneys can do to support education reform?

A. Get involved. I suggest joining organizations engaged in this work: join the Parent Teachers Association (PTA), get on the school board. You don’t have to bring a lawsuit to promote change. Get to know the leaders at your local school.

Or volunteer for career day, go into the schools. Here’s a shout-out to a mentor of mine, Dennis Archer! He’s a past ABA President and Mayor of Detroit. He got me involved in a program called MELL in Detroit where medical, legal and law enforcement professionals went into the schools over several years. We talked with the students about what could go right and what could go wrong depending on the paths they took. It was a great program, and a good model for what attorneys can do in schools. Interview him for *Tools for Schools!* (See end of Section One for Archer interview.)

**Conclusion**

The size and success of programs in which lawyers become involved with public schools varies with the resources available. However, the need for such involvement continues to be great. It is a tribute to so many lawyers that they dedicate their time and energy to assist America’s schools to educate America’s children.

It is the experience of the ABA Commission on the Lawyers’ Role in Assuring Every Child’s Right to a High Quality Education and the ABA Section of Civil Rights and Social Justice that there are many interested and dedicated lawyers nationwide looking to serve. To those lawyers and to schools and students looking for those lawyers, we hope this *Handbook* is of some assistance. Every student that you reach is another light that shines ever more brightly.
ABA School Policies

Disabilities
Learning Disabled Children, Aug. 1983

Corporal Punishment
Corporal Punishment in Child Care & Education Institutions, July 1985


Violence
School Violence Prevention, Feb. 2004

Homelessness & Foster Care
Education Access for Homeless & Foster Youth, Aug. 2004

Right to Education
Youth Rights to a High Quality Education, Aug. 2009

Bullying
ABA Bullying Policy, Feb. 2011

School-to-Prison Pipeline
Eliminating School-to-Prison Pipeline, Aug. 2016

FAQ

Q. I’ve been asked to represent our firm on Law Day in our elementary school. It’s tomorrow. What’s the best resource?
A. The ABA Division of Public Education supports civic, mock trial and Law Day education activities including lesson plans on Law Day and civics activities; topics include civic engagement, the Constitution, due process, human rights, and much more.

Q. Do you know of any programs where lawyers help immigrant children in school?
A. See The Safe Passage Immigration Project, Safe Passage in Schools, Justice Action Center at New York Law School.

Q. What’s a good program for a law firm that wants to develop a school partnership?

Resources


ABA Commission on the Lawyers’ Role in Assuring Every Child’s Right to a High Quality Education

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Thanks to ABA Center on Children and the Law for compiling ABA SCHOOL POLICIES.
Appendix Two

The ABA Section of Civil Rights and Social Justice’s Education Committee replaced its Public Schools Committee in the early 2000s. The Education Committee is co-chaired by Pauline A. Weaver and Beth K. Whittenbury. For more information visit the website: http://apps.americanbar.org/dch/committee.cfm?com=IR504100

Special Thanks to the Section’s 1999 PUBLIC SCHOOLS COMMITTEE for their research and compilation of the 1st Edition of this Handbook.

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Tel: (312) 332-2494
E-mail: zohagin@elcecrul.org

Vice Chair/Northeast Region
Johnita P. Due
Winthrop Stimson Putnam & Roberts
New York, NY
Tel: (212) 858-1767
E-mail: due@winstim.com

Vice Chair/Southeast Region
Roland Sanchez-Medina Jr.
McDermott, Will & Emery
Miami, FL
Tel: (305) 358-3500
E-mail: rsanchez-medina.jr@mwe.com

Vice Chair/Mid-Atlantic Region
Iris J. Toyer
Washington Lawyers’ Committee for Civil Rights & Urban Affairs
Washington, DC
Tel: (202) 835-0031 ext. 117
E-mail: iris_toyer@washlaw.org
Appendix Three

Dennis W. Archer Resume
Antonia K. Fasanelli Resume
Reginald M. Turner, Jr. Resume
MEDical, Legal, and Law enforcement (M.E.L.L.)
CURRICULUM VITAE

PERSONAL:

Name: Dennis Wayne Archer
Chairman & CEO, Dennis W. Archer PLLC
Chairman Emeritus, Dickinson Wright PLLC
500 Woodward Avenue, Suite 4000
Detroit, Michigan 48226-3425
(313) 224-3630 Phone
(313) 224-3598 Fax
darcher@dickinsonwright.com

Spouse: Trudy DunCombe Archer
Judge, 36th District Court, retired

Children: Dennis Wayne Archer, Jr.
Vincent DunCombe Archer

Grandchildren: Dennis W. Archer III
Chase Alexander Archer

EDUCATION:

1970 J.D. Detroit College of Law
1965 B.S. Western Michigan University

OCCUPATION:

