

PROGRAM

POCC.NAIS.ORG | [#NAISPOCC](https://twitter.com/NAISPOCC) | [#NAISSDLG](https://twitter.com/NAISSDLG)

1619. BEFORE BEYOND. 2019.

32ND NAIS PEOPLE OF COLOR CONFERENCE
26TH NAIS STUDENT DIVERSITY LEADERSHIP CONFERENCE

DECEMBER 4-7 | SEATTLE

AMPLIFYING
OUR INTELLIGENCE
TO LIBERATE,
CO-CREATE,
AND THRIVE

PoCC AT A GLANCE

WED DEC 4

- 7:00 AM – 8:00 PM**
Registration Open
- 8:00 AM – 5:00 PM**
T Equity Seminars — Full day
- 8:00 AM – NOON**
T Equity Seminars — Half day (morning)
- 8:30 AM – 5:00 PM**
PoCC Affinity Group Training
T The PoCC Leadership Institute for Educators of Color
- 8:30 AM – 12:30 PM**
School Visits
- 1:00 – 5:00 PM**
T Equity Seminars — Half day (afternoon)
- 6:30 – 7:30 PM**
PoCC First-Time Attendees Welcome & Orientation

THU DEC 5

- 6:00 – 7:00 AM**
Wellness Activities
- 7:00 AM – 6:00 PM**
Registration Open
- 8:15 – 9:30 AM**
PoCC|SDLC Opening General Session with Joy DeGruy
- 9:30 AM – 5:00 PM**
PoCC Hub Open
- 9:45 – 11:45 AM**
Affinity Group Session 1
- NOON – 1:30 PM**
PoCC Welcome Luncheon
- 12:45 – 1:30 PM**
Choir Rehearsal
- 1:00 – 1:30 PM**
B Book Signing with Joy DeGruy
- 1:45 – 3:45 PM**
T Master Class with Joy DeGruy
- 1:45 – 3:00 PM**
Workshop Block A
PoCC Express Café
Featured Speaker Session with Anthony Ocampo
- 3:00 – 3:45 PM**
Break, Relax, Refresh
- 3:45 – 5:00 PM**
Workshop Block B
- 5:15 – 6:30 PM**
General Session with Mike Walsh

FRI DEC 6

- 6:00 – 7:00 AM**
Wellness Activities
- 7:00 AM – 1:00 PM**
Registration Open
- 8:00 – 9:15 AM**
Workshop Block C
- 9:15 – 9:30 AM**
Break, Relax, Refresh
- 9:30 – 10:45 AM**
General Session with Valarie Kaur
- 10:45 – 11:15 AM**
Break and Choir Rehearsal
- 10:45 AM – 5:00 PM**
PoCC Hub Open
- 11:15 AM – 12:30 PM**
Workshop Block D
Featured Speaker Session with Cinnamon Spear
- 12:30 – 1:45 PM**
PoCC Networking Luncheon
- 2:00 – 3:15 PM**
Workshop Block E
TED Ed at PoCC
Featured Speaker Session with Wayne Au
- 3:15 – 3:45 PM**
B Book Signing with Wayne Au
- 3:45 – 5:00 PM**
Affinity Group Session 2
- 5:15 – 6:30 PM**
General Session with Anand Giridharadas
- 6:30 – 7:00 PM**
B Book Signing with Anand Giridharadas
- 7:30 – 8:30 PM**
LGBT Social Hour
- 9:00 PM – MIDNIGHT**
Club PoCC

SAT DEC 7

- 7:00 – 8:00 AM**
Choir Rehearsal
- 7:30 – 8:45 AM**
Affinity Group Session 3
- 9:00 – 9:45 AM**
State and Regional Meetings
- 10:00 – 11:15 AM**
Student-Led Adult/Student Dialogues (by State/Region)
Workshop Block F
- 11:30 AM – 12:45 PM**
PoCC|SDLC Closing Ceremonies with Pedro Noguera

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JOIN THE CONVERSATION ON TWITTER, FACEBOOK, AND INSTAGRAM. USE #NAISPoCC AND #NAISSDLC!



pocc.nais.org

[SUBJECT TO CHANGE]

NAIS WELCOME

WELCOME TO SEATTLE! We're so glad you could join us here in the beautiful Pacific Northwest as we convene the NAIS People of Color Conference and Student Diversity Leadership Conference.

For first-time attendees and for those of you who are joining us again, we reaffirm our mission: PoCC is designed for people of color in independent schools as they pursue strategies for professional and leadership development. It also offers networking opportunities for people of color and allies working to build and sustain inclusive school communities.

Each year we seek to recommit to our intention to provide space for people of color in independent schools to connect, commune, and build new skills and capacities that support and advance their work. This year, with the theme *1619. 2019. Before. Beyond. Amplifying Our Intelligence to Liberate, Co-create, and Thrive*, we join in an international commemoration of the 400 years since the first British ship carrying captured Angolans arrived in North America, initiating enslavement of black African people. The theme also pays homage to the indigenous cultures and people present in North America before 1619. It reminds us that black history

and indigenous history did not begin with atrocity, but with rich culture, community, and achievements that helped build this nation and world in immeasurable ways. Our theme also underscores the resilience, radical hope, and vision that has served as a constant source and through-line for black, indigenous, and people of color between our past, present, and all the possibility that lies beyond this moment.

We hope you will take time over the next few days to make the most out of the conference. Whether you came to share your expertise, build and strengthen your professional network, bond with team members, or for PoCC's unique restorative experience, you'll find opportunities that suit your needs. Enjoy true connection and community in the Affinity Group sessions. Get inspired at the keynote sessions. Meet new colleagues and connect in the PoCC Hub. In the pages of this program, you'll find all the information you need to have a great experience.

Each year we are deeply grateful to our attendees for braving the challenges and opportunities to advance equity and justice in independent schools. Each one of you is an essential part of the progress we can make—this year and beyond. We appreciate your partnership and thank you.



DONNA OREM
NAIS President



CAROLINE G. BLACKWELL
NAIS Vice President
for Equity and Justice

LOCAL COMMITTEE CO-CHAIR WELCOME

ON BEHALF OF THE ENTIRE PoCC LOCAL PLANNING COMMITTEE, WE WELCOME YOU TO SEATTLE, THE LAND OF THE DUWAMISH PEOPLE!

Stand on the land, breathe in the air, and feel the power of the water and mountains around you. Regardless of where you are traveling from, how you identify, or what your immigration status is, for the next few days this is your home. We are honored with the beauty, goodness, and strength of this collective and the rich diversity that you bring to mark the 32nd year of this gathering.

This year's theme is *1619. 2019. Before. Beyond. Amplifying Our Intelligence to Liberate, Co-create, and Thrive*. The year 2019 marks the 400-year anniversary of the first ship that brought our African ancestors, against their will, to Jamestown. *Before* honors the First Nations people and their civilizations that existed before the colonizers. *Beyond* is the vision of our collective future for which we are all co-creators. *Our intelligence* is the power of the voices of people of color and our role in advancing humanity. Our theme is a rallying call. When we tap into our collective intelligence, we liberate each other, create our future together, and thrive.

PoCC is an opportunity for people of color to come together. Sometimes the conference inspires tough conversations, and those conversations can lead to breakthroughs, new ideas, and a path forward.

It was in this spirit that groups like the Gang of Four and the second oldest chapter of the Black Panther Party worked to help build something new in our city. They amplified their collective intelligence, their genius, and their brilliance to build a legacy using liberatory platforms, giving voice and power to the most vulnerable in our community.

That spirit and that which you bring are here for you to tap into, your home away from home, in the hopes that you are inspired, fueled, and equipped to make use of it when you are back in the place you call home.

While you're here, we hope you'll get a chance to explore Seattle's rich and diverse cultures that make our city special. You can learn more about the city's Native American, African American, Asian American, and Latinx histories at several museums and cultural centers in the city.

WELCOME TO EMERALD CITY!



DORI KING
Director of Inclusion and
Community Engagement,
Oregon Episcopal School



E-CHIEH LIN
Director of Diversity and
Community & Director
of Hiring, University Prep



**MAHTAB
MAHMOODZADEH**
Director of Diversity,
The Overlake School

MAYORAL PROCLAMATION



DECEMBER 4, 2019

On behalf of the City of Seattle, I'm proud to welcome you to the 2019 National Association of Independent Schools (NAIS) People of Color Conference! We are honored to partner with you to advance equity and justice in teaching and learning.

The NAIS People of Color Conference is an important opportunity for educators at every level to embrace equity through a racial lens. You will form meaningful connections with educators around the country who are also committed to justice and gain tools to improve and enhance racial and social justice and cross-cultural connections in your schools. We look forward to hosting your learning, growth, and community development.

I would also like to commend you for participating in this important program. Here in the City of Seattle, we dedicate ourselves to promoting equality by deconstructing and tackling racial injustices that have

extended into the current day. I am especially committed to creating and continuing equal opportunities for people of all races and backgrounds in education. That's why I created the Seattle Promise program to allow all public high school students to attend two years of college for free after graduating high school. Now, I am so excited to join you on your journey to advance racial justice by attending to the academic and socio-emotional outcomes for students, and in workplace performance for adults.

Seattle is the city of the future because of efforts like yours to support people of color and dismantle racist structures. We need people to commit to racial equity, especially in education, for efficient and useful innovation built on the free and equal exchange of cultures and ideas. Thank you for contributing to education across the country, and for choosing to hold your incredible conference in the City of Seattle.

SINCERELY,



Jenny A. Durkan, Mayor of Seattle

Welcome!

OVERVIEW

PoCC|SDLC ON-SITE REGISTRATION

WEDNESDAY, DECEMBER 4 7:00 AM – 8:00 PM

THURSDAY, DECEMBER 5 7:00 AM – 6:00 PM

FRIDAY, DECEMBER 6 7:00 AM – 1:00 PM

MAKE THE MOST OF THE NAIS PEOPLE OF COLOR CONFERENCE

For decades, PoCC has nourished and sustained people of color in independent schools. By accepting long-practiced community norms, attendees, speakers, presenters, and staff help create a space that lifts up, protects, and affirms the dignity and lived experience of people of color in our schools and society.

As a conference participant, you have the opportunity to embody interactional principles that advance equity. You also form connections with others who remain committed to creating and sustaining independent school communities in which people of color can thrive.

PoCC WORKSHOPS

Workshops are organized into the following tracks:

- ▶ Anti-Racist Teaching, Training, Activism, and Allyship
- ▶ Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice
- ▶ Data Use in Activism: Evidence-Based Equity and Justice Programming, Research, and Evaluation
- ▶ Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
- ▶ Organizational Development and Institutional Change
- ▶ Leadership and Management for Equity and Inclusion
- ▶ Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
- ▶ Racial and Social Justice and Activism: From the Classroom to the Community
- ▶ Self-Efficacy and Empowerment: Mind, Body, Spirit

Head of School Track

Designed especially for heads of school to support stewardship of racial equity and inclusion.

AFFINITY GROUP WORK AT PoCC

PoCC hosts Affinity Group sessions to provide an opportunity for sharing and exploring your life and experiences within spaces defined by membership in a specific racial or ethnic identity group. A team of trained facilitators host the space for members of their respective Affinity Groups to have conversations that matter most to them.

In each Affinity Group, participants are invited to self-organize into small groups to engage with conversation prompts offered by Hosting Team members or to dialogue about topics of their own choosing, generated using Open Space Technology or another group process.

PoCC Affinity Groups are designed for participants to connect and renew relationships, explore and celebrate identities, share successes and challenges, and encourage and support one another in an atmosphere of trust and safety.

WHICH AFFINITY GROUP DO I ATTEND?

You know you are in the right Affinity Group if you can say honestly and unequivocally, "I am _____" (e.g., Asian, Latinx, Multiracial) and speak to and from that group's collective racial or ethnic identity and experience from the "I" and "we" perspective. To preserve the safety and integrity of each Affinity Group space, you should attend only those sessions that correspond with the racial and ethnic identity to which you belong. Affinity Groups at PoCC are not spaces to learn about the racial or ethnic identity of others, including that of a child, spouse, or partner. Trying to attend an Affinity Group to which you do not belong is an intrusion and you will be asked to leave out of care and respect for the members' psychological safety and well-being.

Anita L. Sanchez serves as the lead facilitator for the Affinity Group work. She is an organization development consultant, trainer, and speaker focused on diversity and inclusion, large system change, team building, and coaching.

SPEAKERS

GENERAL SESSION

OPENING SPEAKER

**JOY
DeGRUY**

**THURSDAY
8:15 – 9:30 AM**

Joy DeGruy holds a bachelor's degree in communication, a master's degree in social work, a master's degree in clinical psychology, and a Ph.D. in social work research. She is an internationally renowned researcher and educator who focuses on the intersection of racism, trauma, violence, and American chattel slavery.

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STRATEGENIUS**



JOY DEGRUY

**MIKE
WALSH**

**THURSDAY
5:15 – 6:30 PM**

Mike Walsh is the CEO of Tomorrow, a global consultancy on designing companies for the 21st century. A global nomad, futurist, and author of the best-selling book *The Algorithmic Leader*, he advises some of the world's biggest organizations on digital transformation and disruptive innovation in this new era of machine intelligence.

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EDUCATOR'S ALLY**



MIKE WALSH

**VALARIE
KAUR**

**FRIDAY
9:30 – 10:45 AM**

Valarie Kaur is a seasoned civil rights activist, award-winning filmmaker, lawyer, faith leader, and founder of the Revolutionary Love Project. She has spoken at TED Women and her new book, *Revolutionary Love*, will be released in spring 2020. The book expands on the themes in her popular TED Talk. When a family friend was the first person killed in a hate crime after September 11, 2001, she began to document hate crimes against Sikh and Muslim Americans, which resulted in the award-winning film *Divided We Fall*.

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CARNEY SANDOE**



VALARIE KAUR

ALL GENERAL SESSIONS WILL TAKE PLACE IN WSCC, HALL 4A/B AND WILL BE LIVE-STREAMED FREE FOR NAIS MEMBERS. [NAIS.ORG/LIVESTREAM](https://nais.org/livestream)

ANAND GIRIDHARADAS

**FRIDAY
5:15 – 6:30 PM**

Anand Giridharadas is the author of *The New York Times* best-seller *Winners Take All: The Elite Charade of Changing the World*, *The True American* (soon to be a feature film), and *India Calling*. He is an editor-at-large for TIME, was a foreign correspondent and columnist for *The New York Times*, and has also written for *The Atlantic*, *The New Yorker*, and *The New Republic*. He appears regularly on TV and radio, including CNN, MSNBC, and NPR.



ANAND GIRIDHARADAS

PHOTO: Mackenzie Stroh

CLOSING SPEAKER

PEDRO NOGUERA

**SATURDAY
11:30 AM – 12:45 PM**

Pedro Noguera is a sociologist whose scholarship and research focus on the ways in which schools are influenced by social and economic conditions as well as by demographic trends in local, regional, and global contexts. At UCLA, he is the Distinguished Professor of Education at the Graduate School of Education and Information Studies and Faculty Director for the Center for the Transformation of Schools.



PEDRO NOGUERA

SDLC KEYNOTE

SCHUYLER BAILAR

**FRIDAY
1:15 – 2:30 PM**

Schuyler Bailar is the first transgender athlete to compete in any sport on an NCAA Division 1 men's team. He swam for Harvard University, on the winningest Harvard team in 50 years. Schuyler's difficult choice—to transition while potentially giving up the prospect of being an NCAA Champion—was historic and timely. Schuyler's tireless advocacy of inclusion through public speaking and social media (@pinkmantaray) has earned him numerous notable honors.



SCHUYLER BAILAR

SPEAKERS

ALL FEATURED
SPEAKER SESSIONS
WILL BE IN WSCC, 3A/B.

FEATURED SPEAKER SESSIONS

ANTHONY OCAMPO

THURSDAY
1:45 – 3:00 PM

Anthony Ocampo is a scholar and writer who focuses on issues of immigration, race and ethnicity, and gender and sexuality. He is the author of *The Latinos of Asia: How Filipino Americans Break the Rules of Race*. His book examines the racial lives of Filipino Americans, who trace their roots to a society in Asia but also share many cultural characteristics with Latinos. Ocampo draws on the voices of Filipino Americans to demonstrate how demographic shifts in the U.S. are changing the way immigrants and children understand race.

CINNAMON SPEAR

FRIDAY
11:15 AM – 12:30 PM

Cinnamon Spear is a Northern Cheyenne woman, writer, and filmmaker. Her work, which is a direct response to American misrepresentation and cultural appropriation, provides a true sense of her history and people. Recently, she used documentary filmmaking in her home community as the focus of her master's thesis at Dartmouth College.

WAYNE AU

FRIDAY
2:00 – 3:15 PM

Wayne Au is an associate professor in the School of Educational Studies at the University of Washington Bothell. A former public high school teacher and longtime editor for the social justice teaching magazine *Rethinking Schools*, his work focuses broadly on critical education policy, theory, and practice—with emphases on critiquing corporate education reform, examining the racial politics of high-stakes testing and curriculum, and supporting local and national educational justice movements.



ANTHONY OCAMPO



CINNAMON SPEAR

PHOTO: Sid Peterson



WAYNE AU

STRAIGHT A'S PODCAST

Hosted by four friends who have lived the independent school culture daily for more than 80 years combined, the Straight A's podcast is a humorous look into who we are and what we do.

Keep an eye out for the Straight A's team as they will be walking around the conference hoping to chat with you!

PODCASTERS: André Withers, The Madeira School (VA); Amani Reed, The School at Columbia University (NY); Abe Wehmiller, Charlotte Country Day School (NC); Art Hall, Tower Hill School (DE).

COMMUNITY ENGAGEMENT INITIATIVE (CEI)

In 2014, the NAIS Equity and Justice Team created the CEI to establish a more permanent relationship with the PoCC host city and to advance the region's specific educational equity, diversity, and inclusion needs and interests. Members of the 2019 PoCC Local Planning Committee have agreed to an initiative that focuses on empowering students to advocate for the rights of people of color in the region while engaging with local communities of color. This initiative includes advocacy through two projects:

- ◆ In alignment with 2019 NAIS PoCC theme, the committee will engage schools in advocating for the federal recognition of the Duwamish Tribe. "The Duwamish are the First People of the city of Seattle. In the 1855 Point Elliott Treaty, the Duwamish ceded territory — but not sovereignty — to settlers, in exchange for reservation land and other rights. More than 150 years later, the U.S. government has not honored this agreement."
- ◆ The committee will also support schools to empower student affinity groups so that their students will develop advocacy skills and cultivate their capacity to be agents for change in their schools and communities.

The 2019 CEI hopes these projects will inspire and empower our students to take action and understand that their voices and civic engagement are at the heart of social change and social justice.

SPECIAL EVENTS

THE PoCC LEADERSHIP INSTITUTE FOR PEOPLE OF COLOR

WEDNESDAY 8:30 AM – 5:00 PM
WSSC, 201

PRESENTERS: Nicole DuFauchard, The Advent School (MA); James Calleroz White, The Galloway School (GA)

TICKET REQUIRED: \$195

Gain powerful strategies to advance to the next level of leadership while building your network of fellow leaders, mentors, and sponsors in this unique seminar tailored for people of color. The PoCC Leadership Institute offers state-of-the-art leadership development tools and strategies including the Everything DiSC™ Work of Leaders Profile, a premier research-based skills inventory that provides you with a deeper understanding of your individual leadership strengths and style. The seminar format includes in-the-moment coaching, peer exchange, and post-institute follow-up, all in an encouraging atmosphere designed to nurture and propel a compelling vision for fulfilling your career goals.

FIRST-TIME ATTENDEE ORIENTATION AND WELCOME

WEDNESDAY 6:30 – 7:30 PM
Sheraton, Cirrus Ballroom

Are you new to PoCC? Eager to dive in, but a little apprehensive about how to make the most of your experience? Come and learn the history and evolution of PoCC, the unique role and value of affinity group sessions, and tips on how best to engage with the conference.

NEW! PoCC EXPRESS CAFÉ

THURSDAY 1:45 – 3:00 PM
WSSC-CC, Chelan 2

Is there a topic of interest to you that you don't see in the conference workshop schedule? Are you longing to have more small-group conversations with like-minded colleagues or those with divergent perspectives who can challenge your thinking? We've created the PoCC Express Café to help you have your say, listen to others, and harvest new ideas relevant to your life and work.

MASTER CLASS WITH JOY DeGRUY They Didn't Come Through Ellis Island: Exploring a Legacy of Trauma in the African American Experience and the Importance of Storytelling in Healing

THURSDAY 1:45 – 3:45 PM
WSSC-CC, Tahoma 3

TICKET REQUIRED: \$95

While trauma played a major role in injuring black people over centuries, the remedy is not a clinical one. During and after enslavement, major institutions in America were complicit in marginalizing; subjugating; and—at times—terrorizing black individuals, families, and communities. In this session we will explore how social justice is necessary to mitigate the harm done, eliminate such harm in the future, and ensure the future security and success of black and African people. Please find more details at pocc.nais.org.

NEW! AMPLIFYING YOUR BIG IDEAS THE TED ED WAY

FRIDAY 2:00 – 3:15 PM

WSCC-CC, Chelan 2

PRESENTER: Steph Ng, TED Ed

Join us for an interactive introduction to the TED Masterclass, an online course designed to help educators share their best ideas in the form of TED-style talks. Experience the first few lessons and walk away with your own draft TED-style talk ideas. This tool has been used to elevate educator ideas, experiences, research, and messages around the world.

SPACE IS LIMITED.

LGBT SOCIAL HOUR

FRIDAY 7:30 – 8:30 PM

Sheraton, Cirrus Ballroom

CLUB PoCC

FRIDAY 9:00 PM – Midnight

Sheraton, Metropolitan Ballroom A/B

Music by Van Vader and Oman Frame



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WELLNESS ACTIVITIES

THURSDAY AND FRIDAY 6:00 – 7:00 AM

YOGA: Sheraton, Greenwood

ZUMBA: Sheraton, Jefferson A/B

STATE AND REGIONAL MEETINGS

SATURDAY 9:00 – 9:45 AM

Meet with others from your state and regional associations during this dedicated time for interacting with colleagues.

POST-CONFERENCE HIGHER ED EXCHANGE

**Supporting Students of Color on
Predominantly White Campuses:
Evergreen State College Visit**

SATURDAY-SUNDAY

TICKET REQUIRED: \$30

This program is for PoCC attendees (adult educators) only.

After an engaging and enriching conference in Seattle, The Evergreen State College will whisk you away to the state's capital, Olympia, where we will continue the collaboration and fellowship for an additional day to dig deep into the topic of "Supporting Students of Color on Predominantly White Campuses." This conversation between NAIS members and our higher education counterparts will be hosted by the college's vice president for inclusive excellence and student success. The event will highlight positive models for serving students and provide participants with an opportunity to share successes at their schools.

Find more details on our website.

PoCC CHOIR

WSCC, Hall 4A/B

Join the PoCC Choir and raise your spirits and voice in song. The choir performs during the closing ceremonies, providing a wonderful celebration and send-off.

DIRECTOR: Charles Owens, Maret School (DC)

ACCOMPANIST: Karen Bradberry, Greenhill School (TX)

REHEARSALS

THURSDAY 12:45 – 1:30 PM

FRIDAY 10:45 – 11:15 AM

SATURDAY 7:00 – 8:00 AM

PERFORMANCE

SATURDAY 11:30 AM

(during closing ceremonies)

IMPORTANT NOTES

WIRELESS INFO

You can access complimentary Wi-Fi with the following credentials:

NETWORK: PoCC/SDLC 2019

PASSWORD: pocc-sdlc19


ABBREVIATED LOCATIONS

WSCC Washington State Convention Center (Main Building)

WSCC-CC Washington State Convention Center—Conference Center

#NAISPoCC ON DEMAND

NEW! Purchase recordings of workshop sessions to bring back to your school. Visit the Playback Now table located on level 4 to purchase, or visit nais.playbacknow.com.

 Indicates On Demand workshops

On Demand Pricing: 12-month Online Access to All On-Demand Sessions

NAIS MEMBERS: \$149

NONMEMBERS: \$199

USB of All On-Demand Sessions

NAIS MEMBERS: \$199

NONMEMBERS: \$249

COAT/LUGGAGE CHECK

Coat check is available daily starting at **7:00 AM** and will close daily 30 minutes after the last event/program in WSCC. Luggage check will be available on Saturday only, **7:00 AM - 12:45 PM**. Coats/Luggage not picked up will be left with the WSCC security. **WSCC, Atrium Lobby**

QUESTIONS?

**VISIT THE INFO BOOTH
AT WSCC, LEVEL 4.
NAIS STAFF IS HERE
TO HELP YOU!**

NURSING MOTHERS' ROOM

Find a quiet, peaceful space during the conference. The Nursing Mothers' Room includes a refrigerator, electrical outlets, and other accommodations.

WEDNESDAY 7:00 AM - 8:00 PM

THURSDAY 7:00 AM - 6:00 PM

FRIDAY 7:00 AM - 7:00 PM

SATURDAY 7:00 AM - 12:45 PM

WSCC, 306

FIRST AID ROOM

Here's where you'll find any first-aid equipment you may need during the conference. It will be open during all conference events in the WSCC.

WSCC, Atrium Lobby

NEW! PoCC SPACES

This year at PoCC we are opening spaces for self-care, creative movement, and contemplation.

Room 212: Quiet Space Use this space for contemplative practices and as a retreat from the bustle and engagement of PoCC. All electronic devices should be silenced.

Room 214: Prayer Space This room is minimally equipped for prayer of all kinds. Please respect the diversity of beliefs and practices that are welcome in this space.

Room 309: Space for Creative Expression This room is open for dance, expressive movement, singing, chanting and other body-based practices.

MEDIA RELEASE By attending the NAIS People of Color Conference, attendees grant permission to NAIS and its agents to use the attendee's image or likeness in an effort to promote NAIS. Attendees waive any right to inspect or approve the finished product or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

PoCC HUB

WSCC, Hall 4C

The PoCC Hub is the central meeting place for attendees. Participate in a variety of educational programming and networking activities. Visit with representatives from various companies and nonprofit organizations that value DEI and social justice and that offer cutting-edge products and services in the education space.

WHAT'S IN THE PoCC HUB?

NAIS MEMBER RESOURCE CENTER

Explore NAIS resources to help you solve challenges and seize opportunities. Discover equity- and justice-focused tools, publications, and events that can help you cultivate a diverse and inclusive community at your school. Whether you need to get up to speed quickly or do a deep dive into a complex issue, stop by to get your questions answered, participate in hands-on demonstrations, and learn from other schools' success stories.

HEADSHOT LOUNGE

Take your career to the next level by having a complimentary, professional headshot taken.

PoCC BOOKSTORE

Pick up books by many of the outstanding conference speakers as well as NAIS publications related to social justice and equity in education.

LUNCH IS ALL ABOUT YOU AT PoCC!

Join us on Thursday and Friday for complimentary lunches to celebrate you and how important you are to the mission and vision of NAIS!

PoCC MAKERSPACE

Experience innovation and creativity in action in this vibrant space, which hosts discussions, demonstrations, workshops, and resources.

WELLNESS ZONE

Research confirms both the deleterious effects of discrimination on people of color and the benefits of a healthy lifestyle, including sustained care for the body, mind, and spirit. Take time to get a massage, try healthy snacks, and participate in important screenings, such as for blood pressure, diabetes, and cholesterol. Share wellness practices that work for you. Then take home related resources and inspiration to reinforce care for yourself and those you love.

PLUS! Stop by for Educational Minute Talks about financial wellness.

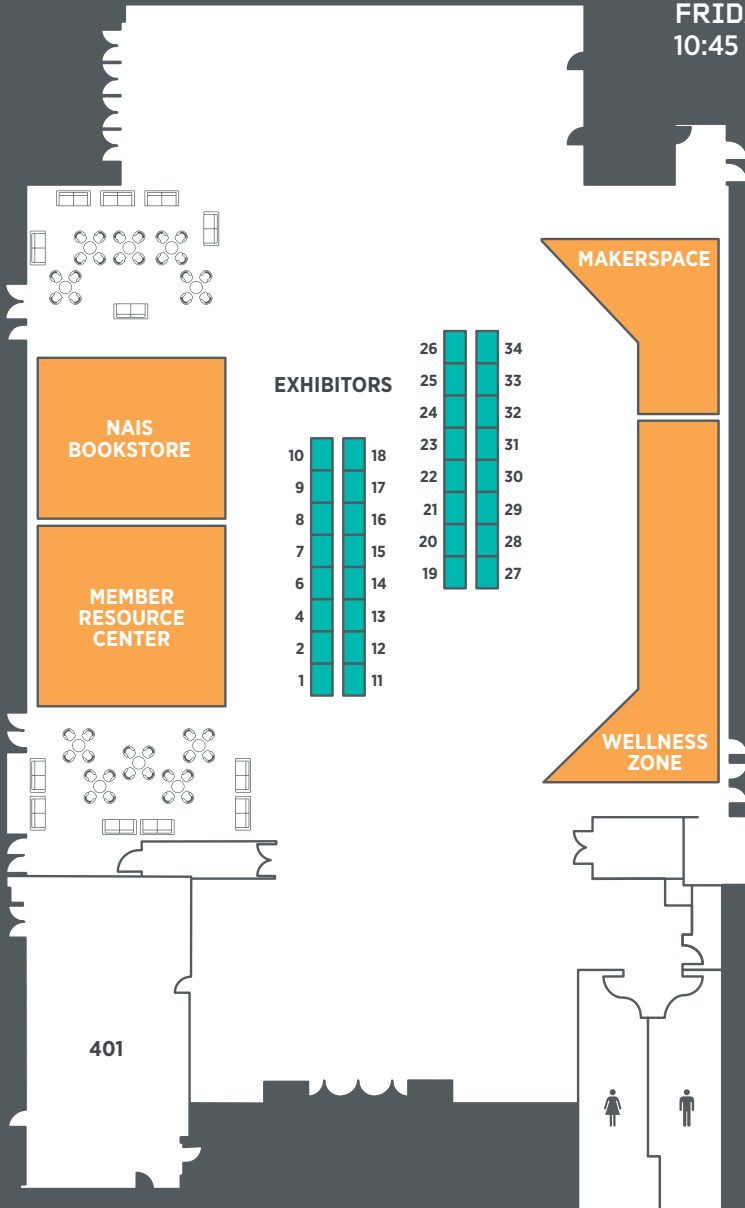
 **TIAA** SPONSORED BY TIAA

POCC HUB

WSCC, Hall 4C

THURSDAY
9:30 AM – 5:00 PM

FRIDAY
10:45 AM – 5:00 PM



EXHIBITORS

Stop by and meet with experts in the field to find resources for diversity work at your school. Find detailed information and locations for each exhibitor in the mobile app.

 PoCC Sponsor
 NAIS Supporter
 PoCC Sponsor and NAIS Supporter

12M Recruiting
Booth 28

CalWest Educators Placement
Booth 11

Carney, Sandoe & Associates
Booth 18

City Love
Booth 24

Domino Sound
Booth 33

Duke University Talent Identification Program
Booth 23

Educator's Ally
Booth 19

Explore St. Louis
Booth 31

Farm & Wilderness Foundation
Booth 7

Independent Trust
Booth 12

Johns Hopkins University Center for Talented Youth
Table 20

JONES
Booth 4

Lakeside School
Booth 8

Manhattan Placements
Booth 9

Middlebury Bread Loaf School of English
Booth 17

Mirus Toys
Booth 2

Olive Branch Educators, LLC
Booth 16

Pollyanna Inc.
Booth 10

Resource Group 175, LLC
Booth 34

Road to Racial Justice Game
Booth 25

Search Associates
Booth 1

SpeakOut-The Institute for Democratic Education and Culture
Booth 6

StrateGenius
Booth 26

The Klingenstein Center
Booth 27

The LAB Program
Booth 29

The Origins Program
Booth 22

The Privilege Institute
Booth 32

Universidad Internacional—The Center for Linguistic & Multicultural Studies
Booth 30

FULL-DAY EQUITY SEMINARS

WED, DEC 4

8:00 AM – 5:00 PM

ES01. Ally Is a Verb: The Role of White Educators at PoCC and Beyond

PRESENTERS: Anshu Wahi, The Northwest School (WA); Xiomara Hall, Chapin School (NY); Randy Clancy, CARLE Institute; Hannah Lucal, CRJE; Elena Jaime, The Brick Church School (NY)

ROOM: WSCC, 204

This seminar will help white educators strengthen their competencies in supporting equity and justice initiatives in schools. Focusing on the importance of white affinity work and the development of accountable cross-racial partnerships, participants will examine how they can deepen their understanding of race and racism, whiteness, and the potential for transformative pedagogy by working with each other to develop their identities as anti-racist educators. Participants will discuss the history of racism and its current manifestations in the U.S.; consider their roles at PoCC and beyond; explore why it is important for white educators to examine their own racial identity in order to be effective; and learn how they can support each other in their work to understand the impact of race/racism on their lives.

ES02. Connecting the Dots in Culturally Competent Leadership for Independent Schools: Climate, Recruitment, Hiring, Retention, and Accountability

PRESENTERS: Cris Clifford Cullinan, Actual Leadership in Vital Equity (ALiVE); Amani Reed, The School at Columbia University (NY); Emma Coddington, Willamette University; Ruth Jurgensen, The Francis W. Parker School (IL); Kalyan Ali Balaven, The Athenian School (CA)

ROOM: WSCC, 211

The goal of this equity seminar for independent school heads, faculty, and administrative and staff leaders is to explore the need for cultural competence as a central organizing principle for increasing equity and meaningful inclusion for all members of your school community. This full-day session will provide opportunities to practice, discuss, and adapt practices and methods—from attracting candidates to hiring, mentoring, and retaining them—that move the school in the direction of greater cultural competence in policies and procedures, as well as curricular and pedagogical practices. To work with NAIS school leaders, we have assembled a group of culturally competent administrative and faculty leaders from both higher education and independent schools to explore what it means to be a culturally competent leader.

PREREGISTRATION IS REQUIRED FOR ALL EQUITY SEMINARS.

ES03. Do You See What I Mean? Facilitating Courageous Conversations Visually

PRESENTERS: Kawai Lai, VizLit; Rosetta Lee, Seattle Girls' School (WA); Tamisha Williams, Lick-Wilmerding High School (CA)

ROOM: WSCC, 303

As educators and activists leading the work around diversity, equity, and inclusion in our schools, we are often called on to facilitate courageous conversations across identity, power, and difference. Although there are many dialogue models and tools, visuals can help set the stage, support thinking, and catalyze breakthroughs. Engage with veteran facilitators to learn common facilitation models, avoid pitfalls, and manage polarity. Learn how visual facilitation can help people see issues and perspectives more clearly. Through this workshop, participants will have an opportunity to unpack practical strategies for facilitating courageous conversations and will leave with a visual toolset to deepen their practice.

ES04. Examining Ourselves in Order to Be Culturally Responsive Educators and Create Inclusive Classrooms

PRESENTERS: Roslyn Benjamin, Live Oak School (CA); Paula Farmer, The Berkeley School (CA)

ROOM: WSCC, 210

What is culturally responsive teaching? In her book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Zaretta Hammond makes the case that educators need to teach all of their students to be complex thinkers and independent learners. To do so, all educators, regardless of race, need to hold their students to high academic and behavioral expectations, while building trust and rapport with them; however, this requires the teachers to do the "inside-out" work: "developing the right mindset, engaging in self-reflection, checking our implicit biases, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students." In other words, we have to change ourselves, not fix and change our students of color.

FULL-DAY EQUITY SEMINARS

WED, DEC 4

8:00 AM – 5:00 PM

ES06. Practicing Anti-Racist Leadership: Foundations, Strategies, and Skills for Personal, Professional, and Institutional Growth

PRESENTERS: Alison Park, Blink Consulting; Mitch Bostian, The Berkeley School (CA)

ROOM: WSCC, 2A

This seminar is about practicing anti-racist leadership every day on the ground in schools. Because we can't dismantle systems of oppression from arm's length, we'll start with ourselves: how we identify, how we show up in conversations and conflicts about race, and what work each of us has to do. We'll use experience-based, everyday scenarios to talk about race and racism in our schools—not as "gotchas!" but to identify leadership's responsibilities and opportunities. And we'll explore how whiteness, despite increasing racial diversity in our communities, continues to define our schools' cultures and outcomes. While our conversation will be informed by research, this is a head, heart, gut, and "what're you gonna do?" working session. Because reading an article will only get you so far!

ES07. Resilience + Healing/ Awareness+Accountability: A Deep Dive Into Implicit Bias, Racial Anxiety, Racial Identity, and Microaggressions

PRESENTERS: Sandra Chapman, Consultant; Jessica MacFarlane, Perception Institute

ROOM: WSCC, 205

This session will draw on cognitive science and real-life examples to demonstrate how unconscious phenomena linked to race—such as implicit bias and racial anxiety—can impact us as educators. It will also examine frameworks to deepen our understanding of racial identity and microaggressions. Through this seminar, you will more clearly recognize obstacles to equity and inclusion in our schools that are seemingly invisible, and you will gain concrete skills to navigate racialized experiences. In affinity and multiracial spaces, educators of color will gain resilience strategies, and white educators will build accountability mechanisms to apply personally and within independent schools. This seminar will be illuminating and collaborative as we support each other in developing necessary proficiencies to face these pressing challenges.

PREREGISTRATION IS REQUIRED FOR ALL EQUITY SEMINARS.

ES08. Restorative Practices in Action

PRESENTERS: Carla Young, Cranbrook Schools (MI); Bill Boyle, Transformative Engagement Solutions

ROOM: WSCC, 304

How we do race will be consequential to the kind of society we have in the future. Our racing will be impacted by our history, our experience, as well as our imagined future. JOHN A. POWELL, RACING TO JUSTICE. Consider your plate and all its curriculums, protocols, and best ideas. What holds all the critical conversations together, so they are not just talk but functional elements of vital, sustainable communities? How do we foster a sense of belonging to build resilient relationships despite the anxieties of our complex racial relationships? We can use restorative practices to build, maintain, and restore healthy connection. Join this collaborative learning experience, and leverage your expertise to construct a school model for belonging. Spend the day considering how restorative practices support just and equitable independent school communities.

ES09. Taking Care of Ourselves: Using Our Social and Emotional Intelligence to Thrive

PRESENTER: Keba Rogers, Trevor Day School (NY)

ROOM: WSCC, 308

Today's socio-political climate dictates the necessity for people of color to display unfathomable emotional control. The world expects us to display enough positive emotion to contribute to white people's comfort, while also stifling our outrage at the modern-day lynchings happening on a daily basis. This not only requires us to have a clear understanding of who we are, how we feel, and how to manage our emotions; it also requires us to have empathy, social engagement, and ethical responsibility. Participants will learn about core competencies of social and emotional learning, take time to reflect on their own competencies, and practice skills to strengthen areas of weakness. They will also gain an understanding of their resilience and develop a plan for how to thrive in any environment.

HALF-DAY MORNING EQUITY SEMINARS

WED, DEC 4

8:00 AM – NOON

ES10. Best Practices for Teaching High School Courses Focused on the African Diaspora

ROOM: WSCC-CC, Skagit 1

Learn about the depth and breadth of the African Diaspora—the spreading of people of African descent throughout the world and their contributions to world history and culture—and how best to teach your students about it. Develop a plan to inaugurate a course on the African Diaspora at your school and connect with colleagues you can lean on as you implement your new course.

ES11. Building Resilient Schools: Adverse Childhood Experiences, Racial Equity, and Trauma-Informed Practices

ROOM: WSCC-CC, Skagit 2

Participate in interactive activities to understand the importance of self-care for educators, and deepen your understanding of the impact of adverse childhood experiences and trauma. Gain tools to address cumulative and historical racial trauma, and be introduced to culturally responsive, trauma-informed interventions that foster resilience, socio-emotional development, and connection for students and educators.

ES12. Grading for Equity: How Traditional Grading Perpetuates Disparities, and What We Can Do About It

PRESENTER: Joe Feldman, Crescendo Education Group

ROOM: WSCC, 2B

Dive deep into the history of our traditional grading practices, and recognize how our continued use of those practices undermines equity and perpetuates disparities. Learn specific grading practices that are more accurate, bias-resistant, and motivational, and discover the impact of those practices as shown by qualitative and quantitative evidence. Talk with colleagues to normalize struggles with grading, to construct meaning from the more equitable practices, and to generate ideas for bringing these practices to your classrooms and schools.

PREREGISTRATION IS REQUIRED FOR ALL EQUITY SEMINARS.

ES13. Ideas to Action: Strategic Planning to Meet Your Equity and Inclusion Goals

PRESENTER: Stephanie Bramlett, Phillips Exeter Academy (NH)

ROOM: WSCC, 310

Schools do strategic planning all the time, but too often either the equity and inclusion leader isn't at the table or equity and inclusion aren't mentioned in the plan. This session will provide some strategies for making sure that the school's strategic plan includes diversity, equity, and inclusion AND that the DEI leaders on campus have their own road map for how the work will get done. In this session, we will also discuss how to communicate effectively with different constituency groups and how to do the work even when not everyone is 100% on board.

ES14. Our Liberation Is Connected: Thriving Together by Healing Racial Divides Between Communities of Color

PRESENTERS: Tinia Merriweather, Ethical Culture Fieldston School (NY); Rochelle Reodica and Jacqueline Kurzer, Marin Horizon School (CA)

ROOM: WSCC-CC, Skagit 3

This seminar will use racial identity development models to lead you through self-discovery and reflective exercises. You will have the opportunity to critique photos, quotes, and short film clips that reinforce AAPI and black stereotypes and

to examine case studies centered on AAPI/black interactions and other communities of color—both positive and negative—to ground discussions and action planning. The seminar will also facilitate small-group discussions in affinity spaces.

ES15. Understanding the Phenomenon of Dialect and Its Critical Role in Linguistically Diverse Schools

ROOM: WSCC-CC, Skagit 4

Teachers of all disciplines use language as the medium with which to teach and otherwise communicate with students, and yet the ideas teachers have about what constitutes formal/informal, positive/negative, aggressive/passive, and incorrect/correct uses of language are often infused with stereotypes about the English language and its speakers. Such assumptions can degrade the quality of interaction (at best) and thoroughly undermine students' opportunity to learn (at worst). Familiarity with linguistic stereotypes, particularly those that impact stigmatized and marginalized communities of color, can enable teachers to mitigate their biases as well as improve their teaching strategies and overall rapport with students.

HALF-DAY MORNING EQUITY SEMINARS

WED, DEC 4

8:00 AM – NOON

**PREREGISTRATION IS REQUIRED
FOR ALL EQUITY SEMINARS.**

ES16. Understanding, Respecting, Connecting: A Guide for White Women Teaching Black Boys

ROOM: WSCC-CC, Skagit 5

The seminar is based on information from *The Guide for White Women Who Teach Black Boys* and includes content and activities from three key areas: understanding, respecting, and connecting. You will engage in concentrated, focused inquiry around your relationships with black male students and the impact of those relationships on academic excellence, race, racism, privilege, and white supremacy.

ES17. You're Not Crazy, You're Not Alone: Resiliency in the Face of Implicit Bias, Microaggressions, and Everyday Racism

PRESENTERS: Jeff Menzise, Mind on the Matter; Maati Wafford, Barrie School (MD)

ROOM: WSCC-CC, Yakima 2

Develop shareable self-care techniques for lessening the negative effects of microaggressions (MA), implicit bias (IB), and everyday racism (ER). You will learn to identify MA, IB, and ER; respond rather than react to these stressors; re-center/refocus after racialized experiences; and process and release the energy generated by such encounters. The facilitators will help you understand these stressors as a result of internal "emotional barometers" being triggered, and they will introduce and model various evidence-based tools and techniques to improve emotional intelligence, analytical thinking, and internal awareness. You will learn a variety of self-care techniques, including meditation, conscious breathing, and active imagination.