2010- President, Dennis W. Archer PLLC
2010- Chairman Emeritus, Dickinson Wright PLLC
2002-2009 Chairman, Dickinson Wright PLLC
2011-2016 Jefferies Global Senior Advisory Board
1994-2001 Mayor, City of Detroit, Michigan
1991-1993 Partner, Dickinson, Wright, Moon, Van Dusen & Freeman, Attorneys at Law
1986-1990 Associate Justice, Michigan Supreme Court
1973-1985 Shareholder, Charfoos, Christensen & Archer, P.C., Attorneys at Law
1984-1985 Adjunct Professor, Wayne State University Law School
1972-1978 Associate Professor, Detroit College of Law
1971-1973 Shareholder, Hall, Stone, Allen, Archer & Glenn, P.C., Attorneys at Law
1970-1971 Gragg & Gardner, P.C., Attorneys at Law
Admitted to Practice: All courts in Michigan; Federal District Court, Eastern District; United States Court of Appeals, Sixth Circuit; District of Columbia; and United States Supreme Court
1965-1970 Detroit Board of Education, Teacher, Learning Disabled
Duffield Elementary School 1967-1970
Bunche Elementary School 1965-1967
CORPORATE BOARD OF DIRECTORS:

2015- TopBuild
2011-2016 Progressus Therapy
2004-2016 The Infilaw System - Chair, National Advisory Board
2004-2016 MASCO Corporation
2002-2014 Johnson Controls Inc.
2002-2014 Compuware Corporation

NATIONAL COMMITTEES:

2014 National Association of Corporate Directors, Fellow
2013 International African American Museum, National Advisory Board
2009- National Democratic Party - At Large Member
2008- Bipartisan Policy Center, Co-Chair National Transportation Policy Project
2008- Skadden, Arps and City College of New York Honors Program Advisory Board
2005-2008 The Peter and Patricia Gruber Foundation Advisory Board
2000-2001 National League of Cities, President
2000 U.S. Department of Housing and Urban Development, National Task Force on Predatory Lending
1999-2000 National League of Cities, First Vice President
1999-2000 National Democratic Party, General Co-Chair
1999- AFL-CIO Working for America Institute, Board of Trustees
1998-2000 Fannie Mae
1998-1999 National Advisory Council
1998-2000 U.S. Department of Housing and Urban Development, Joint Center for Sustainable Communities Advisory Council
1997-2001 The United States Conference of Mayors, Trustee
1997- The Brookings Institution, Center on Urban and Metropolitan Policy, Advisory Board
19961997 National League of Cities, Community and Economic Development Policy Committee, Vice Chair
1996 1996 Democratic Convention Platform Committee, Co-Chair
1996-2001 National Conference of Democratic Mayors, President
1995 National Committee on Crime Control and Prevention
1995 The United States Conference of Mayors, Entitlements Subcommittee of the Standing Committee on Urban Economic Policy, Chair
1994-1997 The United States Conference of Mayors, Advisory Board
1994-2001 National Conference of Black Mayors, Board of Directors
1994-2001 Intergovernmental Policy Advisory Committee of the United States Trade Representative
1994 The United States Conference of Mayors, Crime Bill Task Force
PROFESSIONAL AFFILIATIONS:

American Bar Association

Recipient of 2016 ABA Medal
Chair, Task Force on the Financing of Legal Education, 2014
Task Force on Preservation of the Justice System, 2010-2011
American Bar Association Representative to the United Nations, 2009-
Chair, ABA Center on Racial and Ethnic Diversity, 2005-2006
President, 2003-2004
President-Elect, 2002-2003
Board of Governors 1999-2002
State Delegate, 1990-2000
House of Delegates, 1979-
  Chair, Rules and Calendar Committee, 1990-1992
  Chairman, Drafting Committee, 1986-1988
  Past Chairs Advisory Committee, 2000-2001
Special Committee on Judicial Independence, 1997-1999
Consortium on Legal Services and the Public, 1991-1993
  Chair, Standing Committee on Legal Aid and Indigent Defendants
Chair, Section Officers Conference, 1988-1990
  Conference Planning Committee, 1987; Chair, 1988
Chair, Commission on Opportunities for Minorities in the Profession, 1986-1991
Section of Legal Education and Admissions to the Bar, Council Member, 1989-1995
  Law School Accreditation Committee, 1982-1988
Board of Editors, ABA Journal, 1988-1994
Task Force on Governance, 1990-1991
Board of Editors, The Practical Litigator, 1989-1994
Judicial Administration Division
  Task Force on Opportunities for Minorities, 1987-1990
Section of Tort and Insurance Practice
General Practice Section
  Past Chairs Advisory Member, 2005-2006
  Chair, 1987-1988
  Chair-Elect, 1986-1987
  First Vice-Chairman, 1984-1985
  Executive Council, 1979-1985
  Chairman, CONSTABARS, 1983-1985
  Chairman, Survey Committee, 1982-1984
  Chairman, Delivery of Legal Services Committee, 1980-1983
  Vice-Chairman, Committee on Resolution 117, 1982-1983
  Vice-Chairman, Committee on Advocacy, 1979-1980
Individual Rights and Responsibilities Section, 1974-1988
Task Force on Minorities in the Legal Profession, 1984-1986
Advisory Committee, American Prepaid Legal Services Institute, 1985
Consortium on Professional Competence, 1983-1984
Litigation Section, Trial Practice Committee, 1983-1984
Chairman, Special Committee on Prepaid Legal Services, 1981-1983
President, American Prepaid Legal Services Institute, 1982-1983
Lawyer Referral and Information Service Committee, 1978-1979
Special Committee to Survey Legal Needs, 1974-1978
Criminal Justice Section, 1974-1978
Young Lawyers Division
   Fellows Member
   Assembly Speaker, 1977-1978
   Assembly Clerk, 1976-1977
   National Director, 1975-1976
   Executive Council, 1974-1975
   Chairman, Committee for the Protection of Civil Liberties and Civil Rights, 1974-1975
Editorial Board of Barristers, 1974-1975
The Fellows of the American Bar Foundation, Life Member