HALF-DAY AFTERNOON EQUITY SEMINARS

WED, DEC 4

1:00 – 5:00 PM

**PREREGISTRATION IS REQUIRED
FOR ALL EQUITY SEMINARS.**

ES18. Leveraging Social Media for Discussions on Education, Inclusion, and the Experiences of People of Color

PRESENTERS: Nola-rae Cronan, The Langley School (VA); Ara Brown, Whittle School (DC); Craig Jones, Wellington School (OH); Sherri Spelic, American International School Vienna (Austria)

ROOM: WSCC-CC, Skagitj 2

Together we will critique specific social media and online platforms and review established spaces for people of color. We will define various online opportunities, providing language on how they are used and how one would participate within them. Participants will develop a Twitter account and a profile to be used in the workshop; they will practice participation in a Twitter chat with a live, in-workshop chat. In small groups, we will discuss how these opportunities could enhance our personal and professional growth. Participants will design an outline for continued participation and for bringing these strategies to school. Last, we will identify ways to participate in NAIS hashtags during the conference.

ES19. N!gga(er) in the Classroom, Hallway, Recess: Are We Becoming Moore Accepting of The Word?

PRESENTERS: Eddie Moore Jr., The Privilege Institute; Marguerite Penick-Parks, University of Wisconsin Oshkosh

ROOM: WSCC-CC, Skagitj 3

Engage in activities to examine your personal and professional histories with N!gga(er), and explore pictures and feelings associated with the word. Explore the prominence of

N!gga(er) in media, literature, and music and its impact on our youth. Learn to address internal racism and biases, and discover where they arise from and how they contribute to daily interactions and school culture. You will leave with ideas and skills to address inclusive language, policies, and practices, and you will develop plans for positive education leadership of the entire school community.

ES20. Shining a Light! Illuminating Underrepresented Stories on the Elementary School Campus

PRESENTERS: Britt Anderson, Maria Montes Clemens, Melody Esquer Gil, and Priti Hulse, Prospect Sierra School (CA)

ROOM: WSCC, 2B

This seminar will equip participants to go back to their schools with ideas to share with teachers, administrators, and their diversity committee, if they have one, about possible systemic approaches and specific projects to bring visibility to underrepresented groups. In addition to facilitating exercises similar to what we use in our own ongoing professional development to establish our group as a learning community, we will provide opportunities for smaller groups to connect and share ideas throughout the workshop. We will share our inspirations, our key learnings, and our collective commitment to illuminating and celebrating these stories in our community.

HALF-DAY AFTERNOON EQUITY SEMINARS

WED, DEC 4

1:00 – 5:00 PM

**PREREGISTRATION IS REQUIRED
FOR ALL EQUITY SEMINARS.**

ES21. Stay Tuned: Practicing Listening Leadership in Schools

PRESENTER: Nicole Furlonge, Klingenstein Center, Teachers College, Columbia University
ROOM: WSCC, 310

This seminar draws on original research by the presenter on the art and science of listening. It will introduce the practice of listening leadership, a key framework for understanding schools and enacting transformative change. This seminar is also informed by interdisciplinary practices and will demonstrate the power of melding school practices with researched practices from the field of humanities, sound studies, adult learning, and organizational theory and practice for change.

ES22. Using Circles as a Restorative Practice in Independent Schools: Supporting Students of Color

PRESENTERS: Ruth Bissell, Loren Moyé, Betsy Brody, and Justin Lenzi, San Francisco Day School (CA)
ROOM: WSCC-CC, Skagit 4

Circles are a method of restorative practice that help community members reconnect themselves with others, create a brave space for all voices, and enable participants to be their best selves, particularly when conflicts may arise. In this workshop, teachers and

administrators can explore the indigenous beginnings of circles, the basic process of circles, and how they may be used within the context of their school community to reinforce community values, strengthen positive relationships during conflicts, and provide diverse perspectives to engage in inclusion and equity work. Participants will learn the essential elements of circles and how to organize, plan, and lead a circle. They will also have the opportunity to practice facilitating a circle with the goal of supporting students of color.

ES23. What Your AAPI Students and Faculty Won't Tell You, But You Need to Know

PRESENTERS: Drew Ishii, Sage Hill School (CA); Min Pai, Westland School (CA); Cheryl Ting, Redwood Day School (CA)
ROOM: WSCC-CC, Skagit 5

Learn how the model minority myth affects members of your community, and learn strategies to prevent reinforcing stereotypes and marginalization of AAPI community members. Explore qualitative data collected from independent school student and adult communities.

SCHOOL VISITS

WED, DEC 4

8:30 AM – 12:30 PM

Transportation will depart from the WSCC, Pike Street Lobby entrance.

PREREGISTRATION IS REQUIRED, BUT COMPLIMENTARY.

LAKESIDE SCHOOL

Lakeside School is an independent, coeducational day school for grades 5–12 in Seattle. Lakeside's 851 students form a highly diverse student body: 33% of students receive financial aid; they come from 234 previous schools; and 60% self-identify as students of color. Lakeside is a mission-driven institution with an emphasis on educational excellence, diversity, inclusion, ethical behavior, and global engagement. Lakeside believes that the daily actions of each individual can reinforce our commitment toward what we value. Meet with the six members of the diversity, equity, and inclusion team, as well as administrators, faculty, and students, about Lakeside's ongoing commitment to create an environment in which the identities and cultural backgrounds of our families, students, and employees are valued and respected.

MERIDIAN SCHOOL

Global Competency and Anti-Bias Education at The Meridian School (K–5)

The Meridian School's curriculum integrates global competency and anti-bias education with age-appropriate lessons that address current global issues and inspire students to positively impact their communities. During your visit, we will share how our Global Citizen Framework guides an engaging curriculum and promotes inquiry, investigation, innovation, and local/global action inspired by the United Nation's Global Sustainable Goals and using project-based learning. You will also learn how our interdisciplinary approach to global education is enhanced with meaningful experiences for all constituencies and active engagement with our community partnerships with local organizations.

SEATTLE GIRLS' SCHOOL

Seattle Girls' School (SGS) is a middle school for girls and gender expansive students. Founded in 2001 and rooted in anti-bias, SGS focuses on empowering students to develop, own, and use their voice; to consider multiple perspectives and examine bias; and to develop and collaborate as leaders. SGS is known for its strong middle school affinity group program and has been a model and resource for other schools starting affinity groups. SGS is also a pioneer among all-girls schools for gender inclusion—supporting transgender, gender non-binary, and gender non-conforming students. As a young school, we constantly examine how our values show up in our admissions process, advancement practices, curriculum and programs, student support, and adult learning.

UNIVERSITY PREP

University Prep is a 6th–12th grade school in north Seattle. It is an intentionally diverse and inclusive community committed to social justice. At all levels and in all areas, we examine our practices to ensure access, inclusion, and equity in our students' educational experience. During your visit, see part of a new Diversity, Equity, Inclusion, Social-Emotional Learning (DEISEL) Program that we are piloting this year, understand how we are working on integrating the co-curricular programming with academic curriculum, and speak with administrators and teachers on ways we integrate DEI and social justice into the curriculum.

1954.

WITH ALL
DELIBERATE SPEED.

2019.

INTEGRATING
SCHOOLS, MINDS,
AND HEARTS
WITH THE FIERCE
URGENCY OF NOW.

NAIS STUDENT DIVERSITY LEADERSHIP CONFERENCE

SDLC LEADERSHIP TEAM WELCOME

MORE AND MORE, WE FIND OURSELVES CHALLENGED, AS A NATION AND A WORLD, TO LIVE OUR VALUES ON THE CRITICAL ISSUES SURROUNDING HUMAN AND CIVIL RIGHTS. As we grapple with issues of freedom, justice, equality, and inclusion on our global stage, it is imperative that we provide a space for young people to reflect on their own thoughts and experiences. The NAIS Student Diversity Leadership Conference (SDLC) is honored and excited to provide this space, as we have for over a quarter century, at its 26th annual gathering.

This year, our theme, *1954. With All Deliberate Speed. 2019. Integrating Schools, Minds, and Hearts With the Fierce Urgency of Now*, pays tribute to the landmark *Brown v. Board of Education* case that began school integration 65 years ago. At that time, our nation took bold steps to challenge the devastating realities of segregation, recognizing the role education could play in leveling inequality. Young people led then with their sit-ins, freedom rides, and enrollment in schools on the other side of the divide. SDLC takes its place among the revered training grounds of young activists and influencers, calling on the formidable spirit of educators like Ella Baker and the unshakeable determination of young trailblazers like third-grader Linda Brown.

SDLC stands in strong partnership with the common mission of all our schools: to educate students for global citizenship and ethical leadership. Throughout the school year, students in independent schools work hard to educate their peers around issues of equity and justice. You support them in that work, and this conference was built as an extension of that support. SDLC is known for its positive impact on the students who participate and the schools they represent, using the techniques of dialogue, experiential learning, and cross-cultural and interpersonal exchange that have characterized its presence since its founding. SDLC's faculty of adult educators and college activists (who are also SDLC alums!) are pleased to serve your student delegates over our three days together.

The fierce urgency of now requires a version of deliberate action that is intentional but not leisurely. Dr. King stated clearly, "Our goal is to create a beloved community, and this will require a qualitative change in our souls as well as a quantitative change in our lives." Home to a notably diverse array of identities and cultures, Seattle and SDLC combine to be the perfect place to explore what it takes to create beloved community.

In peace and solidarity,



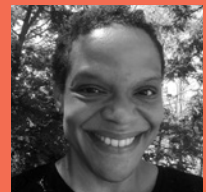
RODNEY GLASGOW

Head of Middle School and Chief Diversity Officer, St. Andrew's Episcopal School (MD)
SDLC CHAIR AND LEAD CURRICULUM FACILITATOR



OSCAR GONZALEZ

Director of Equity and Inclusivity, Graland Country Day School (CO)
SDLC CO-CHAIR AND LEAD LOGISTICS FACILITATOR



COLLINUS NEWSOME

Director of Education, The Denver Foundation
SDLC CO-CHAIR AND LEAD FACULTY FACILITATOR

SDLC is a multiracial, multicultural gathering of upper school student leaders (grades 9–12) from more than 300 independent schools across the United States. SDLC focuses on self-reflecting, forming allies, and building community. Led by a diverse team of trained adult and peer facilitators, participants develop effective cross-cultural communication skills and better understand the nature and development of effective strategies for social justice. Students also practice intergroup and self-expression through the arts and learn networking principles and strategies. In addition to large-group sessions, SDLC is structured according to "family groups" to allow for small-group dialogue and sharing.

WED DEC 4

6:00 - 10:00 PM

Peer Facilitator Training
WSSC, 6A

6:00 - 6:45 PM

SDLC Chaperone Orientation I
WSSC, 607

9:15 - 10:00 PM

SDLC Chaperone Orientation II
WSSC, 607

SDLC AT A GLANCE

THU DEC 5

- 7:00 – 7:45 AM**
Peer Facilitator Training for Wednesday Night Late Arrivals WSCC, 6A
- 7:00 – 7:45 AM**
SDLC Chaperone Orientation III WSCC, 400
- 8:15 – 9:30 AM**
PoCC | SDLC Opening Ceremonies with Joy DeGruy WSCC, Hall 4A/B
- 9:45 – 10:30 AM**
SDLC Opening Ceremonies WSCC, Hall 4A/4B
- 10:45 – 11:35 AM**
Silent Movement and Debrief WSCC, Hall 4A/4B
- NOON – 1:00 PM**
Lunch
- 1:15 – 5:15 PM**
Family Groups
- 3:00 – 3:45 PM**
Snack Break
- 5:30 – 6:30 PM**
Dinner
- 6:45 – 8:15 PM**
Family Groups
- 8:30 – 9:30 PM**
Affinity Groups
- 9:30 – 9:45 PM**
Transition to Regional Groups
- 9:45 – 10:15 PM**
Students Dismissed to Chaperones
- 11:00 PM**
Student Curfew

FRI DEC 6

- 8:15 – 11:45 AM**
Family Groups
- NOON – 1:00 PM**
Lunch
- 1:15 – 2:30 PM**
SDLC Keynote Speaker and Q&A WSCC, 4A/4B
- 2:30 – 2:45 PM**
Snack Break
- 2:45 – 3:45 PM**
SDLC State Regional Groups
- 4:00 – 5:30 PM**
Affinity Groups
- 5:45 – 6:45 PM**
Dinner
- 7:00 – 9:30 PM**
Family Groups
- 9:45 – 11:00 PM**
Talent Show
- 11:00 – 11:15 PM**
Transition to Regional Groups
- 11:15 – 11:30 PM**
Students Dismissed to Chaperones
- MIDNIGHT**
Student Curfew

SAT DEC 7

- 8:15 – 9:45 AM**
SDLC Closing WSCC, Hall 4A/B
- 10:00 – 11:15 AM**
Student-Led Adult/Student Dialogues (by state/region)
- 11:30 AM – 12:45 PM**
PoCC | SDLC Closing Ceremonies with Pedro Noguera WSCC, Hall 4A/B

[SUBJECT TO CHANGE]

PROGRAMMING TAKES PLACE IN THE WASHINGTON STATE CONVENTION CENTER (WSCC), CONFERENCE CENTER (WSCC-CC), SHERATON, AND HYATT REGENCY.

WED

DEC 4

JOIN THE CONVERSATION
ON TWITTER, FACEBOOK,
AND INSTAGRAM. USE
#NAISPoCC AND **#NAISSDLC!**

7:00 AM – 8:00 PM

Registration Open
WSCC, Atrium Lobby

8:00 AM – 5:00 PM

T Full-day Equity Seminars

See page 16 for detailed information.

8:00 AM – NOON

T Half-day Equity Seminars (morning)

See page 20 for detailed information.

8:30 AM – 5:00 PM

PoCC Affinity Group Training
WSCC, 400
PoCC Leadership Institute for
People of Color
WSCC, 201

See page 10 for detailed information.

8:30 AM – 12:30 PM

T School Visits

See page 25 for detailed information.

1:00 – 5:00 PM

T Half-day Equity Seminars (afternoon)

See page 23 for detailed information.

6:30 – 7:30 PM

PoCC First-Time Attendees Welcome
& Orientation
Sheraton, Cirrus Ballroom

PROGRAMMING TAKES PLACE IN THE WASHINGTON STATE CONVENTION CENTER (WSCC), CONFERENCE CENTER (WSCC-CC), SHERATON, AND HYATT REGENCY.

THU

DEC 5

JOIN THE CONVERSATION
ON TWITTER, FACEBOOK,
AND INSTAGRAM. USE
#NAISPoCC AND **#NAISSDLC!**

THURSDAY

6:00 – 7:00 AM

Wellness Activities

Yoga **Sheraton, Greenwood**

Zumba **Sheraton, Jefferson A/B**

7:00 AM – 6:00 PM

Registration Open

WSCC, Atrium Lobby

8:15 – 9:30 AM

PoCC/SDLC OPENING GENERAL SESSION

JOY DeGRUY

WSCC, Hall 4A/B

9:30 AM – 5:00 PM

PoCC Hub Open

WSCC, Hall 4C

9:45 – 11:45 AM

AFFINITY GROUP SESSION 1

- ▶ Asian, Asian Pacific-Islander Heritage **WSCC-CC, Yakima 1 and Foyer**
- ▶ Black, African Heritage **Hyatt Regency, Regency A/B**
- ▶ First Nations Heritage **Hyatt Regency, 609-Yakima**
- ▶ Greater Middle Eastern Heritage **Hyatt Regency, 608-Wynoochee**
- ▶ International **Hyatt Regency, 605-Skykomish**
- ▶ Latinx Heritage **WSCC-CC Skagit 4-5**
- ▶ Multiracial Heritage **Sheraton, Metropolitan A/B**
- ▶ South Asian Heritage **WSCC-CC, Yakima 2**
- ▶ Transracially Adopted **Hyatt Regency, 607-Wishkah**
- ▶ White European Heritage **WSCC-CC, Tahoma 3-5**

NOON – 1:30 PM

PoCC Welcome Luncheon

PoCC Hub, WSCC, Hall 4C

12:45 – 1:30 PM

Choir Rehearsal

WSCC, Hall 4A/B

1:00 – 1:30 PM

📖 Book Signing with Joy DeGruy

NAIS Bookstore, PoCC Hub, WSCC, Hall 4C

THU DEC 5

1:45 – 3:45 PM

Master Class with Joy DeGruy
WSSC-CC, Tahoma 3

See page 10 for detailed information.

1:45 – 3:00 PM

PoCC Express Café
WSSC-CC, Chelan

See page 10 for detailed information.

1:45 – 3:00 PM
WORKSHOP BLOCK A

FEATURED SPEAKER SESSION

ANTHONY OCAMPO
WSSC, 3A/B

**Administrators of Color Matter:
How to Strengthen Your Candidacy
in Pursuit of Leadership Positions**

Leadership opportunities for people of color in independent schools are increasing, but the overall number of people of color in administrative roles continues to trail far behind our white colleagues. This workshop will explore how you can advance your career in independent schools. We will discuss professional development opportunities that

broaden your skill set in order to promote your candidacy, what search committees look for in candidates for leadership positions, and how to navigate the interview process. The workshop will also provide advice on identifying and confronting barriers in your school community that may prohibit your professional growth. We will share best practices for conducting your search as well as anecdotes from the perspectives of both candidates and search committees.

PRESENTERS: Justin Brandon, Francis W. Parker School (IL); Priscilla Morales, The Park School of Baltimore (MD)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSSC, 201

**Afrofuturism and Social Justice: Ideas
Through Art, Literature, and Science**

Students learn the concepts of afrofuturism and the artists/musician/writers who incorporate these ideals into their work, such as Janelle Monáe, Hebru Brantley, Sun Ra, Octavia Butler, and Turtel Onli. Discussions of ancient Nubia, cross-curriculum references, and unit ideas will be included. This session is for lower school educators.

PRESENTERS: Joseph Kerney, Allison Beaulieu, and Micyleia Sanders, The University of Chicago Laboratory Schools (IL)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSSC, 210

Amplify Your Leadership Qualities, Professional Learning, and Career

Are you an early or mid-career educator of color considering pursuing a doctoral degree? Have you wondered about the value of this undertaking and its impact on your career? Bring your questions to this session, which is led by students in the Mid-Career Doctoral Program in Educational Leadership at the University of Pennsylvania. Listen to the panel members reflect on their experiences in the program, including research opportunities, and how these experiences have influenced their leadership roles and informed their professional learning.

PRESENTERS: Matthew Suzuki, Rye Country Day School (NY); Michael Johaneck, Graduate School of Education, University of Pennsylvania; Regina Nixon, Nashoba Brooks School (MA); Jennifer Stimpson, The Hockaday School (TX)

TRACK: Organizational Development and Institutional Change

ROOM: WSCC-CC, Skagit 3

Beyond Buses and Boycotts: Revamping Black History Month and Your Entire School Calendar

Raven Wilkinson, Bass Reeves, Mary Fields, Lonnie Johnson, and Ann Cole Low — these are not names you usually hear during Black History Month, but why not? In this session, you will discover innovative ways to shake the dust off your Black History Month curriculum. You will come away with resources to reinvigorate your February and new ways to highlight the achievements of PoC throughout the school year. You will discuss navigating your own and your

students' discomfort in dealing with sensitive topics, learn ways to present information through the lens of cultural competency, and empower the students in your classroom to celebrate themselves and each other.

PRESENTER: Jeannine Brown, Carolina Friends School (NC)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Chelan 4

Children's Literature — Moving From Windows and Doors to Prisms: Representations of South Asians in Literature

Books can be mirrors, windows, and doors into other cultures. But that seems voyeuristic. What if we saw books as a prism reflecting back onto society? This workshop will focus on representations of South Asians and Muslims in post-colonial literature and compare them to the work of current South Asian authors. The right kinds of books in the hands of our children, guided by our principles of inclusion and equity, can help shape the discourse in our classrooms and make our students of minority backgrounds feel valued and included.

PRESENTER: Maleeha Malik, Friends School of Baltimore (MD)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: Sheraton, Ballard

1:45 – 3:00 PM

WORKSHOP BLOCK A (continued)

Dear White Folks at PoCC: A Love Letter in Workshop Form

At last year's PoCC, a post called "Dear White Folks at PoCC" was read more than 3,500 times over a few days. People of color shared it with their white colleagues, and white colleagues took it as a learning opportunity to notice their own race at PoCC. Some engaged in conversation about it during the conference while others processed its message more privately. But what does this conversation look like in workshop form? Join Liza Talusan along with a panel of colleagues to hear about what they hope white people know and understand about their presence at PoCC. As a love letter, this workshop is designed to "call in" allies, accomplices, and learners so that we can all build awareness, capacity, and cultural responsibility in this work.

PRESENTER: Liza Talusan, LT Coaching and Consulting, LLC

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC, 307-308

👉 Disrupting the System From Within

What's the impact when we whitewash history? Hear how a few "progressive" educators got tired of kind, well-meaning teachers bringing racism into the classroom by perpetuating the oppressive pedagogy that continues to marginalize people of color. The story begins with Dr. Seuss and ends with rosé.

PRESENTERS: Vanessa Gutierrez, Jenifer Moore, and Nina Austin, The Key School (MD)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC, 2B

Do You See What I See? The Impact of Trauma on Students of Color (Part I)

Students of color, those in poverty, and those who are otherwise marginalized face daily challenges. Included in these challenges, but much less recognized or discussed, is trauma. The Centers for Disease Control and Prevention has asserted that childhood trauma has a long-term impact on life expectancy, education, health care, and involvement in the criminal justice system. The first step toward solving a problem is knowing that there is a problem. But many of our students are suffering in silence. This workshop intends to raise awareness and knowledge of trauma. Participants will learn what trauma is, how to recognize trauma in our students, and how trauma impacts students' ability to fully engage in the school day. *Note: Part II takes place in Block C, Friday at 8:00 AM.*

PRESENTER: Keba Rogers, Trevor Day School (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 400

Grading for Equity: What It Is, Why It Matters, How It Transforms Schools and Classrooms

Grades not only inform monumental decisions about our students—course placement, interventions, promotion and retention, athletic eligibility, scholarships and financial aid, graduation, and college admission—they also inform a student's self-concept and psychological well-being. Yet grading practices often vary widely from teacher to teacher and can be a source of intense stress for our students and families. Even worse, many common grading practices, created during the Industrial Revolution, are imbued with institutional and implicit

biases that undermine our equity work. Without a shared understanding of the most effective and equitable practices, we can inadvertently perpetuate achievement and opportunity gaps among our students. In this workshop, explore grading practices that are accurate, bias-resistant, and motivational, and learn about the power of these practices for student learning and more equitable classrooms and schools.