American Board of Trial Advocates (ABOTA)
National Board Member, 2003
Co-Chair, Membership Diversity Committee, 2003
Member, 2003-

American Judicature Society
Board of Directors, 1977-1981
Committee to Study Federal Judicial Selection, 1976-1977

Litigation Counsel of America - Trial Lawyer Honorary Society
Litigation Counsel of America Advisory Board, 2014-2015
Fellow, 2009-

National Bar Association
President, 1983-1984
President-Elect, 1982-1983
Special Assistant to the President, 1981-1982
   National Bar Association Self-Development Fund Proposal
   National Bar Association Affiliate Outreach Program Proposal
Member, Convention Committee, 1982 Annual Meeting
   Subcommittee Chairman, Ads & Exhibits Member
   501 C-3 Tax Exemption Committee, 1981-1982
Special Assistant to the President, 1980-1981
Deputy Regional Director, 1972
Life Member

State Bar of Michigan
Past Presidents’ Advisory Council Committee, 2012
President, 1984-1985
President Elect, 1983-1984
Vice-President, 1982-1983
State Bar Commissioner, 3rd Circuit, 1976-1985
Executive Committee, State Bar Commissioners, 1977-1985
Representative Assembly, 1972-1985
Michigan Supreme Court Committee on State Bar Activities, 1984
Co-Chair Judicial Qualifications Committee, 1982-1984; Member, 1974-1980
Special Committee on Specialization, Advertising and Certification, 1977-1983
Professional Assistance Committee, United States District Court, Eastern District, 1980-1982
Chairperson, Delivery of Legal Services Committee, 1979-1982
Co-Chairperson, State Bar Standing Committee on Grievance, 1977-1978
Standing Committee on Lawyer's Assistance, 1977-1978

**Wolverine Bar Association**

President, 1979-1980
President-Elect, 1978-1979
Second Vice-Chairman, 1974-1975

**Detroit Bar Association**

Strategic Planning Committee, 1986-1987
Co-Chairperson, Public Advisory Committee, 1973-1978
Board of Directors, 1973-1975
Young Lawyers Section
  Chairman, 1973-1974
  Vice-Chairman, 1972-1973
  Secretary, 1971-1972

**International Society of Barristers**

Fellow

**Thomas M. Cooley Club**

Member

**Sixth Circuit Judicial Conference**

Life Member

**Federal Circuit Bar Association**

Member

**CIVIC/COMMUNITY ACTIVITIES**

Arts Commission, City of Detroit, 2011-2013
Chair, Board of Directors, Detroit Regional Chamber, 2006-2007
Western Michigan University, Board of Trustees, 2005-2012
Western Michigan University, Chair, Board of Trustees, 2011-2012
Dean's Advisory Board, University of Detroit Mercy, 2005-2008
First Vice President and Chair Mackinac Policy Conference, Detroit Regional Chamber, 2005-2006
Board of Directors, Detroit Regional Chamber, 2002-2009
Board of Directors, Henry Ford Health Systems, 2002
Executive Committee, The Economic Club of Detroit, 1996-
Board of Directors, Young Men's Christian Association of Metropolitan Detroit, 1991-1993
Member and Trustee, Community Foundation for Southeastern Michigan, 1989-2008
Board of Directors, United Way for Southeastern Michigan, 1991-1995
Board of Trustees, Olivet College, 1991-1994
Vice Chairman, Board of Directors, Michigan Cancer Foundation, 1987-1993
Board of Directors, Michigan Cancer Foundation, 1985-1992
Board of Governors, Comprehensive Cancer Center of Metropolitan Detroit, 1985-1990
Board of Directors, The Economic Club of Detroit, 1987-
Old Newsboys’ Goodfellow Fund, 1980-
Board of Trustees, Detroit College of Law, 1985-1987
Millionaires Club, Museum of African-American History
Community Advisory Board, Omni International Hotel, Detroit, 1985-1986
Board of Directors, Metropolitan Detroit Convention & Visitors Bureau, 1983-1986
Detroit College of Law 50th Anniversary Commission, 1986
Member, Detroit Chamber of Commerce, 1984-1985
Finance Committee, Carl Levin for U.S. Senate Re-Election, 1984
Legal Advisor, "Good Afternoon Detroit," WXYZ-TV (ABC), 1982-1984
Board Member, State Board of Ethics, State of Michigan, 1979-1983
Board of Directors, Legal Aid and Defenders Association of Detroit, 1980-1982
Campaign Director, George W. Crockett, Jr., U.S. Congress, 13th District, 1980, 1982
Executive Finance Committee, Donald W. Riegle for U.S. Senate Re-Election, 1982
Finance Committee, James J. Blanchard for Governor of Michigan, 1982
Finance Committee, William Lucas for Wayne County Executive, 1982
General Counsel, Re-Election of Coleman A. Young for Mayor, City of Detroit, 1981
Campaign Director, Shirley Robinson Hall, Clerk, City of Detroit, 1981
Co-Chairman, Metropolitan Detroit Community Coalition for the Democratic Party, 1979-1980
Secretary, Detroit School District, United States District Court Monitoring Commissioner, 1978
Director, Detroit Get-Out-The-Vote Campaign, Michigan Democratic Party, 1978
Detroit Taxi Cab Commission, 1976-1978
Campaign Manager, Coleman A. Young for Mayor of Detroit, 1977
Host, "Issues," WXYZ-TV (ABC), 1974-1976
Campaign Manager, Samuel C. Gardner, Judge of Recorder's Court, 1972
Metro Campaign Manager, Richard H. Austin for Secretary of State, 1970
NAACP, Life Member

PUBLICATIONS

Author, “Financing Transportation in America,” Public Sector Digest, Fall 2012
Author, "Remarks by Dennis Archer at The University of Alabama School of Law, Farrah Law Society Banquet, February 27, 2004," The Journal of the Legal Profession, Vol. 28, No. 1, Spring 2004
Member, National Research Council Policy Division, Committee on Harnessing Science and Technology for America’s Economic Future which published “Harnessing Science and Technology for America’s Economic Future,” 1999
Co-Author, "Guaranteeing Liberty and Justice for All," *Interwoven Destinies, Cities and the Nation*, 1993
Author, "Blackballed -- A Case Against Private Clubs," *Barrister*, Summer 1983

**LECTURES**

Distinguished Speaker Series, Haworth College of Business, Western Michigan University, October 2012
Resident Fellow, Harvard University Institute of Politics, John F. Kennedy School of Government, September 2010
Distinguished Jurist-in-Residence Program, St. John's University School of Law, October 2008
James P. White Lecture, Indiana University School of Law, October 2003
Gunderson Lecture, University of South Dakota Law School, April 2002
Distinguished Speaker Series, Haworth College of Business, Western Michigan University, March 1997
William K. McNally Memorial Lecture, University of Michigan School of Business Administration, January 1996
ICLE Seminar, Winning Advocacy Techniques at the Appellate Level, December 1990
Thomas F. Ryan Lecture, Georgetown University Law Center, November 1990
1990-91 Kormendy Lecture, Ohio Northern University School of Law, April 1990
Distinguished Jurist-in-Residence, Hamline University School of Law, October 1989
Fifth Annual NAACP Clarence M. Mitchell, Jr. Memorial Lecture, July 1989
Lecturer - "Public Policy--Legislators and the Obligation of the Bar," Georgia Trial Lawyers Association, March 1988
Martin Luther King-Cesar Chavez-Rosa Parks Visiting Professor, Northern Michigan University, September 1987
Mellon Lecture, University of Pittsburgh School of Law, January 1986

**HONORARY DEGREES**

Honorary Doctor of Laws, Michigan State University - December 2016
Honorary Juris Doctor, Phoenix School of Law, May 2011
Honorary Doctor of Laws, State University of New York - University at Albany, May 2008
Honorary Associate in Arts & Sciences, Schoolcraft College, May 2006
Honorary Doctor of Laws, The University of Akron, May 2005
Honorary Doctor of Laws, University of Connecticut School of Law, May 2004
Honorary Doctor of Laws, Temple University, May 2004
Honorary Doctor of Laws, Stetson University College of Law, December 2003
Honorary Doctor of Laws, Nova Southeastern University, May 2003
Honorary Doctor of Laws, John Marshall School of Law, June 2002
Honorary Doctor of Laws, University of Baltimore School of Law, May 2002
Honorary Doctor of Laws, Wayne State University Law School, May 2002
Honorary Doctor of Humane Letters, Siena Heights University, May 2000
Honorary Doctor of Laws, Hamline University, May 2000
Honorary Doctor of Laws, Marygrove College, May 1997
Honorary Doctor of Education, Madonna University, May 1997
Honorary Doctor of Laws, Aquinas College, May 1996
Honorary Doctor of Public Service, Eastern Michigan University, April 1994
Honorary Doctor of Laws, University of Michigan, April 1994
Honorary Doctor of Laws, Gonzaga University, May 1991
Honorary Doctor of Laws, University of Detroit School of Law, May 1988
Honorary Doctor of Laws, Detroit College of Law, January 1988
Honorary Doctor of Laws, Western Michigan University, April 1987