PRESENTERS: Joe Feldman, Crescendo Education Group; Mark Boswell, Marin Country Day School (CA)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC-CC, Tahoma 2

A Home Away From Home: Diversity and Inclusion in the Dorms

Without community there is no liberation.

AUDRE LORDE How is community created in dormitories, and how can it be enhanced for the liberation of all its members? Students spend a great deal of time in campus housing, making dormitories key for thinking about how we live out institutional and personal goals around diversity and social justice. In this interactive workshop, the presenter will share resources and activities she organized as dorm head of an all-gender dorm. In particular, she will talk about community rules, formal dorm events, and informal networks of care. Together we'll discuss how these "homes away from home" can support student leadership, provide vital education, and affirm students as they explore various components of their identity.

PRESENTER: Courtney Marshall, Phillips Exeter Academy (NH)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Yakima 1

How Can Black People Work Toward Liberation for Themselves and Black Students in Independent Schools?

White supremacy and its practices are rooted in the subjugation of black bodies. Each day, black people must fight against the systematic and continuous oppression that started with enslavement and continues with subpar education and laws designed to suppress and oppress black people rather than provide federal protection. "We who believe in freedom cannot rest," so while black people cannot rest as they continue to fight for their freedom, they must also deal with the chronic stress caused by racism. Working together as a collective of black independent school educators and employees, attendees will workshop strategies for survival and rest and envision techniques for tagging each other "in" and "out" while doing the work of dismantling racism and combating anti-blackness in white supremacist spaces.

PRESENTERS: April Broussard, The Town School (NY); Rhashida Hilliard, Horace Mann School (NY)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Skagit 4

1:45 – 3:00 PM

WORKSHOP BLOCK A (continued)

📍 Instituting Reflective Practice Groups to Maximize Inclusivity at Independent Schools

The Reflective Practice Group (RPG) model will be presented as a method to bring the SEED voluntary participation method to scale by making it a professional requirement for all staff. This approach can actively honor the importance of training for all teachers on equity and inclusion. The presenter originated the RPG model in a public elementary school setting and then adapted it to his independent elementary school. Through sharing how the model was proposed to school administration, developed, explained to staff, and implemented, this workshop will give participants a step-by-step understanding of how such a model can be realized in their own settings. Facilitation principles and techniques, surveys used, actual lesson plans, and participant feedback will be provided.

PRESENTER: Carlos Hoyt, Belmont Day School (MA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 211

Intersectionality of Identifying as Asian and LGBTQ Educators

In this workshop, our panel of presenters, disparate educators from varied walks of life, will share their intersectional experiences as educators who identify as both Asian and LGBTQ and how their experiences have shaped who they are today. How can an LGBTQ educator of color navigate this intersectionality in and out of the classroom? How do our intersectional identities impact our students, colleagues, and administrators?

These stories will aid in understanding that no one experience identifies us all. Through role-play in the second half of the workshop, participants will have the opportunity to put themselves in a position that may not be their own so that they will gain new perspectives into another person's world.

PRESENTERS: Caleb Goh, Poly Prep Country Day School (NY); Clara Ngo, Hillbrook School (CA); Brian Trinh, The Westminster Schools of Atlanta (GA); Jackie Sa, The Berkeley School (CA); Yvette Avila, Lakeside School (WA)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC, 205

Mizrahi and Sephardi: A Case Study on Race, Ethnicity, and Jewish Memory

How does a diverse religious or ethnic group navigate a communal past of victimhood? Within the Jewish community, there are a number of subethnic groups including Ashkenazim, Sephardim, and Mizrahim (who trace their origins to the Middle East and North Africa). In this session, we will explore the ways in which narratives of oppression and victimhood are told in a multi-ethnic religious and cultural group. We will navigate how the Holocaust has come to be owned exclusively by Ashkenazi (European) Jews, and why that is problematic given the experience of North African and Middle Eastern Jews who also lived under Nazi occupation. We will ask critical questions about how race and ethnicity impact a community's understanding of victimhood and oppression.

PRESENTERS: Adam Eilath, Ronald C. Wornick Jewish Day School (CA); Bryan Susman, Columbia University

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: Sheraton, Ravenna A-B

Navigating Wholeness in Our Schools: Reclaiming Our Time and Our Authentic Selves

The toll of working at predominantly white institutions can be especially taxing for people of color. Institutions that were, by design, created neither by us nor for us inherently infuse biases and oppressions historically created and perpetuated within the United States. Navigating microaggressions, imposter syndrome, gaslighting, and code-switching while doing our best for our students can lead to losing or ignoring aspects of our multicultural selves; this reality calls for healing. In this workshop, we will discuss and practice strategies designed to help us be our whole selves and embrace all of our identities, both within and beyond our institutions. We invite our fellow PoC to join us on this exploration of how we can thrive in spaces where we were not expected to survive.

PRESENTERS: Patricia Matos, Ethical Culture Fieldston School (NY); Motoko Maegawa, Poly Prep Country Day School (NY)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Skagit 2

Self-Knowledge Is Power! A New Racial Literacy Toolkit for K-8 Students

A team of educators from Pollyanna, Inc., have created a comprehensive, innovative Racial Literacy Curriculum for grades K-8. It is designed to help students gain knowledge about race as it has been constructed in the U.S. The curriculum also supports students in acquiring an awareness of their own racial socialization and skills for engaging in productive conversations about race and racism. Available to schools without

charge since spring 2019, the curriculum has been crafted for educators with a range of experience. This workshop will introduce the curriculum and review example lessons and core ideas. After taking this workshop, participants will better understand race as a social construct and feel more confident and inspired to incorporate race into their teaching.

PRESENTERS: Casper Caldarola and Monique Vogelsang, Pollyanna, Inc.

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 310

Head of School Track

Strategic Design for Equity and Inclusion

Leading efforts toward more equitable and inclusive school communities can sometimes feel like pushing a boulder up a steep hill. With challenges that are very complex and often abstract, it can be difficult to design changes in culture and curriculum that will have meaningful and lasting impact. How do you break the boulder into smaller, more liftable rocks? How do you design initiatives that will solve pressing challenges and leverage opportunities for change? This active session will use frameworks from the NAIS Strategy Lab workshops to guide participants through a design process focused on equity and inclusion initiatives at the school. Applying these frameworks to your work can help you design innovations that are purpose-driven, insightful, and actionable.

PRESENTERS: Mark Mitchell and Tim Fish, NAIS

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 2A

1:45 – 3:00 PM

WORKSHOP BLOCK A (continued)

Surviving "The Mammy Complex": Being "the Only" in a Brave New World

From the days of enslavement through the Jim Crow Era, the Mammy has served as a caricature of the political, cultural, and economic interests of White America. She rears, leads, and educates the young people in her care as they embody and personify steady change and personal growth. In our predominantly white institutions, the Mammy manifests, most often unwittingly, in the women of color on our faculties and administrations who are "the only one." This workshop attempts to unpack the many layers of being "other" while remaining authentic, leading with dignity, and maintaining our integrity as educators while sharing our best selves with our students and colleagues.

PRESENTER: Deena Sellers, Xavier High School (NY)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Skagit 5

They Took My Spot! Race and Standardized Testing in the Anti-Affirmative Action Era

Given the recent "Varsity Blues" cheating scandal, the lawsuit against Harvard University for alleged discrimination against Asian American applicants, and renewed calls for ending Affirmative Action in college admissions, many aspects of the admission process are under tremendous scrutiny. With two former college admission officers who currently work as college counselors in independent schools, this session will explore the various issues involved in

college admission selection and the role that standardized testing plays. Contributing to the discussion will be a college admission test expert whose research and data focus on the methods and selection criteria for creating standardized tests like the SAT and ACT.

PRESENTERS: Tamar Adegbile, Cate School (CA); Joy Gray Prince, Atlanta Girls' School (GA); Jay Rosner, Princeton Review Foundation

TRACK: Data Use in Activism: Evidence-Based Equity and Justice Programming, Research, and Evaluation

ROOM: WSCC-CC, Chelan 5

UPLIFT: How Affinity Spaces Help Girls of Color Thrive in Independent Schools

Many independent schools have made significant progress in diversifying their student body, but our girls of color often struggle to feel fully included and supported in their environments. It is important to affirm the various identities that are present in this community and to develop strategies to address their specific needs. By establishing the UPLIFT program, we have not only created a framework to support girls of color from the beginning of lower school through graduation from upper school, we have also helped create a community of girls of color who are confident and successful self and community advocates.

PRESENTERS: Renyelle Jimenez, Horace Mann School (NY); Terri-Ann Gordon and Aundrea Tabbs-Smith, Waterside School (CT); Charaun Wills, Rye Country Day School (NY)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC, 303

📍 We Wear the Mask: Stories of the Black Girl Experience in Predominantly White Independent Schools

Using the theories of critical race, black identity, and black feminism as a conceptual framework, this research explored the role of race/class/gender and parental support as contributing factors to the racial consciousness development of black girls in middle school. An analysis of the narratives of black girls revealed important factors that contributed to the development of a racial consciousness such as the absence of a black faculty advocate, the burden of microaggressions, and the tension to define what it means to be black. Additional findings showed that the participants' mothers emphasized nurturing black identity and friendships to help guide their daughters through critical racial experiences. Findings led to important recommendations to improve the educational experiences of black girls in predominantly white spaces.

PRESENTER: Tina Evans, Brentwood School (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 204

3:00 – 3:45 PM

Break, Relax, Refresh

3:45 – 5:00 PM
WORKSHOP BLOCK B

Are You Doing Your Work? Calling in Our Cisgender and Heterosexual PoC Allies

Often as people of color we want our white allies to educate themselves and do their own personal work around privilege in order to support equity and inclusion in independent schools. We, as LGBTQ people of color, want the same from our heterosexual and cisgender colleagues of color. In this workshop, we will explore the role of allyship (as a verb) specifically for PoC supporting LGBTQ PoC. We will provide five concrete actions PoC allies can take to support those of us with intersecting, marginalized identities around race, gender, and sexuality. This workshop will include a panel of LGBTQ+ PoC independent school faculty who will provide examples of experiences we've had with supportive allies and some we wish could have gone better.

PRESENTERS: Tamisha Williams, Lick-Wilmerding High School (CA); Johanna Aeschliman, Redwood Day School (CA); Corey Baker, Keys School (CA)

TRACK: Anti-Racist Teaching, Training, Activism, Allyship

ROOM: WSCC, 303

3:45 – 5:00 PM

WORKSHOP BLOCK B (continued)

Biases and Balance (Part II): Talking to Families of Color About Learning Challenges

Part I of Biases and Balance (presented at the 2018 NAIS PoCC) focused on how racial biases about students of color affect our perceptions of students' academic performance and behavior in school. A common problem that arises when students of color demonstrate learning challenges is that faculty and administrators often make assumptions about the cultural beliefs, socioeconomic status, language, educational background, and structure of families of color. In this session, we will continue the work by having participants engage in a critical analysis of their own biases when interacting with families of color and the ways in which we can more effectively communicate with families about academic concerns. The goal is to learn strategies and practice having honest, objective, and supportive conversations to make us better advocates for students of color.

PRESENTERS: Kristen Goodlett and Khaliah Williams, The Berkeley Carroll School (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Skagit 5

The Boarding School Reality for Black and Brown Faculty

North American boarding schools hold a certain mystique among the American populous. While much of this is generated through falsities found in popular culture films that present a level of homogeneity and privilege, such as *Dead Poets Society*, other perceptions are institutionalized, which tends to place faculty of color on the outside looking in. In the 21st century, a number of boarding schools have increased their efforts to extend full citizenship to faculty of color, noting a need for a talented, diverse faculty. This panel of current and former boarding school members offer a critique exploring the extent to which boarding schools have advanced in being fully inclusive to faculty of color.

PRESENTERS: Edward Carson and Faith Kagwa, The Governor's Academy (MA); Johara Tucker, Head-Royce School (CA); Anika Walker-Johnson, Germantown Academy (PA); LeRhonda Greats, Viewpoint School (CA)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC-CC, Yakima 2

Centering Joy as a Revolutionary Act for Womxn, Femmes, and Non-Binary People of Color

Let's explore the pursuit of joy as a tool for subverting narratives that have historically told us who we are, what we're worth, and how to live. This discussion/presentation examines historical and contemporary scholarship for ways womxn of color can leverage a pursuit of joy as an act of liberation and revolution. We'll review the writings of such luminaries as Audre Lorde, adrienne maree brown, Akiba Solomon, and Kenrya

Rankin to establish a framework that offers specific language, actions, and behaviors that lead to a joy-based liberatory practice tailored to womxn, femmes, and non-binary people of color. Through this frame, we'll point to ways we might deliver an antidote to internalized racial oppression.

PRESENTER: Michelle Wonsley-Ford, LondonPlane Advisory LLC

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 310

Colorism in the Latinx Community

"Colorism" is a term commonly used among people of color, but what does this look like in the Latinx community? In this workshop, we will discuss different instances of colorism from varying Latinx lenses. Attendees will explore their own experiences, look at case studies, and walk away with strategies for addressing colorism when they witness it. By changing the narrative in their personal lives and in their schools, participants will be able to spread awareness and create a more equitable and inclusive environment for both educators and students.

PRESENTERS: Gabmara Alvarez-Spychalski, The Baldwin School (PA); Kerry Kettering-Goens, The Haverford School (PA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 211

Decolonizing Hearts and Minds: Using Ancestral Healing and Ancient Wisdom to Transmute Wounds Into Power

Our workshop will focus on different healing modalities that people of color can tap into that re-center our needs and subvert the colonial mindset. Too often, independent schools can serve as spaces that marginalize our communities and deepen societal wounds in a more intimate setting. Measures of success in this context can often be tick marks that continue to center and uplift "whiteness." Even as we may try to push back against institutional barriers, we may end up duplicating and modeling our socialization, inflicting more harm on ourselves or each other. In this workshop, we seek to upend our conditioning and look to models of healing and transformation that connect us back to ancestral and cultural norms within our varied communities.

PRESENTERS: Sheika Luc, Marin Primary & Middle School (CA); Tone Rawlings, Katherine Delmar Burke School (CA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Chelan 4

3:45 – 5:00 PM

WORKSHOP BLOCK B (continued)

📍 DEI Strategic Partnership Gets Results

Diversity, equity, and inclusion work is impossible to do alone. It requires an articulated institutional commitment, clear expectations, and a competent team of doers. In this workshop, participants will learn how to design an integrated approach to DEI work, build a diverse and effective team, and strategize communication to highlight the value of this important work.

PRESENTER: Stephanie Bramlett, Phillips Exeter Academy (NH)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 2B

The Guide for White Women Who Teach Black Boys

This workshop will introduce *The Guide for White Women Who Teach Black Boys*, which was created to support white women to engage in concentrated, focused inquiry around their relationships with black male students and the impact on those relationships of race and racism. The session supports white teachers in their search for opportunities for personal growth as educators and the academic achievement of their black male students. The guide engages the readers in personal and professional introspective work, taking them through works by experts, stories by educators and students, and videos that help personalize the educational lives of black males.

PRESENTERS: Marguerite Penick-Parks, The University of Wisconsin, Oshkosh; Eddie Moore Jr., The Privilege Institute

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Chelan 2

Hiring Leaders of Color: Easier Said Than Done?

Want to hire leaders of color? And finding that easier said than done? There's no instant "fix" to a hiring and employment situation that's been centuries in the making, but by understanding institutional history and culture, we can intentionally (re)design for more racially inclusive and equitable hiring experiences and outcomes. This starts with flipping the perspective that leaders of color are "unicorns" to investigate how our systems make it rare for leaders of color to emerge. This workshop will use scenarios based on facilitators' and participants' experiences to tap our collective wisdom and imaginations for effective strategies and practices for recruitment, hiring, and retention. Participants will walk away with what Mica Pollock (author of *Everyday Antiracism*) termed "try tomorrow" tools and action items, as well as ideas for longer-term strategies.

PRESENTERS: Alison Park, Blink Consulting; Steve Morris, The San Francisco School (CA); Percy Abram, The Bush School (WA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Tahoma 2

📍 I Woke Up Like This: Teaching and Practicing Authenticity in Predominately White Spaces

As an educator of color, how do we become culturally authentic in predominantly white spaces? In this workshop, we will define cultural authenticity and evaluate whether we as educators are being true to our identities. Attendees will define cultural authenticity for themselves and unpack hindrances that may prevent this from occurring within the institutions they serve. Beyoncé's artistry serves as an exemplar to provide a framework for the ways in which we navigate mainstream white institutions in an authentic and unapologetic manner. Attendees will walk away with a toolkit to transform their own practice, inspire other educators of color, and teach students of color how to unapologetically express their own intersectional identities in authentic ways within institutions.

PRESENTERS: Rashaad Phillips, The Dalton School (NY); Ayesha Numan, Woodside Priory (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 201

The Illusion of Inclusion

Is your school really building an inclusive community for all its members, or are you selling the "illusion" of an inclusive learning community? Using race-based data and other forms of institutional research, Greenhill School is implementing an adapted developmental-stage model to ensure that it is building an inclusive community rather than the illusion of one. Participants will walk away with a method for discerning "fact from fiction" in regard to our schools' stated

or implied intentions regarding diversity, equity, justice, and inclusion (DEJI) work; a framework for conducting and using race-based institutional research to promote DEJI work; and a host of effective facilitation strategies, techniques, and tips that can help turn our mission-driven and visionary-based aspirations into reality.

PRESENTERS: Karen Bradberry, Shanti Majefski, and Lizz Melendez, Greenhill School (TX); Chris Bigenho, Lewisville ISD

TRACK: Organizational Development and Institutional Change

ROOM: WSCC-CC, Tahoma 1

Intergenerational Identity Development: Supporting Younger Generations

In the 2018-2019 school year, we undertook the process of changing the name of our Latinx affinity group. In doing so, we uncovered multiple perspectives and strong feelings attached to the language people use to identify across generational lines. Our experience has been reflected on the national level as seen in the recent decision of MEChA, the historic Chicanx student organization, to change its name. We hope to share our experience in helping K-8 students develop language to describe and talk about their identities in order to start a dialogue on the challenges that come at the intersection of identity and language. What do we call ourselves when we don't agree on which words best describe us?

PRESENTERS: Cathy Aragon, California Teacher Development Collaborative; Renée Otero, Davina Vera, April Pagan, and Tanya Kaplow, San Francisco Day School (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 210

3:45 – 5:00 PM

WORKSHOP BLOCK B (continued)

The Life of the Diversity Practitioner: Circle of Rebirth or Cycle of Abuse?

Independent schools proudly endorse diversity and equity in their missions; yet unspoken, vague, and unrealistic expectations and responsibilities dominate the lives of those explicitly engaged in "equity" work. Whether holding formal titles or informally being building "experts," equity practitioners challenge white supremacy and other insidious narratives, care for the margins while educating everyone else, and contend for justice daily. The equity worker cycle of Championing the Cause-Stress Overload-Disillusionment mirrors the Honeymoon-Tension Building-Crisis that characterizes a system of abuse. The lifestyle is unsustainable; the choice is burn out or get out. Or is it? This workshop provides a framework to illuminate institutional and interpersonal patterns that impact equity work with a focus on practices that engender health and wellness rather than exhaustion and burnout.

PRESENTERS: Binita M. Donohue and Stacey A. Gibson, Francis W. Parker School (IL)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 307-308

Plotting Your Course From Teacher to School Leader

Are you an educator who is considering exploring an administrative role in independent schools? What tools do you need to take that next step? How do you leverage all of your talents as a teacher and leader to land a formal leadership position? What does this mean for you as a person of color? Two new senior administrators of color

will share their varied journeys into school leadership and open up about the importance of having a diverse skill set, a network of mentors, resilience, and an understanding of self. By the end of the session, participants will begin to develop a vision for their next career steps. There are many routes into school leadership; what will your path be?

PRESENTERS: Betty Noel, Saint Ann's School (NY); Naomi White Randolph, Ethical Culture Fieldston School (NY)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 205

PoC in Senior Administration: Why and How We Do the Work

As educators of color, we're drawn to school communities because of our love of learning and our passion for nurturing young people. Have you ever pondered the idea of becoming an administrator in independent schools and thought "I wouldn't know where to start"? This panel of longtime, senior-level, and emerging administrators offer perspectives on the importance of having PoC in leadership. When were the pivotal moments in our career paths and who were the mentors who nurtured us? What are the joys and the sorrows of senior administrative roles? How have we developed professional expertise? Two assistant heads of school, a campus director, and a chief diversity officer share experiences in senior administration and respond to the question, "Why do administrators of color matter?"

PRESENTERS: Ricco Siasoco, Chadwick School (CA); Liz Fernández, Ethical Culture Fieldston School (NY); Roger Bridges, Echo Horizon School (CA); Losmeiya Huang, Growing Place (CA)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC-CC, Skagit 2

 **The Power of BEING in Life and Diversity, Equity, Inclusion Work**

It is so easy to get lost in the necessary *doing* that is associated with diversity, equity, and inclusion work and, more significantly, everyday life. However, the importance of our *being* in this work and in life is quite powerful in itself. In this workshop, we will explore the power that comes from just showing up as our unique selves every day and how we make a difference not only through what we do but through who we are.

PRESENTER: Lisa Pryor, The Orchard School (IN)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC, 204

STEM Is Not Exempt: Anti-Racist STEM Education

STEM teachers can be and must be anti-racist educators. In this session we will explore this role, identifying challenges unique to our field and sharing examples of work we've done and the powerful response from our students. Through individual and small- and large-group reflection, attendees will have an opportunity to articulate what anti-racist STEM education can look like in their schools, identify concrete steps they can bring to their classrooms next week and beyond, and form community with other dedicated educators.

PRESENTERS: Alyssa Reyes and Moses Rifkin, University Prep (WA); Shaye Whitmer, The Evergreen School (WA)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC-CC, Skagit 1

Head of School Track

 **This Wasn't My Plan: Leveraging Unexpected Leadership Paths for People of Color in Independent Schools**

Many school leaders often say that it was not their intention to pursue leadership in their schools. Further, as people of color we aren't always tapped when opportunities arise or told where and when to look. While we don't often know what puts us on the path, taking a step back and studying the various journeys we have taken can offer key takeaways for others considering leadership opportunities. Through examining personal leadership journeys and reflections, this workshop will assist participants in identifying the necessary steps in their pursuit of leadership. Rather than identifying "the" path to leadership, this session will help participants gain insight into the questions to ask and the experiences to consider.