SPECIAL ACHIEVEMENTS/HONORS

Listed in “2015 Most Influential Black Lawyers,” Savoy magazine, March 2015
The Litigation Counsel of America, Peter Perlman Service Award, January 2014
The Order of the Rising Sun, Gold Rays with Neck Ribbon, by the Japanese government, June 2013
Listed in “2013 Top Rated Lawyers in Appellate Law,” American Lawyer Media & Martindale-Hubbell, June 2013
Listed in “2013 Top Rated Lawyers in Commercial Litigation,” American Lawyer Media & Martindale-Hubbell, March 2013
Listed in “2009-2013 Editions of The Best Lawyers in America,” Best Lawyers
Minority Corporate Counsel Association Lifetime Achievement Award, September 2012
Listed in “3000 Leading Lawyers in America,” Lawdragon, February 2011
American Lawyer Lifetime Achievement Award, The American Lawyer, October 2009
"100 Managing Partners You Need to Know," Lawdragon, July 2008
NAACP Lifetime Achievement Award, April 2008
Richard B. Baxter Trial Lawyer of the Year Award, Michigan Chapter ABOTA, November 2007
Lawdragon 500 Leading Lawyers in America, Lawdragon, November 2006
National Bar Association, Lawyers' Committee for Civil Rights Under Law, Distinguished Civil Rights Advocate Award, August 2006
Michigan's Extraordinary African-American Achievers, Corp! magazine, February 2005
Style magazine, 20 Stylemakers, September-October 2005
Named one of ten Michigan Lawyers of the Year for 2004, Michigan Lawyers Weekly, 2004
Named one of the "Top 10 Lawyers of 2003" by Lawyers Weekly USA, 2003
Ebony magazine's "57 Most Intriguing," November 2002
Silver Beaver Award, Boy Scouts of America, February 2001
“Public Officials of the Year,” Governing magazine, November 2000
Award of Excellence and named 1998 Newsmaker of the Year, Engineering News-Record, 1998
"1996 Constructor of the Year," The Associated General Contractors of America, Greater Detroit Chapter
Spirit of Excellence Award, American Bar Association, Center for Policy Alternatives, 1996
Washington Bar Association, Charles Hamilton Houston Medallion of Merit, May 1995
Alpha Award of Merit, Alpha Phi Alpha Fraternity, Inc., August 1994
_Ebony_ magazine, Detroit . . . Dennis Archer Replaces Coleman Young, February 1994
*The National Law Journal*, 100 Most Influential Lawyers In America, March 1991
Wade Hampton McCree Award - Federal Bar Association, Detroit Chapter, December 1990
Recipient of Histradrut Menorah Award, Afro-Asian Institute of Israel, 1989
Distinguished Achievement Award, Tuskegee Airmen, October 1989
Man of the Year Award, Optimist Club of Central Detroit, 1989
"Dennis W. Archer Drive," street named on campus, Western Michigan University, 1989
Distinguished Alumni Award, Detroit College of Law, December 1988
C. Francis Stradford Award, National Bar Association, August 1988
D. Augustus Straker Award, Wolverine Bar Association, 1986
Spirit of Detroit Award, April 1986
Man of the Year Award, Police Officer's Association of Michigan, 1986
Probity Merit Award, Quinn Chapel A.M.E. Church, Cassopolis, Michigan, 1986
Distinguished Achievement Award, National Association for the Advancement of Colored People, Detroit Branch, November 1985
Community Service Award, Detroit Urban Center, December 1985
Outstanding Citizen Award, Sportsman Big 10 Club, 1985
*The National Law Journal*, 100 Most Powerful Attorneys in the United States, April 1985
_Ebony_ magazine, 100 Most Influential Black Americans, May 1984, 1994-2000
Western Michigan University Distinguished Alumnus Award, 1982
Co-Winner, American Bar Association Personal Finance Annual Appellate Court Argument, 1976

**CLUBS AND ORGANIZATIONS**

100 Black Men, Detroit Chapter
Sigma Pi Phi - Iota Boule
Alpha Phi Alpha Fraternity, Inc.
The Association
The Detroit Guardsmen
ANTONIA K. FASANELLI
3433 Keswick Road, Baltimore, MD 21211
Phone: 202-577-6542
E-mail: antonia_fasanelli@hotmail.com

EXPERIENCE

Homeless Persons Representation Project, Inc. Baltimore, MD 12/07-present

Executive Director
Provide strategic leadership for Maryland’s only legal services and advocacy organization dedicated to eliminating homelessness. Increased organizational budget from $477,000 to over $1.2 million, supporting increased staffing from 5 to 14 employees and an expanded pro bono program from 20 to over 400 volunteers. Built solid relationship with organization’s Board of Directors increasing membership from 5 to 22 members and creating active Standing and Ad hoc Committees. Launched programmatic initiatives including: Permanent Supportive Housing Law Project, Veterans’ Legal Assistance Project, Homeless Youth Initiative, and the Linda Kennedy Fellowship (an annual fellowship program for law students to work on policy matters). Co-created the Jane Harrison Speaker Series on the Importance of Housing to raise awareness of the need for affordable housing. Strengthened capacity to pursue law reform through legislative advocacy and systemic litigation. Worked closely with state courts to create diversionary court programs for homeless persons and veterans arrested for misdemeanor crimes.