PRESENTERS: Eric Osorio, The Calhoun School (NY); Noni Thomas López, The Gordon School (RI); Aléwa Cooper, Greens Farms Academy (CT); William Gilyard, Kingswood Oxford School (CT); Erica Corbin, The Chapin School (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 2A

3:45 – 5:00 PM

WORKSHOP BLOCK B (continued)

Toxic Stress in the Lived Experience of People of Color

Developmental psychologists use the term "toxic stress" to describe the frequent and prolonged adverse experiences that negatively affect a child's emotional, mental, and physical development. These include varying degrees of neglect, abuse, and familial burdens—generally existing in the absence of nurturing adult support. One reason that our students and adult colleagues of color sometimes fail to thrive is because we are not aware of toxic stressors, such as the cumulative harm of microaggressions, strained learning and working conditions, being measured by higher standards, or the paucity of validation from one's peer group. This workshop aims to identify toxic stressors prevalent in our school communities and to take measures to actively reduce the negative effects of these adverse experiences.

PRESENTERS: Susan Park, The Hotchkiss School (CT); Josefina Ayllón-Ayllón, The Lawrenceville School (NJ)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Yakima 1

Transracially Adopted Students: A Forgotten Minority

Do you have transracial adoptees in your classroom or school? Do you know what their experiences are at your school? Do they feel the need to code-switch for survival? Are they integrated into their racial community? This workshop will increase your understanding of the multifaceted nature of transracial adoptees' identity by hearing firsthand accounts from transracially adopted youth through "The Adopted Life" web series. Teachers, staff, and administrators need to be equipped to have sustained and healthy discussions about race, culture, and identity within the context of transracial adoption in order to build capacity to create a more inclusive environment, both in and out of the classroom.

PRESENTERS: Angela Tucker, Amara; Beth Wheeler, Edges Education

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Chelan 5

Upstream: Songs for Building Equitable, Just, Loving Community in Preschool-Third Grade Classrooms

Nip troubles in the bud; sow the great in the small. Big things of the world can only be tackled by tending to their small beginnings.

LAO TZU In order to build the world we need, we must head upstream and begin the work of equity and justice with our youngest learners. In this workshop, we will share a participatory sequence of our songs and discuss using them to open up meaningful, developmentally appropriate dialogue and action in the classroom around racial justice,

equity, identity, solidarity, self-love, and beloved community in the face of role models demonstrating the opposite. We will end by sharing our creative process and putting it to use in order to make a full group song! Come sing with us!

PRESENTERS: Dwight Dunston, Friends' Central School (PA); Brian Caselli Jordan, City Love/The Philadelphia School (PA)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC-CC, Skagit 4

Why Not Now? Exploring Race, Identity, and Differences in Early Childhood

Topics surrounding diversity are often overlooked in early childhood education. Research shows that children as young as six months are curious about the physical characteristics of self and others (skin color, hair texture, gender). But what happens when questions surrounding such subjects arise in school? It is essential to start these discussions at a young age. But how do we approach these complex topics? Explore abstract and concrete materials and activities designed to help open young minds. This interactive workshop will give you techniques to reach children with diverse needs. Follow us as we share experiences from our year of helping students understand different points of view. Depart empowered with tools to inspire children to observe, value others, take pride in themselves and their families, and build empathy.

PRESENTERS: Ashley Nartey and Taylor Fitzpatrick, National Child Research Center

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Skagit 3

Your Path: A Journey Defined Through Six-Word Stories

This workshop is designed for you—the person who dedicates endless hours to uplifting students but rarely has the time to take care of yourself. Working in a school can be taxing. As adults we often don't reflect on our experiences and how they impact our daily existence. Participants in this workshop will reflect on their journey, using a series of six-word stories to represent significant moments in their lives. As educators, our experiences impact our teaching style, attitude, and relationships with both colleagues and students. This journey through time is meant for both participants of color and white participants. We will come together as a group to see how our stories are similar, how they differ, and what that means within an educational institution.

PRESENTER: Shahna-Lee James, The Berkeley Carroll School (NY)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: Sheraton, Ravenna A-B

5:15 – 6:30 PM

PoCC GENERAL SESSION

MIKE WALSH

Performance by Speak Out Seattle
(Spoken Word)

WSCC, Hall 4A/B

PROGRAMMING TAKES PLACE IN THE WASHINGTON
STATE CONVENTION CENTER (WSCC), CONFERENCE
CENTER (WSCC-CC), SHERATON, AND HYATT REGENCY.

FRI

DEC 6

JOIN THE CONVERSATION
ON TWITTER, FACEBOOK,
AND INSTAGRAM. USE
#NAISPoCC AND **#NAISSDLC!**

6:00 – 7:00 AM**Wellness Activities**Yoga **Sheraton, Greenwood**Zumba **Sheraton, Jefferson A/B****7:00 AM – 1:00 PM****Registration Open****WSCC, Atrium Lobby****8:00 – 9:15 AM**
WORKSHOP BLOCK C**Advancing Your Independent School Career:
A Reflective, Mentor-Based Approach**

Preparing to be a head of school takes self-development, experience, and a supportive team. To be a viable candidate, you need mirrors—people who will show you how you can be a more effective leader. Proper mentoring is critical for anyone aspiring to be an independent school leader, and the mentoring doesn't stop once you have earned that promotion or become a school head. If you are breaking through a barrier of leadership, the depths of the mentor relationship go much further after you get the "big" job. Hear from three persons of color at different stages in their careers—two heads of school and an assistant head—who may illuminate a path to senior leadership, including a headship.

PRESENTERS: Byron Lawson Jr., Trinity Preparatory School (FL); Kevin Plummer, Tampa Preparatory School (FL); Felicia Wilks, Lakeside School (WA)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: **Sheraton, Ravenna A-B**

All the Wealth They Cannot See: Cultural Assets and Community Capital

Eurocentric models are routinely applied to people of color in independent schools. In primarily white institutions, those marginalized by racism have their cultures judged as problematic, deficient, and dysfunctional. Institutions themselves typically offer assimilation and adaptation to white culture as the sole means of success, while failure to succeed by students of color is blamed on individual limitations, not the oppressive system itself. How can we refute this dominant ideology and create a counternarrative that validates and centers the experiences of marginalized students? What types of capital are nurtured by communities of color, and what forms of cultural wealth do our students bring to our institutions each day? Let's disrupt the system by identifying unacknowledged student resources and validating our students through a strengths-based perspective.

PRESENTER: Stephanie Carrillo, Campbell Hall (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: **WSCC-CC, Yakima 1**

FRI DEC 6

8:00 – 9:15 AM

WORKSHOP BLOCK C (continued)

Are They Ready? Discussing Mass Incarceration With Middle School Students and Building an Activist Toolkit

This workshop is for anyone who has ever asked or been asked, "But are they ready for this?" We are invested in popping the independent school "bubble" and directly situating and implicating our students in the system of mass incarceration. In order to free ourselves from the constraints that bind us, we must first make these constraints visible. Though these concepts may seem too heady and complex, this interactive workshop will give educators implementable strategies and activities that support middle school students to be engaged in developmentally appropriate conversations about justice and situated toward activism. We will emphasize true, authentic story-sharing and listening and believing.

PRESENTERS: Phyllis Dugan, Riverdale Country School (NY); Emily Schorr Lesnick, University Prep (WA)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Skagit 5

Black Boy Joy, Black Girl Magic: The Importance of Relationship in Academic Success

Establishing relationships with students lays the foundation for academic and socio-emotional growth. When students enter school environments as obvious minorities, establishing that relationship is inevitably more complicated. Addressing the complexities inherent in being black and brown in white spaces is a non-negotiable

for creating culturally competent teaching practices and inclusive classrooms. Black and brown children often enter independent school spaces feeling like "the only" and unable to relate to those around them. Feeling unseen can lead to feeling undervalued and leaving unsuccessful. Teachers of black and brown children often feel ill-equipped for making the positive connections necessary for establishing lasting relationships with students. This workshop will teach techniques and strategies for supporting educators in building meaningful and authentic relationships with black and brown children.

PRESENTERS: April Greene and Dawn Smith, Lowell School (DC)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Skagit 2

Head of School Track

🏠 Building Institutional Capacity for Sustained Conversation About Race

We are living in an increasingly complex world where the job of school leaders to build community grounded in respectful dialogue has never been more important. Living our missions for inclusion must be structured and deliberate work. In this workshop, school leaders will engage in conversation through case studies and a sharing of ideas for building capacity for sustained discourse about race in our communities. Participants will practice methods for seeding and leading conversation, and they will share ideas for making systemic change.

PRESENTERS: Eric Temple, Lick-Wilmerding High School (CA); Martha Haakmat, Haakmat Consulting LLC

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 2A

 **"Come Get Your People":
Activating Asian Americans to Dismantle
Anti-Blackness**


When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. **RUDINE SIMS BISHOP, MIRRORS, WINDOWS, AND SLIDING GLASS DOORS**

Many Asian Americans have failed to see mirrors, windows, and sliding-glass doors of Asian American activism. This absence and distorted narrative have contributed to our quest to be proximate to whiteness and, as a result, anti-blackness. Join us for a critical workshop on why this inquiry matters as educators and to our work in solidarity with the black community as we interrogate our own issues of identity and race and uplift the common struggle.

PRESENTER: Liza Talusan, LT Coaching and Consulting, LLC

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 201

 **Deep From the Heart of Texas:
Reimagining the Head of School/Chief
Diversity Officer Partnership**

Let's face it; times have changed. Independent schools are being battered by today's tumultuous socio-political/cultural climate. As our students struggle to construct meaning from all the mixed messages, particularly those that challenge our schools' intent to raise responsible, respectful citizens, we must be steadfast in our commitment to equity and justice work. And key to the success of this work is the relationship between the head of school and the diversity practitioner. This workshop will examine the rationality,

positionality, and sustainability of the head-chief diversity officer relationship in building inclusive and equitable school communities at three Texas independent schools.

PRESENTERS: Yvonne Adams and Chris Gunnin, St. Stephen's Episcopal School (TX); Gene Batiste and Mark Desjardins, St. John's School (TX); Lee Hark and Karen Bradberry, Greenhill School (TX)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 204

**DEI Practitioner as Data Analyst:
Using Data Analysis to Drive Cultural
and Institutional Change**

The independent school DEI practitioner functions largely as a culture maker and change agent within relatively inflexible and rigid systems. One way to influence institutional change is to give your administrative teams the one thing they find hard to argue with: data. Not every school is resourced enough to embark on large data audits like the NAIS AIM or with other expensive consultants. However, small data collection and analysis from a number of school areas will help you build allies and forge relationships, uncover areas of growth and opportunity, and align strategic plans and mission statements to DEI initiatives. This workshop aims to empower DEI practitioners to leverage data in significant ways to help address issues of equity, justice, and inclusion within their own schools.

PRESENTERS: Amila Williams, Jonathan Lee, and Joel Sohn, Episcopal High School (VA)

TRACK: Data Use in Activism: Evidence-Based Equity and Justice Programming, Research, and Evaluation

ROOM: WSCC-CC, Chelan 4

FRI DEC 6

8:00 – 9:15 AM

WORKSHOP BLOCK C (continued)

Do You See What I See? The Impact of Trauma on Students of Color (Part II)

Students of color, those in poverty, and those who are otherwise marginalized face daily challenges. Included in these challenges, but much less recognized or discussed, is trauma. Many of our students are suffering in silence. The Centers for Disease Control and Prevention has asserted that childhood trauma has a long-term impact on life expectancy, education, health care, and involvement in the criminal justice system. How can we help? After a brief overview of how trauma often manifests itself in students at school, this workshop intends to give participants practical strategies to help students, in and out of the classroom, recover cognitive resources lost to trauma. *Note: This is a continuation of Part I, which took place in Block A, Thursday at 1:45 PM.*

PRESENTER: Keba Rogers, Trevor Day School (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Tahoma 3

Ed Tech as the Master's Tools?

In this workshop, participants will examine excerpts from Audre Lorde's *The Master's Tools Will Never Dismantle the Master's House* and will use this text as a framework to examine the ways in which educational technology, at the classroom, divisional, and institutional levels, can reinforce paradigms of power and privilege. In order to help disrupt this narrative, through hands-on examples and group case studies, participants will first brainstorm ways to create technology-infused projects or lesson plans that de-center whiteness using various DEI curricular frameworks. Participants will then strategize ways in which diversity practitioners and educational technologists can work together to ensure that divisional and institutional technologies, such as student information systems, reflect a commitment to dismantling systems of oppression in schools.

PRESENTERS: Liz Fernández and Kenny Graves, Ethical Culture Fieldston School (NY); Naomi Arroyo, The Churchill School and Center (NY)

TRACK: Data Use in Activism: Evidence-Based Equity and Justice Programming, Research, and Evaluation

ROOM: WSCC-CC, Chelan 5

Extending Affinity Groups to Lower School Students

This workshop will explore Katherine Delmar Burke's established and thriving affinity groups in the upper school and the transition of bringing affinity groups to the lower school students. At Burke's, we strive to have a community where everyone feels valued and heard and everyone holds a sense of belonging. To ensure that this happens for our students, we give students, beginning in third grade, the opportunity to participate in affinity and alliance groups (and incorporate identity units beginning in the kindergarten curriculum). These groups make room for students to explore their identities in safe environments while developing a sense of self and exploring how they fit into the larger community. We will share our planning process, as well as our challenges and successes.

PRESENTERS: Tammi Abad and Quise Edwards, Katherine Delmar Burke School (CA); Julian Morris, Urban School of San Francisco (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Skagit 3

Head of School Track

📌 Getting in Sync: Governance and Leadership for Changing Times

Exceptional boards are very intentional about structuring themselves and operating in a way that best supports the school in the context in which it exists. Today, that context includes increasing racial and ethnic diversity and the need to attract, cultivate, and leverage these and other differences to help ensure excellence, relevance, and institutional strength. The result of concerted action on these fronts is leadership and governance

working together like the software driving the complex systems and machinery of our lives. Does your board comprise all the people, codes, and networks it needs for a 21st-century performance? In this session we'll outline the changing nature of nonprofit governance today, discuss principles and practices that drive great boards, and share proven strategies for increasing racial, ethnic, and cultural diversity in our governing bodies.

PRESENTERS: Caroline G. Blackwell and Donna Orem, NAIS

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 2B

It's Your Time: Aspiring Women Administrators of Color

This workshop is for aspiring women leaders of color to learn about preparing for, applying to, and sustaining a career in administration. The workshop presenters will lead participants through a series of reflective activities, share wisdom from their direct experience, and offer strategies for working in independent school administration. Additionally, participants will be empowered to form their own networks that allow for professional rejuvenation and support as they navigate their first years in leadership positions.

PRESENTERS: Tamisha Williams, Lick-Wilmerding High School (CA); Juna McDaid, The Potomac School (VA); Lori Cohen, Bright Morning Consulting; Shoba Farrell, San Francisco University High School (CA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Tahoma 2

8:00 – 9:15 AM

WORKSHOP BLOCK C (continued)

Leading While Black and Male: Exploring the Lived Experiences of Black Male Heads of School

This workshop provides an opportunity for participants to explore the ways in which the racial identities and lived experiences of black male heads of school inform their professional lives, leadership preparation, and leadership development. Through our collective exploration in the workshop, we will consider the range of strategies that these leaders develop to enable them to navigate the multi-dimensional aspects of their racial identity within a dominant white racialized education system. We will also examine the ways in which their articulation of action-oriented social justice leadership is influenced by their personal and professional lived experiences, leadership philosophies and values, commitment to students, and sense of community. We will strive to describe the essence of what it means to be a black male school leader and head of school.

PRESENTER: Phillip A. Smith, Teachers College, Columbia University

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC-CC, 303

Lessons From Native American Storytelling: Creating Communities of Consciousness Through Racial Reconciliation and Cultural Competency

Are we part of the problem? Native Americans are often absent or underrepresented in schools' curricula. Native American communities are frequently isolated and marginalized and the subject of many misconceptions. Grounded in summer research, this presentation will shed light on Native American communities and storytelling in Western Washington by focusing on Native American activism, cultural preservation, and the role of non-Native Americans as allies. Explore how tribes adapt to evolving conflicts, model racial reconciliation, and use storytelling to heal. This presentation will share practical ways to strengthen humanities programs, build cultural competency programming, and teach multiple perspectives. Attendees will leave with ideas, action steps, and models for integrating Native American history and culture and for developing models for racial reconciliation in their own communities.

PRESENTER: Marshall McCurties, MICDS–Mary Institute and St. Louis Country Day School (MO)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC, 400

Mournable Bodies: The Intended Consequences of Teaching About Racial and Political Violence

For those who teach about political violence or racial terror against a racial, ethnic, or religious group, how can the experiences of victims be honored with integrity? Whose gaze is privileged in our curricula? The oppressor or the oppressed? Using examples from curriculum designed to teach eighth graders about the Holocaust, racial terror in the American South, and the immigrant experience in the U.S., this workshop will challenge educators to ask hard questions about their practice and the possibility of implicit bias in their teaching. Participants will leave this session with concrete approaches and models for how to instill empathy while avoiding emotional manipulation in the classroom. We will explore how educators make choices about whose bodies are mourned and which tragedies must be remembered.

PRESENTER: Luke Anderson, The Gordon School (RI)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Skagit 4

Our Histories, Our Selves: Using PoC Stories to Liberate, Co-Create, and Thrive in Humanities Classrooms

When teachers of color bring their full and authentic selves to campus and the classroom, powerful things happen. This includes sharing our personal stories and other empowering narratives about people of color to help students explore past and current events. From enslavement to protest movements to immigration, we will model story-sharing and encourage teachers to push students closer to issues of historical and modern significance while building stronger relationships. This workshop will provide

specific examples from the middle school classroom, including literature resources, lesson plans, and templates for creating future curriculum. Participants will have the opportunity to share their personal histories and think about how those stories might engage, inform, and inspire students.

PRESENTERS: Lesley Younge, Whittle School and Studios (DC); Thu Nguyen, Sidwell Friends School (DC)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 211

The Revolution Will Not Be Digitized: Has Technology Broken Our Chains or Created New Ones?

In 1619, the most radical technological innovation was the printing press. Four hundred years later, we live in a digital age that seemingly opens the door to greater democracy. However, as some communities move toward ever-advancing technologies, have we paused to question what's lost and what's gained in our "Brave New World"? To what degree are we reinforcing rather than dismantling existing oppressive hierarchies? In our schools, there is a widening disconnect between what students engage with outside of school compared with what they engage with in school. In fact, we often embrace technology without considering its moral and societal impact. This session will offer attendees language to critique these structures and to work toward an inclusive vision for living with technology in our schools and in our lives.

PRESENTERS: Cara Hill and Saber Khan, The Packer Collegiate Institute (NY)

TRACK: Organizational Development and Institutional Change

ROOM: Sheraton, Ballard

FRI DEC 6

8:00 – 9:15 AM

WORKSHOP BLOCK C (continued)

Seven Anxieties: Managing Situations Faced by Black Students and How Historical Events Impact These Situations

Seven common events often cause black students and their families anxiety: expectations setting, parent-teacher conferences, mentorship, discussions of race in class, college counseling, discipline, and opposition to blacks congregating. This seminar will address the historical events that underlie these anxieties and the psychological impacts (transference) of the events on current-day families. Historical events include slavery, the civil rights struggle, and school desegregation; change through collective action; misuse of intelligence testing; and race and discipline. The psychological impacts include sensitivity about performance and expectations setting; internalization of bias; social isolation; need for safety/community; increased pressure on parents; and the cumulative impact of racism, including increased rates of anxiety and depression. The workshop will use research to provide constructive ideas for educators to address these school situations.

PRESENTER: Linda McGhee, McGhee and Associates, LLC

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Tahoma 4

Shifting Beyond Patriarchy: Activating Feminine-Rooted Leadership

"Playing the game" usually assumes that anyone who occupies or aspires to mainstream leadership will default to and uphold patriarchal leadership models. Male-centered leadership can be relevant and effective in some capacities; however, feminine-rooted leadership frameworks existing before, alongside, and beyond patriarchal models provide opportunities for more egalitarian governance. Furthermore, many male leadership practices hold feminine qualities in contempt and doubt, which reinforces the unwritten rules of "the leadership game." As women enter into leadership positions, there are increasing calls for more feminine-rooted leadership practices. It is vital to articulate the ways feminine-principled leadership appears in groups and organizations. This advanced/expert workshop, geared to those who identify as women, will explore the complex intersection of reemerging female leadership practices with male-centric leadership models.

PRESENTER: Stacey A. Gibson, Francis W. Parker School (IL)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 310

We're Not White: The Internalized Oppression of the Model Minority Myth

As Asian American educators, the specificity of the personal identity work that we need to be anti-racist and liberatory educators is often missing. We must also consider Asian American students in our schools who are often ignored and made invisible. This workshop unpacks the relationship between the model minority myth and the racialization of Asian Americans. The presenters investigate how the model minority myth is connected to our internalized oppression and how it can show up as anti-blackness, colorism, and the erasure of non-East-Asian identities in our communities. In order to be anti-racist and make change, we must do the work within our communities. We must take an honest look at our internalized oppression and how we participate in and perpetuate the oppression of others.

PRESENTERS: Minjung Pai, Westland School (CA); Connie Chiu, Mirman School (CA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 307-308

The White Elephant in the Room: Navigating the Reality of Whiteness at PoCC

Over a decade ago, NAIS declared that the "original purpose" of the PoCC was "providing people of color in our schools a sanctuary and a 'voice.'" Since then, the number of white people at the conference has been growing at an increasingly rapid rate, which raises the question of whether this original purpose has remained intact. While conversations about white people at the PoCC are ubiquitous among attendees who are people of color, the topic can still be difficult to discuss. This panel aims to address this fraught issue by exploring

ways in which we can productively navigate the reality of white people at the PoCC.