Washington Legal Clinic for the Homeless. Washington, DC 9/04-11/07
Lead Staff Attorney, Affordable Housing Initiative
Continued work of previous fellowship and expanded role to include representation of tenants and tenant associations facing housing displacement through conversion to condominiums, discontinuance of rental housing use, and other forms of forced relocation of low-income tenants. Advised DC Bar in creation of pro bono program on affordable housing preservation. Co-drafted legislation to create locally funded housing subsidy program and to protect victims of domestic violence in housing. Assisted in raising grant funds.

Crowell & Moring LLP Equal Justice Works Fellow 9/02-9/04
Created project to expand and preserve federally subsidized housing in DC through litigation, legislative advocacy, and public education. Represented tenants and tenant associations in DC federal and District courts and in administrative proceedings, recruited and counseled pro bono attorneys to assist in representation, engaged in law reform efforts through appellate litigation. Coordinated advocates to advise the DC Housing Authority on policies and regulations governing public housing and the Housing Choice Voucher Program. Assisted in drafting legislation to protect tenant right to purchase law. Advised DC Department of Housing and Community Development on use of grants to local organizations to educate tenants in federally subsidized buildings.

United States District Court for the Northern District of Texas. Dallas, TX 8/01-9/02
Law Clerk to The Honorable Barefoot Sanders
Assisted in drafting opinions and memoranda for oral argument in civil matters in such areas as voting rights, race, sex, age, and disability discrimination in employment, federal jurisdiction, federal preemption, breach of contract, and large toxic tort cases. Drafted jury charges in criminal cases.

Washington Legal Clinic for the Homeless. Washington, DC 9/99 – 8/00
Law Clerk
Provided direct representation, under attorney supervision, to homeless individuals and families in administrative proceedings related to eviction from shelter and termination of public benefits. Researched legal questions for use in community education and participated in successful campaign, including testifying before DC City Council, to enact local Earned Income Tax Credit.

Legal Intern
Advocated for homeless families obtaining shelter as part of class action lawsuit against the City of New York. Monitored shelter conditions and compliance with court orders. Researched class action issues, retroactive foster care subsidies and rent stabilization law.

Americorps*VISTA Outreach Coordinator

BAR ADMISSIONS

EDUCATION
Washington College of Law, American University. Washington, DC  JD, May 2001
Honors: Magna Cum Laude.
American University Law Review. Note & Comment Editor.
Student Bar Association Pro Bono Golf Scholarship, 2000.
Teaching Experience: Dean’s Fellow, Washington College of Law, American University, 1999-2000.
Taught legal research and citation to first year students in Legal Methods Course. Prepared weekly lecture, assignments, and exams on citation. Tutored students on writing exercises.

Honors: Cum Laude.
Departmental Honors 1996; Distinction on Senior Thesis: The Official Language Debate.
Student Government Association Leadership Award, 1996.
Teaching Experience: Teaching Assistant, Linguistics Department, Barnard College, 1994-1996.
Assisted professor in teaching introductory linguistics course and tutored students.
Wrote and graded exams.
Activities: Student Executive, Community Impact, 1995-1996.
Counselor/Treasurer, Harlem Restoration Project-Child Care, Community Impact, 1994-1996.


SELECTED PRESENTATIONS
Promoting the Human Right to Food: Utilizing International Law Concepts and American Bar Association Policy to Support State and Local Advocacy Efforts, co-presenter, American Bar Association National Teleconference, Nov. 2015.

Inequality for All: Post-movie screening discussion of the legacies of the War on Poverty and the challenges of legal and political anti-poverty advocacy, co-panelist, War on Poverty 1964-2014 Series, Georgetown University Law Center, Mar. 2014.


SELECTED PUBLICATIONS


### AWARDS

- Benjamin L. Cardin Distinguished Service Award, *Maryland Legal Services Corporation*, 2016.
- Peter M. Cicchino Alumni Award for Outstanding Advocacy in the Public Interest, *Washington College of Law, American University*, 2006.
- Frederick B. Abramson Public Service Award, 2002.

### APPOINTMENTS and BOARDS

- **American Bar Association**
  - Section on Civil Rights and Social Justice Co-Chair, Econ. Justice Committee, 2014 - present
  - Commission on Homelessness & Poverty Chair, 2011-2014; Member 2009-2011
  - Commission on Veterans Legal Services Member, 2016 - present
- **The Journey Home Board**
  - Board Member, Nov. 2013 - Nov. 2016
  - Mayoral appointment to Board, which oversees Baltimore City’s Plan to End Homelessness and Continuum of Care
- **Baltimore Regional Housing Partnership**
  - Chair, Ad hoc Hiring Committee, Oct. 2013 - May 2014
- **Citizenship Law Related Education Program**
  - Law Links Summer Job Program Advisory Committee Member, Fall 2014 - present
- **Washington College of Law, American University**
  - Public Interest Alumni Advisory Board Board Member, Sept. 2013 - present
- **Maryland Access to Justice Commission**
  - Member, June 2015 - present
- **Maryland Court of Appeals Standing Committee on Pro Bono**
  - Member, Nov. 2010 - June 2014
REGINALD M. TURNER, JR.
Clark Hill PLC
500 Woodward Avenue, Suite 3500
Detroit, MI  48226
(313) 965-8318