PRESENTERS: Timothy Rosenwong, Pacific Ridge School (CA); Alison Park, Blink Consulting; Drew Ishii, Sage Hill School (CA); Marcus Chang, Thaden School (AR)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Tahoma 1

9:15 – 9:30 AM

Break, Relax, Refresh

9:30 – 10:45 AM

PoCC GENERAL SESSION

VALARIE KAUR

Performance by Lakeside School Concert Choir

WSCC, Hall 4A/B

10:45 – 11:15 AM

Morning Coffee Break

PoCC Hub, WSCC, Hall 4C

10:45 – 11:15 AM

Choir Rehearsal

WSCC, Hall 4A/B

10:45 AM – 5:00 PM

PoCC Hub Open

WSCC, Hall 4C

FRI DEC 6

11:15 AM – 12:30 PM
WORKSHOP BLOCK D

FEATURED SPEAKER SESSION

CINNAMON SPEAR

WSSC, 3A/B

📍 Black Girl Magic: Working With White Women

Since over 75% of educators are black and white women, it is important that we work together to support all of our students. Given the dynamics between races, this relationship can be tricky at times. This workshop will examine ways that the magical powers of black women can work with white women in order to co-create a space in our schools aimed at dismantling white supremacy and creating a more just society for all. Presenters will explore strategies that focus on navigating the tough social dynamics between white and black women that can bring about joy in our hallways, classrooms, and boardrooms. Participants will examine real-world issues and share stories of successful working relationships and the steps that it takes to get there.

PRESENTERS: Toni Williamson, Friends Select School (PA); Yvonne Adams, St. Stephen's Episcopal School (TX)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSSC, 201

Head of School Track

Building Blocks of Resilient Female Leaders of Color

Four African American and one Latina school leaders had a dream to launch a powerful experience for women of color who are interested in school leadership. Our first workshop took place in April 2018 at the Advent School in Boston. This year, we convened over 40 women at the Fayerweather Street School in Cambridge. Our work has focused on centering ourselves in the cultivation of leadership potential. This workshop experience will model how to engage, cultivate, and identify the essential elements of leadership growth and development specifically for women of color. We believe that transformation is possible when we come together to harness our collective support and energy toward a larger presence and impact in independent schools.

PRESENTERS: Kim Ridley, Fayerweather Street School (MA); Angela Garcia, Friends Community School (MD); Courtney Martin, Hawken School (OH); Nicole DuFauchard, The Advent School (MA); Lynn Bowman, The Gordon School (RI)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSSC, 307-308

 **De Aqui y De Alla: Essential Latinx Topics for Humanities Curriculum**

The history and literature of Latino/a/xs from all across the Latin diaspora is something that all too often students have to look for in specific places: Spanish classes, history and English electives, and, of course, self-study. This workshop's focus will be on exposing middle and upper school humanities teachers to topics that should be part of foundational courses that all students take, particularly as they relate to American history. We will also focus on the inclusion of short stories in English classes to allow students to hear from as many different and diverse voices across the spectrum of Latinx identities as possible. We will look at ways to incorporate current events that deeply affect Latinx people into general history and English classes.

PRESENTERS: Miguel Correa, The Berkeley Carroll School (NY); Priscilla Morales, The Park School of Baltimore (MD)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 2A

Did Wakanda Exist? Seeking Truth From Fiction: Uncovering the Origins of STEM in Ancient Africa

The history of science and math is dominated by ancient Greek and Roman mathematicians. Pythagoras, Ptolemy, Archimedes, and Euclid dominate modern studies. Their "innovations" are hailed today as cornerstones of STEM programs with students readily able to associate their names with theorems and inductive reasoning skills. But did they truly "invent" these ideas? Through our workshop, we will lead educators through ancient Africa, Asia, and Mesoamerica to uncover how deeply connected ancient people of color

were to modern innovations in science and math. We believe that understanding this history can help students undo the damage created by centuries of trauma that led to the current notion that science and math were innovations of white men.

PRESENTERS: Michelle Holmes and Micyelia Sanders, The University of Chicago Laboratory Schools (IL)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Yakima 1

Equitable Content: Inquiry-Based Math That Teaches Social Justice

Upper school math can be used to illuminate equity gaps, highlight racial discrimination, and empower our students as change agents. So why are textbooks filled with applications like randomly drawing cards or isotope decay? As leaders in this work, we must create curricula that teach content through the paradigm of equity and social justice. Students deserve to see upper-level math as relevant to their lives and important to their communities. During this session, participants will see one way to teach content and social justice simultaneously: Stop-and-Frisk legality through conditional probability, car value depreciation through exponential decay, income taxes through systems of equations, etc. Teachers will receive reproducibles, teaching tips, hard lessons learned, and opportunities to apply new ideas in real time through collaboration.

PRESENTER: Kathryn Breisch, District of Columbia Public Schools

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: Sheraton, Ballard

11:15 AM – 12:30 PM

WORKSHOP BLOCK D (continued)

Equity, Solidarity, and Allyship: How Do We Cultivate This Across Racial and Religious Identities

How do Jewish people of European heritage and people of color understand our different and linked predicaments in 2019 America? With the rise of anti-Semitism and racism(s), how can we build solidarity and allyship? Here, educators will engage in honest dialogue about the complex experiences of Ashkenazi Jewish people in relation to the complexities of race and racism for people of color. We will explore key frameworks, historical alliances and fractures between these communities, and strategies for engaging students and colleagues in deeper learning about racism and ethno-religious oppression. We will discuss the fraught nature of whiteness and some structural-historical realities of Jewish people alongside the realities of communities of color, including people of color who are religious minorities in the United States.

PRESENTERS: Mirangela Buggs, Dwight-Englewood School (NJ); Meg Goldner Rabinowitz, The Northwest School (WA)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC-CC, Skagit 4

From FADE (Filipina American Decolonization Experience) to Freedom: A Journey of Power, Actualization, and Solidarity

Discover the emerging power of the Filipina American Decolonization Experience (FADE). To decolonize is to reflect on internalized oppression and to heal; to decolonize is to question colonial narratives and to recover memory; to decolonize is to tell our stories and to encourage other critical narratives. Filipino/a/x* educators are disrupting the halls of silence and dismantling centuries of colonization and oppression. Inspired by Leny Strobel's *Coming Full Circle* and E.J.R. David's *Brown Skin, White Minds*, Filipina American educators representing multiple perspectives examine research on decolonization and post-colonial psychology. Learn how to leverage the FADE framework to identify opportunities to redesign approaches to culturally responsive teaching; to create inclusive curricula, classrooms, and communities; and to provide leadership pathways for educators of color.

PRESENTERS: Maria Graciela Alcid, Gann Academy (MA); Emilia Bautista King, Sidwell Friends School (DC); Liza Talusan, LT Coaching and Consulting, LLC; Reanne Young, The Roeper School (MI); Maria Paz Alegre, The Dalton School (NY); Rochelle Reodica, Marin Horizon School (CA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Tahoma 1

The Hidden Side of Transracial Adoptees at Our Schools

A student population often left out in the diversity, equity, and inclusion dialogue are transracial adoptees because of the relative invisibility of their experience. Consequently, educators are left wondering how to best serve these students in the classroom. Supporting transracial adoptees is important in our commitment to diversity because these students possess a unique racial identity formation and an intersectional experience of family structure. Participants will hear from a panel of adult transracial adoptees who serve in various roles at our schools. These educators will provide personal experiences and reflections, an introduction to evidence-based frameworks, and an opportunity for dialogue on how to serve our students.

PRESENTERS: Matt Goldman, Burgundy Farm Country Day School (VA); Jenny Hammond, Deerfield Academy (MA); Tina Fox, The Park School (MA); Amanda Friedman, Miss Porter's School (CT)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 310

The Invisibility of Headship: "Yes, I'm sure."

This workshop seeks to explore the nuanced way our intersectional identities as people of color affect the ways in which people respond to, and interact with, leaders of color. Despite the positional authority we have within our respective schools, we are often ill-prepared for the emotional toll that micro, passive, and even aggressive behaviors have on our psyches and our ability to lead. This workshop is aimed at unpacking examples of institutional racism within the world of

education, particularly in the privileged environments of independent schools. After exploring examples of behaviors that serve to silence and marginalize people of color, we will provide strategies for coping with and responding to these challenges strategically.

PRESENTERS: Nancy Nassr, The Ancona School (IL); Monica Rosen, Alma Advisory Group, LLC

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Skagit 3

Invoking INVICTUS: Dealing With White Faces in Black Spaces

People of color feel acutely disrespected every day — discrimination sometimes felt as subtly microaggressive and, other times, as outright. Yet people of color have still found ways to provide sanctuary within a white supremacist society. Affinity spaces like fraternities, sororities, HBCUs, and PoCC allow people of color to "be themselves" unapologetically exclusive from the white gaze. The presence of familiar faces, or just simply other folks of color, brings a certain measure of comfort. How are these opportunities to free ourselves from the constraints, and individuals, that bind us jeopardized when white folks access these spaces? More important, how might we support people of color who push back in defense of the spaces they consider sacred?

PRESENTERS: Shanelle Henry, Greens Farms Academy (CT); Antonio Williams, William Penn Charter School (PA)

TRACK: Organizational Development and Institutional Change

ROOM: WSCC-CC, Tahoma 3

FRI DEC 6

11:15 AM – 12:30 PM

WORKSHOP BLOCK D (continued)

Islam in Context: Understanding the Diversity and Needs Within Muslim Student Populations

Islam is often presented and perceived as a monolithic religion. However, only a quick examination is needed to see that the religion is diverse and fluid. A better understanding of Islam and the diversity within the religion can help us understand the diversity within our Muslim populations at school. As the Muslim student population increases and Ramadan moves through the school year for the next decade, it is important that we know how to meet the needs of these students. This workshop will tackle some basic history and fundamentals as well as explore the success of established cultural competency training for faculty and staff, along with the challenges of establishing and maintaining a Muslim student association.

PRESENTER: Changa Bey, MICDS–Mary Institute and St. Louis Country Day School (MO)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 211

Just Need to Get This Off My Chest

How often do you have a racial experience at your school and share it? In this workshop, participants will witness and participate in a story exchange to share stories about racial experiences in the workplace. By engaging in radical empathy, conscious listening, personal healing, and community building, participants will journal and vulnerably share stories with the intent to decrease racial stress. The workshop follows the Narrative 4 Story Exchange Model, based on Howard Stevenson's theory around racial stress and storytelling ("The lion's story will never be known as long as the hunter is the one to tell it"). While anyone can benefit from the exchange, PoC may find it easier to vulnerably share with people who are also marginalized in the workplace. As we look at the stories of PoC from 1619 to 2019, we must also lift up our own stories.

PRESENTER: Erica Snowden, Greene Street Friends School (PA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC, 400

Keeping the Promise: Designing a Professional Growth Plan for Retention of Faculty of Color

As school leadership, how do we retain faculty of color? This workshop will explore The Spence School's ongoing design for retention by prioritizing professional growth and developing an equity-literate culture. Under the leadership of our head of school, the school has built a foundation for equity literacy through training and practice. Yet as we become more literate, we also become more aware of factors that impact the well-being and professional success of faculty of

color. Job performance anxiety caused by parent complaints, professional and personal strain resulting from student-to-student racial stress, and management of colleagues unable to navigate racial tension all negatively impact faculty of color. We will share the design of our current retention plan and engage in workshop dialogue to explore challenges and ideas.

PRESENTERS: Rebecca Hong, Davida Farhat, Stephen Mak, Michèle Krauthamer, and Eric Zahler, The Spence School (NY)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC-CC, Tahoma 5

Learning to Unlearn: A Spanish Teacher's Journey With Gender-Neutral Pronouns

This is the journey of a cisgendered Mexican national immigrant who believes that teaching Spanish in the United States is a political act. This is the story of a high school Spanish teacher in a progressive school who decided to make his teaching an act of resistance for the students who use and promote the pronouns "they/them" in their everyday lives, especially the Latinx people of color. This is also the story of constantly exploring how foreign languages mold our perception of identities and how people from marginalized groups can rewrite how they want to be officially recognized, in spite of traditional hegemonic binary definitions (e.g., Hispanic or Latinx) from institutions and agencies (e.g., U.S. Census, RAE).

PRESENTER: Abelardo Almázan-Vázquez, The Putney School (VT)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC-CC, Chelan 5

MENTORSHIP: Taking Matters Into Our Own Hands

Typical faculty/staff mentorship programs are not often built with racially, ethnically, and culturally diverse populations in mind. Thriving professionally in an independent school environment is often boosted by mentor relationships catered to support the unique experience of people of color. Join three seasoned independent school professionals (a dean of college counseling, a school counselor, and an admissions director) as these three women of color discuss mentorship at their school and what they have done to make it useful and transformative, not just for themselves but for their school community. Take part in an engaging conversation about learning the "rules of the road" and defining yourself in your role. Understand the limits and possibilities of mentorship, and, ultimately, learn how to honor your full self in your institution.

PRESENTERS: Amy Walia-Fazio, Rosanna Llorens, and Jasmin McCloud, Crossroads School for Arts & Sciences (CA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Tahoma 4

FRI DEC 6

11:15 AM – 12:30 PM

WORKSHOP BLOCK D (continued)

Moving the Work Forward: Scaffolding Equity and Inclusion Fundamentals for Community Buy-In

This workshop will aid those who work in service of DEI&SJ progression on their campuses. It will provide maps and materials to create robust pedagogical and emotional support for student-driven initiatives, including models of dialogues and exercises with faculty of all identities. The goal is for participants to create pathways for all constituents—students, parents, faculty, staff, admins—to engage fully and openly in student-led initiatives. In order to affect positive change and embrace the dissonance that comes with real work and advancement, understanding the fundamentals of the language of equity and the necessity of whole community participation is primary. Facility with the culture (language, norms, expectations) of DEI&SJ creates communities willing to examine themselves and participate in the work in pedagogically sound ways.

PRESENTER: Stephanie Garcia, Vistamar School (CA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 2B

Safe Spaces for Black Male Educators (BMEs) to Connect, Grow, and Lead

BMEsTalk has become an excellent source of connecting and bonding with other professional black men. DAMION HARRIS. Our weekly chats are clearly one of the best PD opportunities out there. Diversity & diversity of thought can't be beat! VIC NIXON. *It's a*

blessing to find community and a safe space among educators. WILLIAM BROWN With a growing followership of over 4,000 people, organizations, and institutions, BMEsTalk has become a safe, curated rich space where black male educators (BMEs) can connect, grow, and lead. In this session, BMEsTalk's curators will discuss the triumphs and challenges of carving out a weekly BME affinity space on Twitter—a space that allows for personal engagement, vulnerability, and growth on a global platform for the world to see.

PRESENTERS: Ayodele Harrison, CommunityBuild Ventures; William Stubbs, Uplift Education

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC, 303

Showing Up for Our Siblings of Color: Combating Anti-Black Racism as Asians

We know about the model minority myth. We know Asian Pacific Islander South Asians (APISA+) are used as a wedge in race relations in America. How do we leverage this position to combat anti-black racism instead of benefiting from it? How do we build solidarity with our siblings of color? We invite APISA+ educators to think through these questions with us. Hear from four APISA+ educators about ways they have identified and disrupted anti-black racism in their communities and institutions. Turn the idea of allyship into a concrete reality.

PRESENTERS: Susan Yao, Friends Academy (MA); Saber Khan, The Packer Collegiate Institute (NY); Nayantara Mhatre, The Calhoun School (NY); Morika Tsujimura, Grace Church School (NY)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC-CC, Chelan 2

They Don't See Me Either: Fighting the Bias of Artificial Intelligence

Artificial Intelligence (AI) is all around us. Facial recognition, retinal scanning, and other biometrics all use some form of database and software to identify a person. In this session, you'll learn the ways these systems have built-in racial and gender bias and how they can amplify existing stereotypes. We'll examine the failure of these systems and discuss approaches we can take to reduce and eliminate these biases.

PRESENTERS: Daisy Steele and Matt Woodard, Catlin Gabel School (OR)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Chelan 4

👤 What About the "Mixed" Kid? Multiracial Representation in Children's Literature

This session features a presentation and discussion on the representation of mixed-race characters in books for children in early childhood and elementary education and why it is important. Research and data address the developmental affects/effects of providing multiracial students with "mirrors" through books. The workshop includes a brief narrative about the presenter's journey to build a library for her classroom that ensures that every student can find ownership within the books. Participants will take away a cache of resources to find diverse literature for the classroom.

PRESENTER: Theresa Fox, Winchester Thurston School (PA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 204

Who We Are: Racial and Ethnic Identity Development for Educators and Youth

How do we learn about our various group identities like African American, Asian, Native American, Latino, white, etc.? Why do some of us love our identities and others of us have own-group shame and hatred? Learn how we can co-author the identity development of youth and adults for the positive success for all. Participants can expect to (1) claim their own racial and ethnic identity and experiences and learn about those of others; (2) learn racial and ethnic identity development theories; (3) identify how identity development manifests in our schools; and (4) discover ways to support healthy identity development in our youth as well as ourselves. This workshop will include interactive exercises, presentation, and small-group discussions.

PRESENTER: Rosetta Lee, Seattle Girls' School (WA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Tahoma 2

FRI DEC 6

11:15 AM – 12:30 PM

WORKSHOP BLOCK D (continued)

You're Not Crazy, You're Not Alone: Self-Care in the Face of Injustice

As educators, we are on the front lines of life. Our profession exposes us to everyday stressors including implicit bias, microaggressions, and racism. Because we are responsible for instructing and developing future generations, the way we show up to do our work has deep and lasting implications. During this session, we will work to increase our awareness of everyday stressors and receive instruction on how to apply simple yet effective self-care tools designed to protect, repair, and renew our mind and body.

PRESENTERS: Jeff Menzise, Mind on the Matter; Maati Wafford, Barrie School (MD)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Skagit 2

12:30 – 1:45 PM

PoCC Networking Luncheon
PoCC Hub, WSCC, Hall 4C

2:00 – 3:15 PM

Amplifying Your Big Ideas the TED Ed Way **WSCC-CC, Chelan 2**

See page 11 for detailed information.

2:00 – 3:15 PM

WORKSHOP BLOCK E

FEATURED SPEAKER SESSION

WAYNE AU
WSCC, 3A/B

"400 Years"—Decentering Whiteness: Creating a Sustainable Community-Based History Pedagogy

This workshop will model a process of shifting dominant white normative thought in independent school history departments to be more representative of different cultural epistemologies historically based on community engagement. Through a process based on social justice, community activism, and a curriculum steeped in equitable practices, a holistic and balanced environment for both students and teachers is achievable. Four experienced educators will provide tools, strategies, and personal knowledge to help prioritize epistemologies that value ancestral knowledge, personal stories, and counternarratives of historically marginalized communities. We will model this process at four different levels: the interpersonal, curricular, institutional, and DEI work. Participants will leave with resources for shifting epistemological approaches in history while actively thinking about how to contextualize community-based education at their respective institutions.

PRESENTERS: Tim Green IV, Arthur Knox, Ebony Booth, and J'Shon Lee, Bosque School (NM)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Tahoma 1

Are We Doing Liberation Work or Just Working for Self-Preservation?

This workshop will ask people of color doing racial equity work to reflect on our racial equity practices through facilitated reflection and engagement. PoC equity practitioners will reflect on the ways in which we may operate in oppressive ways. Are we engaging in community self-harm by focusing on surviving the space? How do we get/create the supports for our collective liberation? How do we balance the need to preserve our economic standing (securing the bag) while creating spaces of liberation for all in our community, and what are the obstacles in our way? What have we compromised for access to and within independent schools? What are we willing to invest for group liberation? What does liberation look like, post survival mode?

PRESENTERS: Eva Vega-Olds, The Town School (NY); Worokya Duncan, The Cathedral School of St. John the Divine (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Skagit 2

Emotional Freedom Techniques (EFT): Hands-on Techniques to Reduce Racial Stress

Racism has physical manifestations in our bodies, both in the moment and in the long term. In this interactive workshop, attendees will explore how to use Emotional Freedom Techniques (EFT), a powerful mind-body approach that aims to reduce levels of stress. Colloquially known as "tapping," EFT was founded on the principles of acupuncture,

acupressure, neuroplasticity, and epigenetics and is supported by peer-reviewed research. EFT can be used with students at all grade levels. By the end of this workshop, attendees will have learned how to use basic EFT skills. We will practice using tapping for ourselves or with students in moments of stress. This workshop is open to people of all identities.

PRESENTER: Harumi LaDuke, The Northwest School (WA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Skagit 4

Equity in STEAM Education and Makerspaces

Attendees will learn the importance of creating environments that create equity in STEAM education and makerspaces. This workshop uses hands-on techniques and creates engaging lessons for students. This setting helps build capacity for skills on equity and inclusion. PoC have the lowest participation rate in STEAM in school and the workforce. From a social justice standpoint, teachers have the opportunity to change this injustice. Participants will use their hands to create an engaging lesson. Attendees will walk away with a project they made in this interactive course. Maker-centered learning engages students of all races and ethnicities. We'll conclude with a thinking routine to give participants a voice to discuss their goals for incorporating their ideas into their existing work environments.

PRESENTERS: Diana Lockwood and Naimah Oladuwa-Frame, The Paideia School (GA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 204

FRI DEC 6

2:00 – 3:15 PM

WORKSHOP BLOCK E (continued)

Failure to Thrive: Maintaining Authenticity and Realness

This workshop explores the struggle to establish or maintain authenticity of identity in both the student and the educator of color in an independent school setting. Participants will seek to understand how the ways we as people of color choose to outwardly present background and culture can lead to struggles with code-switching, miscommunication, self-care, and perspective-taking for educators on all levels as well as students in all grades. A deeper dive takes us into the idea of "survive vs. thrive" and how just "being" can be impactful. We will create a shared conversation about power, resilience, and liberation while shedding light on how to seize the opportunistic moments needed to "thrive" within our communities outside of the classroom setting.