EDUCATION
University of Michigan Law School
Ann Arbor, Michigan
Juris Doctor, May 1987

Wayne State University
Detroit, Michigan
Bachelor of Science, 1982

EXPERIENCE
CLARK HILL PLC
Detroit, Michigan
April 2000 - present
Position: Member, Executive Committee, 2002-2014 – 2016-present
Government relations counsel; general litigation in state, federal and arbitral tribunals; election law; management-side labor and employment law, including counseling, training and litigation involving U.S. and Michigan law, Title VII, the National Labor Relations Act (NLRA), Employee Retirement Income Security Act (ERISA), Michigan Public Employment Relations Act (PERA) and other labor and employment statutes.

SACHS, WALDMAN
Detroit, Michigan
September 1989 - 2000
Position: Shareholder
Labor law, election law and employee benefits law practice; including work involving U.S. and Michigan constitutional law, the Federal Election Campaign Act (FECA), the Michigan Campaign Finance Act (MCFA), the National Labor Relations Act (NLRA), Employee Retirement Income Security Act (ERISA), 42 USC § 1983, Michigan Public Employment Relations Act (PERA) and other labor and civil rights statutes.

PRESIDENT’S COMMISSION ON WHITE HOUSE FELLOWSHIPS
Washington, DC
September 1996 - August 1997
Position: White House Fellow
Served as Special Assistant to the Secretary of Housing and Urban Development. Served as Secretarial Designee to decide administrative appeals. Coordinated a nine-agency Presidential task force empowered to address socioeconomic problems that had caused riots in St. Petersburg, Florida. Chaired White House delegation to study economic, civil rights and housing issues in South Africa and Mozambique.

MICHIGAN SUPREME COURT
July 1987 - August 1989
Position: Judicial Law Clerk to the Hon. Dennis W. Archer
Researched and developed case law opinions; prepared memorandums of law; consulted with and made recommendations to the Justice on applications for leave to appeal, motions for reconsideration and oral arguments; attended and evaluated oral argument presentations; and evaluated appellate briefs.

SACHS, WALDMAN
Detroit, Michigan
February 1987 - July 1987
Position: Law Clerk
Preparation of pleadings, legal analysis, research and writing. Completed assignments in the labor practice area, including work related to NLRA, ERISA, PERA and 42 USC § 1983.

GENERAL MOTORS CORPORATION
Summer Associate, Office of the General Counsel; May 1985 - August 1985; May 1986 - August 1986
Reginald M. Turner, Jr. Resume

PUBLIC OFFICES
White House Fellow, 1996-97
Special Assistant to the Secretary of HUD, 1996-1997
Wayne County Airport Authority, 2012-2015
Michigan State Board of Education, 2003-2010
Detroit Public Schools Board of Education, 2000-2003
City of Detroit Board of Ethics, 2001-2011
Chair, 2001-2011
Governor’s Blue Ribbon Commission on Michigan Gaming, 1994-1995
Detroit Brownfield Redevelopment Authority, Community Advisory Council 2000-2002

PUBLIC COMPANY BOARDS
Comerica, Inc., 2005-present
Masco Corporation, 2015-present

PROFESSIONAL AFFILIATIONS
The Best Lawyers in America, 2003-present
SuperLawyers, 2006-present
American Bar Association
Michigan State Delegate, 2008-present
House of Delegates, 2002-present
  HOD Committee on Rules & Calendar, Chair, 2014-2016
  HOD Nominating Committee, 2008-present
  HOD Steering Committee, 2008-10
  Steering Committee Vice Chair, 2009-2010
  HOD Issues Committee, 2010-2014
  Issues Committee Vice Chair, 2010-14
  Membership Chair, State of Michigan, 1999-2004
  Commission on Racial and Ethnic Diversity in the Profession, 2008-2010 and 2011-2014
  Commission Chair, 2011-2014
  Commission on the Lawyer’s Role in Assuring Every Child’s Right to High Quality

Education 2016-present
National Bar Association
NBA President, 2005-2006
NBA President-Elect, 2004-2005
Vice President, 2002-2004
General Counsel, 1999-2000
Executive Committee, 1996-2007
Board of Governors, 1994-2007
State Bar of Michigan (P40543)
President, 2002-2003
President-Elect, 2001-2002
Vice President, 2000-2001
Secretary, 1999-2000
Treasurer, 1998-1999
Board of Commissioners, 1995-1996, 1997-2003
Access to Justice for All Task Force, 1997-present
  Chair, 1999-2001
  Access to Justice Campaign Chair, 2001-2002
  Access to Justice Corporate Committee, 2002-present
  Labor & Employment Section Council, 2000-2002
Federal Bar Association
Wolverine Bar Association
Past President
Detroit Metropolitan Bar Association
Past Director
Barristers of the Detroit Bar Association
Past President
Life Fellow, American Bar Foundation
Fellow, Michigan State Bar Foundation
ORGANIZATIONAL AFFILIATIONS
United Way for Southeastern Michigan
   Chair, 2007-2009
   Vice-Chair, 2005-2007
   Board of Directors, 1999-present
   Executive Committee, 2001-present
Detroit Institute of Arts
   Vice Chair, 2002-2010, 2012-present
   Board of Directors, 1999-2010, 2011-present
   Executive Committee, 2002-2010, 2011-present
Detroit Public Safety Foundation, 2003-present
   Chair, 2015-present
Detroit Library Foundation
   President, 2009-2011
Hudson-Webber Foundation
   Board of Directors, 2005-present
Community Foundation of Southeast Michigan
   Board of Directors, 2006-present
   Executive Committee, 2016-present
Lawyers Committee for Civil Rights Under Law
   Board of Directors, 2006-present
Old Newsboys Goodfellow Fund
NAACP, Life Member
Alpha Phi Alpha Fraternity, Detroit Alumni
   Chapter
MEDICAL, EDUCATIONAL, LEGAL AND LAW ENFORCEMENT PROFESSIONALS PARTICIPATE IN M.E.L.L. PROGRAM FOR ELEVENTH STRAIGHT YEAR

Michigan attorneys, health professionals and law enforcement officers will participate for the eleventh straight year in Detroit Mayor Dennis Archer's Medical-Education-Law Enforcement-Legal Safe Choices Program (M.E.L.L.), which places them in interdisciplinary teams of three in elementary and middle school classrooms to serve as positive role models and to emphasize the value of education, hard work, honesty and self-respect. Each year M.E.L.L. teams visit over 100 Detroit public schools.

This year's program will feature the original substance abuse prevention theme as well as material on the dangers of firearms in response to increased intentional and accidental shootings of young children.

The M.E.L.L. Safe Choices Program was created eleven years ago by then-Michigan Supreme Court Justice Dennis Archer. State Bar Vice President Reginald Turner co-chairs the program. The Steering Committee for the program includes representatives of the Detroit Public Schools, the State Bar of Michigan, the Wolverine Bar Association, the Detroit Metropolitan Bar Association, the Wayne County Prosecutor's Office, the United States Justice Department, the Michigan Department of State Police, the Detroit Police Department, the Wayne County Sheriff's Department, the Michigan State Medical Society and the Wayne County Medical Society.

All who have participated in the program feel great pride in their contributions to the future of society. For more information about M.E.L.L., you may contact Kay Fitzpatrick at the Detroit Metropolitan Bar Association at (313) 961-6120.
To Whom It May Concern:

Over eleven years ago, as a member of the Michigan Supreme Court, I observed a project of the American Bar Association (ABA) that gave rise to implementation of a new program in Detroit. The ABA project brought together medical, educational, and legal professionals (M.E.L.L.) to speak with young children. Following this example, we added law enforcement professionals to the mix and created the M.E.L.L. Safe Choices Program (formerly M.E.L.L. Team Program) to provide elementary school students with information and role models that empower them to make appropriate, healthy, and safe choices on their path to adulthood. Representatives from the State Bar of Michigan, the Detroit Metropolitan Bar Association, the Detroit District Nurses Association, the Detroit Public Schools, the Wolverine Bar Association, the Wayne County Prosecutor’s Office, the United States Justice Department, the Michigan Department of State Police, the Detroit Police Department, the Wayne County Sheriff’s Department, the Michigan State Medical Society, and the Wayne County Medical Society were drawn together to make this program a success.

M.E.L.L.’s mission initially was to provide children with information about the medical, legal, psychological, and social consequences of alcohol and other drug use and abuse. In response to the increased number of intentional and accidental shootings of and by young children, the message was expanded to also focus on the dangers of firearms.

The most valuable tool we can give our children is to be healthy role models ourselves – the M.E.L.L. Safe Choices Program is based on this knowledge. Positive role models from the medical, education, law enforcement, legal, and legislative fields bring the M.E.L.L. message directly to students in the classroom. An interdisciplinary team of three members is assigned to a school to emphasize the value of education, hard work, honesty, and self-respect while addressing issues related to substance and firearm abuse.

Drug and alcohol abuse and the horrors associated with inappropriate use of firearms touches all Americans in one form or another, but our children are most vulnerable to the influences and consequences. It is imperative that we reach children at a young age to help shape their attitudes and behaviors before they are coerced along a lesser path. The M.E.L.L. Safe Choices Program is one part of our school/community prevention effort. Last year marked the 10th anniversary of the M.E.L.L. Safe Choices Program – 93 schools in Detroit requested a M.E.L.L. presentation, nearly doubling the number from the prior year.

I have moved on to another role in public service since the M.E.L.L. project began. Regardless of where I serve, however, I will continue to support this very valuable program. I encourage your support as well.

Very Truly Yours,

Hon. Dennis W. Archer
Mayor, City of Detroit