PRESENTERS: Nicole Watson and Geleisa George, Mary McDowell Friends School (NY)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 307-308

👤 Growing Young Voices: Understanding Black Lives Matter for Teachers

This presentation is designed to immerse a racially diverse population of students and educators in social justice education. By asking students "Do black lives matter or do *all* lives matter?" we will expose them to the fallacies that exist in both media and cultural understanding, make connections between today's Black Lives Matter movement and the Civil Rights movement, and engage in social-emotional learning to support their development as young adults. We will help educators navigate the intricacies of teaching social justice issues to students of all ages. Using artwork, articles, and social media postings, we will demonstrate how to support the learning of students as we explore issues like unjust killings by police officers, discrimination, racism, and disenfranchisement.

PRESENTERS: Carl Farrington and Michelle Holmes, The University of Chicago Laboratory Schools (IL)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC, 201

Head of School Track

👤 Heads of Color Sponsoring and Mentoring Others to Become Heads of Color

This workshop will explore how and why it is important for female heads of color not only to mentor but also to sponsor other women of color to join them at the head's table. Heads of school will learn how sharing the story of their own leadership journeys will inspire an aspiring leader to grow into headship. Participants seeking mentorship/sponsorship will learn the difference between the two, how to seek out a mentor, and how to stop doubting their own leadership potential. Join

two newly appointed heads of school and their mentor/sponsor as they share their own stories and answer questions about why their choice to mentor/sponsor or be mentored/sponsored led them to their current headships.

PRESENTERS: Veronica Codrington-Cazeau, The Evergreen School (WA); Crissy Cáceres, Brooklyn Friends School (NY); Jasmine Harris, St. Philip's Episcopal School (FL)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC, 2B

How to Teach Slavery to Promote Resilience, Resistance, and Rising Up

Useful resources, practical approaches, and a conceptual framework will be shared with participants in order to build their capacity to teach the history and legacy of American slavery in a way that can empower rather than demoralize 9th–12th grade students. So often teachers are unaware, unprepared, or unable to grapple with the deeply painful reality of how American slavery has impacted American society. This workshop is designed to confront that painful reality and to mine it as a source of inspiration for social justice, equity, and inclusion. Immensely valuable for white teachers tasked with teaching slavery, this workshop is particularly powerful for teachers of African descent who play the all-important role of both educator of all and supporter of African-descended affinity groups.

PRESENTERS: Michael Molina, Gilman School (MD); Miller Boyd, Whitfield School (MO)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Tahoma 4

Icons for You and Me: Infographics for Social Justice Education in the Classroom

In this interactive session, you will learn how to do an "infographic project" in your classroom as a means for students to engage in topics surrounding social and racial justice. Infographics are not only fun for students; they also force students to understand the depth and extent of injustice. Infographics generate meaningful classroom discussions, and they educate and inform both the student body and the greater school community.

The presenters will share how they instituted the project in both middle and high schools, and they will provide all the tools necessary for success at your school. Participants who bring a laptop to the session will have an opportunity to create their own infographic.

PRESENTERS: Marc Allard and Agnes Cho, Menlo School (CA)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC, 210

2:00 – 3:15 PM

WORKSHOP BLOCK E (continued)

Incorporating Issues of Equity and Inclusion in Middle School Science

In science class, issues of equity, race, and inclusion are often set aside in favor of "just the facts." The curriculum can become an exhaustive list of vocabulary, with little grounding in the "real world." However, earth science, environmental science, and biology offer multiple touch points to address issues of social justice and ethics. Incorporating these topics into the curriculum opens the door for open-ended discussions, student opinions, and opportunities for extension. This workshop offers examples of how to blend these issues into a middle school science curriculum, either as mini-lessons, comprehensive student activities, or enrichment projects that allow passionate students to dig deeper. Workshop participants will examine their own scope and sequence to find "low-hanging" ways to bring equity into their classrooms.

PRESENTERS: Simon Alejandrino and Alex Pollard, Redwood Day School (CA)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC, 310

Let's Get Free: Using Hip Hop Pedagogy as a Framework for Equity, Inclusion, and Liberation

Hip hop is not merely a category of music; it is a culture and a movement. Since its birth in the Bronx, hip hop has been a vehicle for amplifying black voices, resisting oppression, reflecting reality, and engaging in social critique. Hip hop has stood the test of time and has continuously reinvented itself while maintaining both its roots and its relevancy. Whether we are aware of it or not, the elements of hip hop culture exist within our school communities. We will examine the cultural and curricular relevancy of hip hop and how it intersects with other pedagogical approaches to teaching as well as how it can serve as a framework and foundation for equity, inclusion, and social justice work within our respective school communities.

PRESENTER: Mikael Yisrael, Abington Friends School (PA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Chelan 4

Leveraging Our Intelligence as Transformative Leaders: Reflections From New Division Heads of Color

What does it mean to have a seat at the table? Referencing the work of Carolyn Shields, author of *Transformative Leadership in Education*, transformative leaders create structures that promote equity and allow all students to succeed. When we finally have a seat at the table, we have a responsibility to use our position to strategically impact institutional change. But what is the impact on our psyche when we are "the only" at a board meeting and at senior leadership team meetings and when we are leading a predominantly white faculty? Hear from four

new division heads as they reflect on their first years as senior leaders of color. We will share our leadership journeys, provide strategies for navigating challenges, and inspire you to take that next step toward leadership... because independent schools need US!

PRESENTERS: Rochelle Reodica and Danny Scuderi, Marin Horizon School (CA); Sheika Luc, Marin Primary & Middle School (CA); Nancy Nagramada, The San Francisco School (CA)

TRACK: Leadership and Management for Equity and Inclusion

ROOM: WSCC, 400

 **Making a Way Out of No Way:
Creating a Professional Sisterhood**

How do women of color who work in predominantly white independent schools do more than survive at the intersection of race, gender, and class? What is a professional sisterhood, and how can it provide the keys to a genuine sense of belonging in workspaces where marginalization and isolation are par for the course? Join several administrators as they discuss the challenges of navigating PWIs as women of color and the joy they have discovered through the creation of their own professional sisterhood. This interactive workshop will include strategies for identifying or creating professional sisterhoods that address the challenges of time and distance constraints and provide specific ideas on how to maintain authenticity and value in these networks.

PRESENTERS: Anika Walker-Johnson, Germantown Academy (PA); Johara Tucker, Head-Royce School (CA); Lauren Lewis, Foxcroft School (VA); Therese Collins, Northfield Mount Hermon School (MA); LeRhonda Greats, Viewpoint School (CA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC, 211

**A New Prescription for Your Lens on Hiring:
Attracting and Retaining Faculty of Color**

Hear from a head of school, other administrators, and faculty about their journeys in hiring. With people of color making up more than a quarter of the faculty, staff, and administrators, Seattle Academy is a beacon for independent schools seeking to diversify their communities. In this workshop, participants will have an opportunity to reflect on the institutional origin stories, protocols, and hierarchy of values that underlie decision-making and community building at their schools. Learn how to obtain and retain diverse candidates; develop your alumni and current employees to fill future leadership roles; create multiple entry points and sources for referrals; and decrease opportunities for unintended bias to enter the hiring process. Hear current faculty of color share how they found their way into the community.

PRESENTERS: Danae Howe and Rob Phillips, Seattle Academy of Arts and Sciences (WA)

TRACK: Organizational Development and Institutional Change

ROOM: WSCC, 303

FRI DEC 6

2:00 – 3:15 PM

WORKSHOP BLOCK E (continued)

Rebirth of Slick: De-appropriating and Appropriately Teaching the Influence of African American Art and Culture

Through arts education, students often enter the art classroom preconditioned to the pedagogy of European art, but as art educators, we must integrate artists of color into the conversation. Students have often been exposed, in some form, to hip hop culture, which was created and influenced by artists of color. Ironically, there lies a disconnect between hip hop culture and modern artists of color. Both are seen as cultural anomalies that are independent of one another. However, as jazz and visual art both were part of the Harlem Renaissance, hip hop culture and the canon of African American modern art go hand-in-hand. This hands-on workshop discusses art-integrated methods of weaving in the influence of African American art in various narratives in the classroom 365 days a year.

PRESENTERS: Stacy Utley and Dwayne Wilson, Charlotte Country Day School (NC)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Skagit 3

Shared Voices: A Documentary on the Experiences of Faculty of Color

Explore the experiences of faculty of color in this groundbreaking documentary film inspired by a survey of the racial climate on independent school campuses. The film examines the hardships and triumphs of faculty of color who teach at independent schools. Ten years after an initial film and survey, how has the climate of our schools changed? A panel of independent school educators will explore the obstacles and the best practices needed to create an inclusive, nourished, and diverse faculty. This session will explore how to discuss and present these topics to senior administrators, trustees, and faculty as best practices. We will compare the responses from the film a decade ago with the new film to assess what has changed and what has remained the same.

PRESENTERS: Pascale Musto, Middlesex School (MA); Ara Brown, Whittle School and Studios (DC); Lisa Sun, The Philadelphia School (PA); James Greenwood, Shady Hill School (MA); Eera Sharma, Choate Rosemary Hall (CT)

TRACK: Organizational Development and Institutional Change

ROOM: WSCC-CC, Tahoma 5

Teaching Asian American History to Expand the Narrative and Build Connections

By framing curriculum through an Asian American lens, educators change the dominant story and illuminate new perspectives. Exploring these invisible stories in history helps uncover larger truths and creates more equitable school communities. Asian Americans are often a misunderstood community, seen as the "perpetual foreigner" or the "model minority." In reality, they are a complex group who capture a broad range of social locations and ethnicities, informed by a rich immigration history with distinctive regional and geographic factors. And they have played a strong role in combating racism and inequity. Presenters will discuss the importance of teaching Asian American studies and how they and others are doing this in schools today. Participants will also get an overview of lesson activities and workshops they can bring back to their schools.

PRESENTERS: Freda Lin, YURI: An Asian American Education Project; Rahul Gupta, Wing Luke Museum of the Asian Pacific American Experience

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Tahoma 2

Theatre of the Oppressed: Breaking Through Difficult Conversations on Race, Class, and Gender

How do we spark difficult conversations? What are the ways to entice someone to share their experience with inequities? How do we strategically hear all voices in a space and challenge ideas, the status quo, and fear? The work of Augusto Boal, Brazilian activist

and founder of the Theatre of the Oppressed, is a powerful, fun, challenging, and thought-provoking method for reflecting, devising, and provoking change. This interactive session will engage participants through games, role-play, and dialogue. Participants will learn key facts about Boal's work and his legacy and how we can continue it to challenge silence and fear. Participants will walk away with a toolkit of methods and resources to provoke, promote, and sustain conversations in their communities.

PRESENTERS: Shea Fleming, The Overlake School (WA); Leslie Harris-Johnston, Eastside Catholic School (WA)

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC-CC, Skagit 5

They're More Than Athletes: Educating Today's Black Boys in Predominantly White Institutions

The goal of this workshop is to equip educators with resources, knowledge, and practicable strategies that can be employed to develop and advance black male students' academic, social, and civic capacities. Moreover, the workshop is designed to help academic practitioners recognize how biases, policies, and curricula can impact and impede black male students' ability to thrive in an academic environment that was not initially and, in some instances, still not currently designed to adhere to this subgroup of learners' humanistic, emotional, and learning needs.

PRESENTER: Kenneth Waters, St. Andrew's Episcopal School (MD)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC-CC, Tahoma 3

FRI DEC 6

2:00 – 3:15 PM

WORKSHOP BLOCK E (continued)

The Trauma of Diversity Work... and Getting Caught in the Crossfire

Arguably, equity work in the educational landscape is among the most impactful of professions because of the ability to change systemic discrimination. Skilled practitioners who enter this field must be aware that this work can take its toll — physically, emotionally, psychologically, and spiritually. Those who seek to effect change by speaking truth to power while empowering students with the tools to dismantle systems of discrimination need to prepare accordingly. For the sake of self-preservation and mental health, it's critical that these practitioners develop skills that will enable them to deal effectively with various oppositions they may encounter. Hear real stories from the field that highlight how seasoned diversity advocates dealt with situations that threatened their sense of self and well-being.

PRESENTERS: Tran Kim-Senior, Episcopal High School (VA); Dee Johnson, French American International School (CA); Johara Tucker, Head-Royce School (CA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC-CC, Yakima 1

Vulnerability, Visibility, and Resilience: Building an Affinity Space for Black Girls

Black girls often feel invisible or hypervisible in predominantly white spaces, and there is inadequate acknowledgment of and support for the specific needs of black girls in our schools. In this session, we will discuss how to create a safe and affirming affinity space that honors the experiences of black girls, both socially and academically, as well as equipping them with tools to help them navigate the independent school world and beyond. Through small-group conversations and self-identity exercises, we will explore ways to give black girls the space to express their challenges and create a community that celebrates black excellence, sisterhood, and joy.

PRESENTERS: Kristen Goodlett, Tammi Williams, and Ashley Finigan, The Berkeley Carroll School (NY)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: Sheraton, Ballard

Head of School Track

👤 Why AIM? An Invitation to Affirm and Discover New Opportunities in Advancing an Inclusive School Culture

Seeking a more inclusive school culture? Join NAIS staff and peers from independent schools to learn about the NAIS Assessment of Inclusivity and Multiculturalism (AIM), a multi-faceted process designed to engage your school community in a process of self-renewal and increasing inclusivity.

PRESENTERS: Tony Hernandez and Hilary LaMonte, NAIS

TRACK: Data Use in Activism: Evidence-Based Equity and Justice Programming, Research, and Evaluation

ROOM: WSCC, 2A

**Young, Gifted, and Black:
Five Under-Fifty Female Writers to
Add to Your Literature Curriculum**

From the bowels of slave ships bound for America to the belly of New Orleans' Hurricane Katrina; from the melt(ed) pot that is London's Kilburn Lane to the Wall(ed) streets of New York City; to spaces real and spaces imagined, this session explores the works of five contemporary authors who've challenged conventional literary wisdom to create some of the most important, most insightful, most empowering literature of our day. Using racial identity development and critical race theory models in small-group and Harkness-style settings, participants will analyze readings and engage in inquiry-based discussions about how varied identities and experiences, as well as competing voices and narratives, impact the teaching of black literature and the black female experience.


PRESENTER: Enithie Hunter, The Lawrenceville School (NJ)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Chelan 5

3:15 – 3:45 PM

Afternoon Coffee Break and

 Book Signing with Wayne Au

NAIS Bookstore, PoCC Hub, Hall 4C

3:45 – 5:00 PM

AFFINITY GROUP SESSION 2

- ▶ Asian, Asian Pacific-Islander Heritage WSCC-CC, Yakima 1
- ▶ Black, African Heritage WSCC-CC, Tahoma 3-5
- ▶ First Nations Heritage Sheraton, Ravenna A
- ▶ Greater Middle Eastern Heritage Sheraton, Ravenna B
- ▶ International WSCC-CC, Chelan 2
- ▶ Latinx Heritage Sheraton, Metropolitan A
- ▶ Multiracial Heritage Sheraton, Metropolitan B
- ▶ South Asian Heritage WSCC-CC, Yakima 2
- ▶ Transracially Adopted Sheraton, Ravenna C
- ▶ White European Heritage WSCC, Hall 4E

5:15 – 6:30 PM

PoCC GENERAL SESSION

ANAND GIRIDHARADAS

Performance by The Northwest School Orchestra

WSCC, Hall 4A/B

6:30 – 7:00 PM

 Book Signing with Anand Giridharadas

NAIS Bookstore, PoCC Hub, Hall 4C

7:30 – 8:30 PM

LGBT Social Hour

Sheraton, Cirrus Ballroom

9:00 PM – MIDNIGHT

Club PoCC

Sheraton, Metropolitan Ballroom A/B

PROGRAMMING TAKES PLACE IN THE WASHINGTON
STATE CONVENTION CENTER (WSCC), CONFERENCE
CENTER (WCC-CC), SHERATON, AND HYATT REGENCY.

SAT

DEC 7

JOIN THE CONVERSATION
ON TWITTER, FACEBOOK,
AND INSTAGRAM. USE
#NAISPoCC AND **#NAISSDLC!**

7:00 – 8:00 AM

Choir Rehearsal
WSCC, Hall 4A/B

7:30 – 8:45 AM AFFINITY GROUP SESSION 3

- ◆ Asian, Asian Pacific-Islander Heritage WSCC-CC, Yakima 1
- ◆ Black, African Heritage WSCC-CC, Tahoma 3-4
- ◆ First Nations Heritage Sheraton, Ravenna A
- ◆ Greater Middle Eastern Heritage Sheraton, Ravenna B
- ◆ International Sheraton, Issaquah A/B
- ◆ Latinx Heritage WSCC-CC, Tahoma 2
- ◆ Multiracial Heritage Sheraton, Metropolitan B
- ◆ South Asian Heritage WSCC-CC, Yakima 2
- ◆ Transracially Adopted Sheraton, Ravenna C
- ◆ White European Heritage Sheraton, Metropolitan A

9:00 – 9:45 AM STATE AND REGIONAL MEETINGS

- ◆ Bermuda, Hawaii, Puerto Rico, Virgin Islands, and International WSCC, 614
- ◆ Colorado WSCC, 605
- ◆ Connecticut WSCC, 610
- ◆ Florida WSCC, 613
- ◆ Maryland WSCC, 616
- ◆ Midwest (OH, MI, MN, MO, IN, IL, WI, KY, IA, NE, ND, SD, WV) WSCC, 620
- ◆ New England (ME, MA, NH, VT, RI) WSCC, 6D
- ◆ New Jersey WSCC, 603
- ◆ New York WSCC, 608
- ◆ North Carolina WSCC, 604
- ◆ Northern California WSCC, 6A
- ◆ Pacific Northwest/West (WA, OR, UT, ID, NV, WY, AK, MT) WSCC, 6C
- ◆ Pennsylvania & Delaware WSCC, 606
- ◆ South (AL, SC, GA, MS) WSCC, 609
- ◆ Southern California WSCC, 6B
- ◆ Southwest (AZ, AR, KS, LA, TX, NM, OK) WSCC, 619
- ◆ Tennessee WSCC, 602
- ◆ Virginia WSCC, 615
- ◆ Washington, DC WSCC, 607

SAT DEC 7

10:00 – 11:15 AM

**STUDENT-LED ADULT/STUDENT
DIALOGUES** (by State/Region)

- ◆ Bermuda, Hawaii, Puerto Rico, Virgin Islands, and International **WSCC, 614**
- ◆ Colorado **WSCC, 605**
- ◆ Connecticut **WSCC, 610**
- ◆ Florida **WSCC, 613**
- ◆ Maryland **WSCC, 616**
- ◆ Midwest (OH, MI, MN, MO, IN, IL, WI, KY, IA, NE, ND, SD, WV) **WSCC, 620**
- ◆ New England (ME, MA, NH, VT, RI) **WSCC, 6D**
- ◆ New Jersey **WSCC, 603**
- ◆ New York **WSCC, 608**
- ◆ North Carolina **WSCC, 604**
- ◆ Northern California **WSCC, 6A**
- ◆ Pacific Northwest/West (WA, OR, UT, ID, NV, WY, AK, MT) **WSCC, 6C**
- ◆ Pennsylvania & Delaware **WSCC, 606**
- ◆ South (AL, SC, GA, MS) **WSCC, 609**
- ◆ Southern California **WSCC, 6B**
- ◆ Southwest (AZ, AR, KS, LA, TX, NM, OK) **WSCC, 619**
- ◆ Tennessee **WSCC, 602**
- ◆ Virginia **WSCC, 615**
- ◆ Washington, DC **WSCC, 607**

10:00 – 11:15 AM

WORKSHOP BLOCK F

Building an Interracial and Intersectional Equity Conference: Engaging Students and Faculty Beyond SDLC and PoCC

Learn how one school continued student SDLC participation and faculty PoCC attendance to host an annual internal conference on equity and inclusion, expanding the scope and involvement of a traditional "Diversity Day" model. St. Andrew's School used sessions led by faculty, students, and alumni/ae to deepen dialogue around issues of difference, identity, and inclusion, activating individual and group knowledge gained at SDLC and PoCC. This session will explore the practical challenges of organizing a full-school conference (e.g., pushback, building alliances across school departments, technology, scheduling) as well as the interpersonal dynamics of interracial dialogue between student, faculty, and alumni/ae groups. Participants will take away key organizational tools, clear language, and steps for organizing an equity conference that holds at its center marginalized voices.

PRESENTERS: Devin Duprey, St. Andrew's School (DE); Giselle Furlonge, Seattle Academy of Arts and Sciences (WA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Skagit 1

A Conversation for Asian and Asian Americans: It's Time We Talked About Intragroup Oppression

While people of color work in solidarity to push against the structures of white supremacy, it is no secret that many of us, as people of color, must also address our own internalized racism, intragroup oppression, and colonized mentality. While affinity space

at PoCC has served to build Asian American solidarity, it has not been a space to address real oppression within our own community. Join a group of critical race facilitators as we dive into our own taboo conversations within the Asian and Asian American community on colorism, class, religion, body size and shape, education, status, and language. *Because of the sensitive nature of this session, we ask that only Asian, Asian American, Pacific Islander, and South Asian participants attend.*

PRESENTERS: Liza Talusan, LT Coaching and Consulting, LLC; Ricco Siasoco, Chadwick School (CA); Amanda Friedman, Miss Porter's School (CT)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Chelan 5

Engaging Alumni of Color: Will They Come Back?

There is a long and troubling tradition of many alumni of color completing their course of study at independent and private schools and never returning. Why have so many never returned to institutions focused on excellence, community, inclusion, and engagement? Germantown Friends School developed a strategic plan aimed at tackling this question. Alumni of color need to believe that they matter after they graduate and that they are integral members of the community. With this session, we share our journey over the past two years and our process, Re-engaging Alumni of Color. We will explore both our successes and our struggles, and workshop participants will be invited to share their own best practices.

PRESENTERS: Michelle Palmer and André Lee, Germantown Friends School (PA)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC-CC, Skagit 5

Expanding Affinity Potential: Affinity Groups in Elementary, Middle, and Early Childhood Education

Though affinity groups have existed for decades in some schools, they are still a controversial topic in others. Even in places where they have existed, there is still annual clarification on the need and purpose of these groups. Conversations can become especially charged when we discuss this work with our younger students and their families. In this workshop, we will explore the development of affinity groups in multiple pre-K-8 schools. Learn the vital function these groups play for students, faculty, and families—even in schools serving the earliest grades. DEI position holders, teachers, administrators, extended-day/after-school staff, and other members of the schoolhouse will enjoy exploring different models of how affinity work is implemented in different school settings.

PRESENTERS: James Greenwood, St. Paul's School (NH); Jaleesa Anselm, Atrium School (MA); Tina Fox and Connie Yopez, The Park School (MA); Kerryn Hinds, Fayerweather Street School (MA)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC, 211

SAT DEC 7

10:00 – 11:15 AM

WORKSHOP BLOCK F (continued)

Exploring the Developing Critical Literacies of Adolescent Black Girls in Independent Schools

This workshop will present the findings from a research study that the presenter conducted with two different black girls' groups that met weekly at two different independent schools. The research study explored the developmental process and components of the emerging phenomenon she has conceptualized, called "Black girl critical literacies." Using black girlhood (Ruth Nicole Brown, *Hear Our Truths*) and racial literacy (Howard Stevenson, *Promoting Racial Literacy in Schools*) as frames, this presentation tracks the identity construction of adolescent black girls in independent schools through the implementation of a weekly girls' group curriculum. The presentation will offer recommendations for educators about how to best support black girls in schools.

PRESENTER: Charlotte Jacobs, Graduate School of Education, University of Pennsylvania

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Chelan 2

Gestural Journeys: Indian Classical Dance as a Vehicle for Self-Expression and Identity Exploration

This presentation explores how the study of a classical Indian dance form informed and shaped the presenter's journey as a second-generation member of the Indian diaspora. How can a movement form rooted in a rich gestural vocabulary be used to explore our own identities and personal cultural journeys? How does our own journey of identity formation and self-reflection impact and shape who we are as educators dedicated to

cross-cultural understanding and social justice? This workshop will incorporate gentle physical movement, gestural language, and cultural and historical narratives about and from Indian classical dance to broaden our perspectives on the arts as a vehicle for self-expression and identity formation. Be prepared to move (all abilities welcome), to share stories, and to listen and communicate, both verbally and nonverbally.

PRESENTER: Shobana Ram, The Dalton School (NY)

TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

ROOM: WSCC-CC, Tahoma 1

"The Love That Dare Not Speak Its Name": Queer Language in Chinese, History, and Spanish Classes

Taking a collaborative, integrative, social justice approach, presenters will share strategies for meaningfully integrating LGBTQ+ themes into World Language and History classes. Acknowledging that LGBTQ+ topics are often difficult to talk about in the Spanish- and Chinese-speaking communities and are often left out of the history curriculum, we will emphasize the power of language for the purpose of not only developing empathy but also building toward a justice framework. We will explore how gender and sexual identities intersect with cultural and linguistic identities, and we will create spaces in our curriculum and pedagogy to "see" and reflect the lived experience of queer students of color. We will provide both discipline-specific and interdisciplinary examples and resources that participants can integrate into their own teaching and curriculum design.

PRESENTERS: Lilia Cai-Hurteau, Marisela Ramos, Miriam Villanueva, and Yasmine Allen, Phillips Academy (MA)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC-CC, Skagit 2

📍 Mind the Gap: Exploring Asian American Identity in the Racial Narrative

Throughout history, Asian Americans have long suffered through marginalization in the racial narrative. Caught in between the polarity of civil rights issues in America and overlooked in the ongoing work around diversity, equity, and inclusion, Asian American students and faculty often find themselves fighting for voice and relevance as they seek inclusion in our schools. This session will delve into the history of Asians in America, their evolution and progress as a society, and what the future holds for them. It will touch on the intersections of culture, modern cultural appropriation, and the issues of identity that Asian Americans grapple with today. Attendees will leave with a greater understanding of their students and faculty and an empowerment to support Asian American inclusion in schools.

PRESENTER: John Yen, Polytechnic School (CA)
TRACK: Anti-Racist Teaching, Training, Activism, and Allyship
ROOM: WSCC, 204

Power Literacy: Reimagining How We Think About Privilege

Citizen-activist Eric Liu encourages us all to become power literate in order to effect change. He posits that "the deepest truth is that we the people are not merely the passive receptacles or objects of power. We are the very source of power.... We generate it. We give it." Inspired by this, we developed a new framework for approaching issues of privilege and positionality after experiencing resistance from students about discussing privilege. Instead of focusing on privilege and who has it, we asked students to map their relationship and access to power and to consider their responsibility to use that power for the

greater good. Join us to learn more about implementing a similar framework resulting in increased participation and fluency in conversations about equity and justice.

PRESENTERS: Alegria Barclay and Alison Williams, The Nueva School (CA)
TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
ROOM: WSCC, 210

📍 Racism in Children's Music: Practical Steps for Liberating Music for the Black Child

Children in the black community are being musically neglected and ignored. This is because there is no national children's music programming in our community. Our children are forced to listen to inappropriate adult music, which has a negative impact on their social, cultural, and academic development. The presenter calls this "music adultification." This workshop will explore the history of racism in children's music, how popular nursery rhymes continue to be used to reinforce inferiority complexes in children, and the cultural appropriation of African music in popular children's movies. It will highlight the award-winning teaching artists of color who are creating culturally relevant music for children. Participants will leave with practical solutions/resources to help parents, teachers, and guardians take back control of their children's music-listening experience.

PRESENTER: Devin Walker, The Uncle Devin Show LLC
TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit
ROOM: WSCC, 2A

SAT DEC 7

10:00 – 11:15 AM

WORKSHOP BLOCK F (continued)

Redefining Time in Traditionally White Independent Schools: Debunking the Excuse That Change Must Be Slow

Without anti-racism work at the core, DEI practices at independent schools can only be performative. Creating equitable experiences for students must be rooted in the institutional belief that anti-racism work is imperative. Practices that place anti-racism work at the center of the institution create space for faculty and students of color. In this session, you'll hear from a BIPOC and an accomplice who are working to creatively change how traditionally white institutions perceive, discuss, and unpack racism as individuals with the desired outcome of systemic, collective change. Workshop objectives include empowering folx with tools to immediately implement through a lens of the cultural context; holding allies accountable for shifting from performative ally to co-conspirator for change; and creating and holding space for BIPOC to name their experiences.

PRESENTERS: Cheleah Googe, Beauvoir, The National Cathedral Elementary School (DC); Abigail Whorley, St. Catherine's School (VA)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC, 205

Head of School Track

Student Protest: Working With Youth Change Agents to Foster Activism While Balancing and Managing Risk

Black Lives Matter. School shootings. Climate change. Immigration. These are but a few of the issues at the heart of recent student protests. Young people of color have historically used protest as a method of social change, and youth are increasingly rediscovering their voice and power. Independent schools, as

educational institutions that foster critical thinking, are generally supportive of students exercising their freedom of speech to advocate on behalf of themselves and others. This presentation will provide an overview into the practical and legal issues to consider when students engage in walkout and other forms of protest during the school day. Discussion areas include whether to provide institutional support and understanding and the risks involved in providing support or withholding it.

PRESENTERS: Brenda Leaks, Seattle Girls' School (WA); Onik'a Gilliam-Cathcart, Hessel Fetterman LLP

TRACK: Racial and Social Justice and Activism: From the Classroom to the Community

ROOM: WSCC, 307-308

Taboo Topics: Talking About Race, Class, and Privilege in the Classroom

"Shh. We don't talk about that." Taboo topics abound in our society, and children learn from a young age which questions are okay to ask and which are not. The most well-intentioned of us often avoid inviting complex conversations into our classrooms. Join us as we engage in activities and dialogue in order to deepen understanding of the impact of the silences adults create around race, class, and privilege. Learn language, be introduced to tools, and gather resources as we begin to think about how to create "safer" and more inclusive classroom spaces.

PRESENTERS: Monique Marshall and Tahnee Muñoz, Wildwood School (CA)

TRACK: Anti-Racist Teaching, Training, Activism, and Allyship

ROOM: WSCC, 303

🏠 Token Hire or a Voice at the Table? #youngnumbandwoke

You are at the start of your career and at the beginning of developing your identity in an independent school: Who do you need to know, what do you need to know, and why

do you need to know it? In this workshop, we will share our experiences as young teachers of color and reflect on what it means to be an authentic educator and emerging leader in a not-so-brown school. We invite you to explore where you are on your journey and what the path ahead may look like as you work toward your professional and personal goals.

PRESENTER: Kate Thomas, The Meadowbrook School of Weston (MA)

TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit

ROOM: WSCC, 201

Toward a School for All: A Case Study in Institutional Cultural Change for an Anti-Bias and Anti-Racist Elementary School

Students today live in a world that is diverse and changing. The better students understand their own and others' cultural perspectives and communicate across differences, the more effectively they can evaluate issues and take responsible action as citizens of the community and the larger world. How does a school navigate an institutional cultural change process to engender an anti-bias and anti-racist classroom and community? This case study will follow the steps to change, sustainability, and commitment to action at the institutional level. In addition, faculty will share examples of anti-bias and anti-racist curriculum with hands-on activities and discussions that help students build their knowledge and their ability to perceive, attend to, and reason about complexity in the world.

PRESENTERS: Theodore Hamory, Donald Grant, and Tanynya Hekymara, The Oaks School (CA)

TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices

ROOM: WSCC-CC, Chelan 4

We're Still Here: Facilitating Difficult Dialogues That Include First Nations/ Indigenous/Native Folx

Conversations around how to engage in difficult dialogues around issues of diversity, equity, and inclusion have been going on for years, yet they often center around the experiences of black and brown folx and leave out other marginalized identities, such as Indigenous and Native peoples. Additionally, they do not often address the life experiences and vulnerabilities we bring to the table as we do this work and how these affect our ability to engage effectively. This workshop is intended to be a space where Native folx doing this work feel seen, heard, and validated, and where they have the opportunity to acknowledge what within us we bring to this work and how best to face and process experiences that trigger parts of our identities.

PRESENTERS: Lizz Albany, Charles River School (MA); Shanelle Henry, Greens Farms Academy (CT)

TRACK: Building Capacity: Skills, Competencies, and Research for Equity, Inclusion, and Social Justice

ROOM: WSCC, 2B

11:30 AM – 12:45 PM

PoCC/SDLC CLOSING CEREMONIES

PEDRO NOGUERA

Performance by The PoCC Choir

WSCC, Hall 4A/B

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1989

PHILADELPHIA

Common Ground

1990

LOS ANGELES

Unity in the Midst of Diversity

1991

NEW YORK CITY

From Thought to Action

1992

ATLANTA

Vision 2020

1993

ST. PAUL

Seeing Beyond—Becoming Advocates for Creating Multicultural Educational Institutions

1994

ALBUQUERQUE

Los Colores de la Educación—Continuing to Build Environments in Independent Schools That Address the Needs and Issues of Children and Adults of Color

1995

PHILADELPHIA

Lighting the Way to the Millennium: Our Selves, Our Children, Our Schools

1996

BALTIMORE

A Vision for Building New Alliances

1997

ST. LOUIS

Journey to Spirit: Solidarity and Voice Through Dialogue

1998

SAN JUAN

Puerto Rico—The Caribbean: Encounter History, Culture, and Self

1999

SAN FRANCISCO

Mosaic: Connecting Communities for Action

2000

NASHVILLE

The Children Are Our Business

2001

PROVIDENCE

Connecting Cultures, Connecting Worlds

2002

CHICAGO

Bridging Cultures, Sharing Stories

2003

HONOLULU

PoCC *E Huaka'i Pū Kākou* (Let's Voyage Together) | **SDLC** X Marks the Spot

2004

MIAMI

PoCC Miami: Gateway to Multiculturalism | **SDLC** Connecting to Self, Connecting to Others

2005

DALLAS

PoCC At the Crossroads: Deepening Perspectives of the Cultural Kaleidoscope | **SDLC** Collide-o-scope: Twisting Lenses, Seeing Change

2006

SEATTLE

PoCC Nourishing Ourselves for the Swim Upstream | **SDLC** Upstream, Uphill, Up to Us

2007

BOSTON

PoCC Learning from the Past, Leading for the Future | **SDLC** The Time Is Now

2008 NEW ORLEANS

PoCC Music for Life. Food for Thought. Friendships That Sustain. | **SDLC** Preserving Self, Building Community, and Sustaining Change

2009 DENVER

PoCC Moving Mountains: Mining Within | **SDLC** Mine, Yours & Ours: The Responsibility to Navigate the Rapids of Change

2010 SAN DIEGO

PoCC Catching the Tides of Change, Riding the Waves of Opportunity | **SDLC** Coast 2 Coast, Seek to See

2011 PHILADELPHIA

PoCC We the People: Painting Our New Mural of Community | **SDLC** Updating Our Status: A Declaration of Interdependence

2012 HOUSTON

PoCC Energizing Our Future Through Refining Our Shared Sense of Community | **SDLC** Timeless Resources, Renewable Energy

2013 NATIONAL HARBOR

PoCC The Capital's Mosaic: Independent School Leaders Building an Interconnected World | **SDLC** Foresight Is 20|20: Capitalizing on Our United State

2014 INDIANAPOLIS

PoCC Pit Stops and Victory Laps: Going the Distance, Driving Change, Leading the Race Toward Equity and Excellence | **SDLC** Leadership at the Wheel Riding at the Speed of Acceptance

2015 TAMPA

PoCC Art, Science, Soul, and the Equity Imperative | **SDLC** Learning to Listen and Listening to Learn: The Art of Dialogue and the Science of Living Justly

2016 ATLANTA

PoCC Advancing Human and Civil Rights: Fulfilling the Dream Together | **SDLC** Dreaming Out Loud: Waking Up to a New Era of Civil Rights

2017 ANAHEIM

PoCC Voices for Equity and Justice Now and in Every Generation: Lead, Learn, Rededicate, and Deliver | **SDLC** Making Our Voices Matter: Leading the March to Common Ground

2018 NASHVILLE

PoCC Equitable Schools and Inclusive Communities: Harmony, Discord, and the Notes in Between | **SDLC** Listening for the Grace Note: Finding Harmony Amid Cacophony

2019 SEATTLE

PoCC 1619. 2019. Before. Beyond. Amplifying Our Intelligence to Liberate, Co-create, and Thrive | **SDLC** 1954. With All Deliberate Speed. 2019. Integrating Schools, Minds, and Hearts With the Fierce Urgency of Now

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Hosted by Lakeside School

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Saturday, February 1, 2020**8 a.m. – 12 p.m.**

Lakeside Upper School
14050 1st Ave NE
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At informational sessions, attendees will learn about:

- Working in an independent school.
- Benefits and compensation.
- Mentorship and support programs.
- Professional development opportunities.
- Education and experience requirements.

During the career fair:

- Learn about current career opportunities.
- Network with hiring personnel.
- Share your resume.

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Diversity Hiring Fair

at *The Potomac School*

1301 Potomac School Road, McLean, Virginia

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Schedule of Events

10:30 am-12 pm: Panel Discussion/Q&A

12-2 pm: Career Fair

2:15-3:15 pm: One-On-One Interviews

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The School at Columbia, Middle Division Director

The Corlears School, Director of Equity, Inclusion & Community Life

Shady Hill School, Assistant Director of Admissions and Multicultural Outreach

current searches

The Center for Early Education, Director of Early Childhood Programs

Mary McDowell Friends School, Director of Development

The School at Columbia, Intermediate Division Director

The Buckley School, Upper School Head

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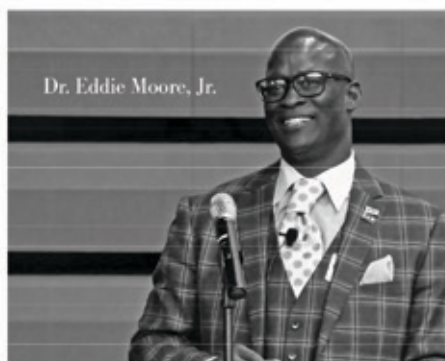


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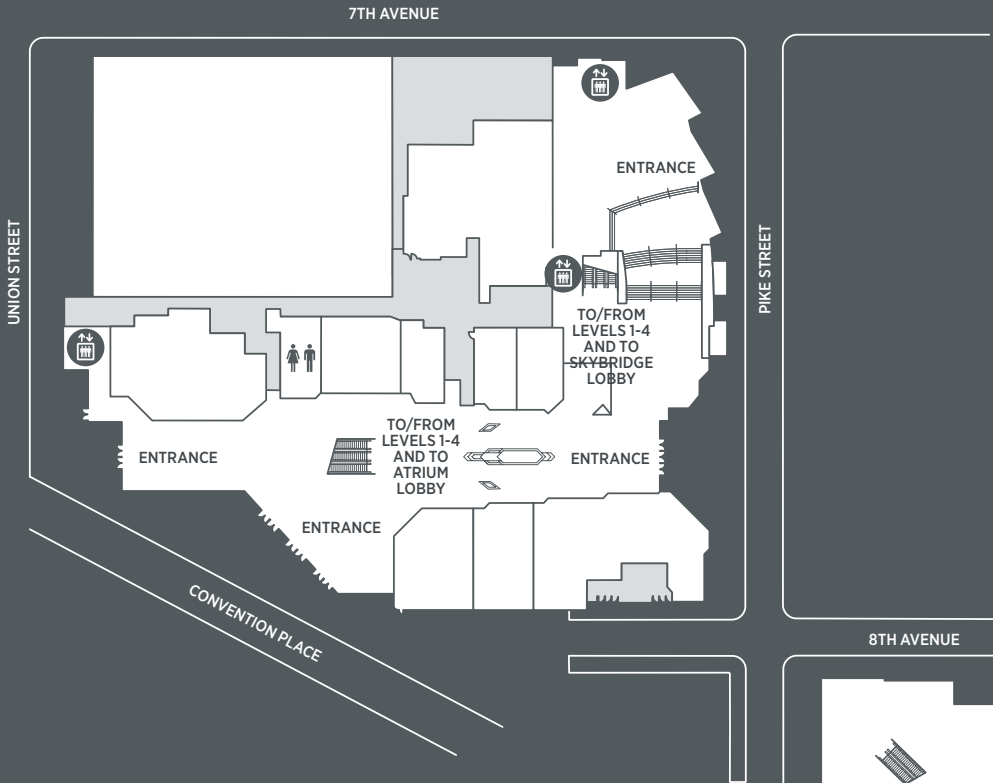


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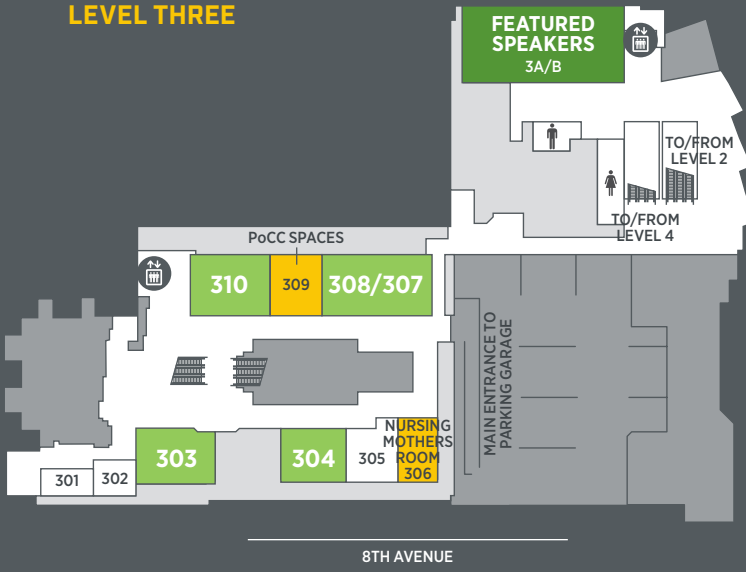


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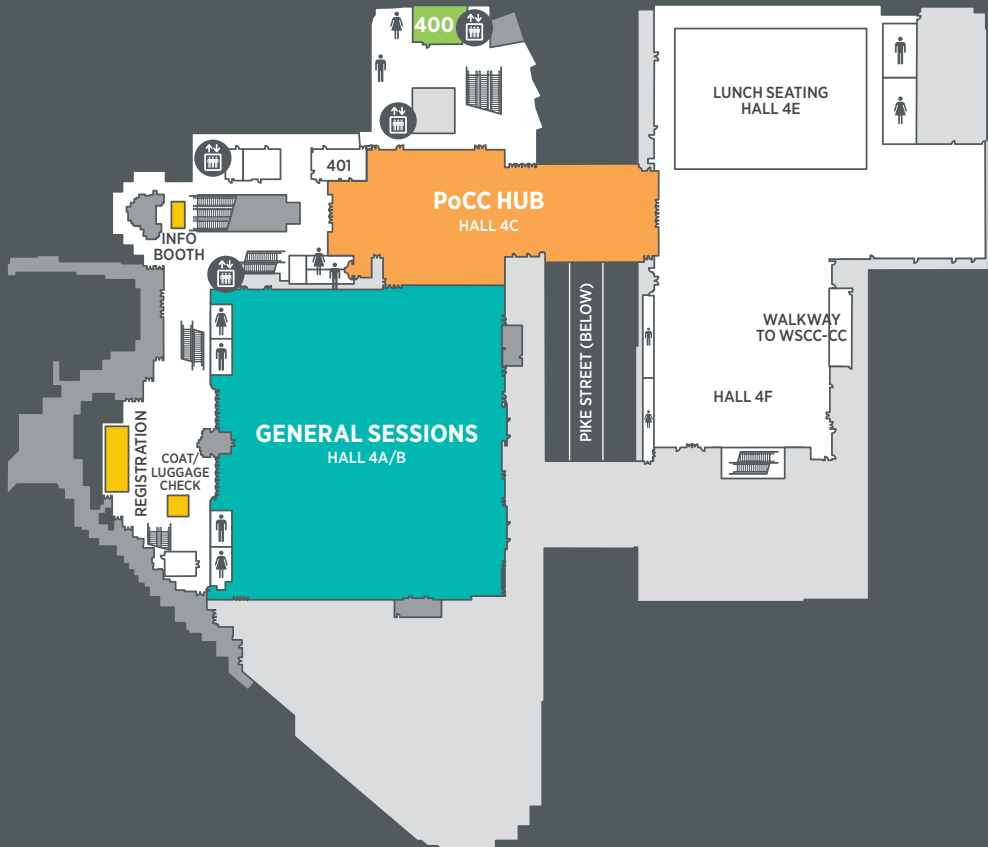
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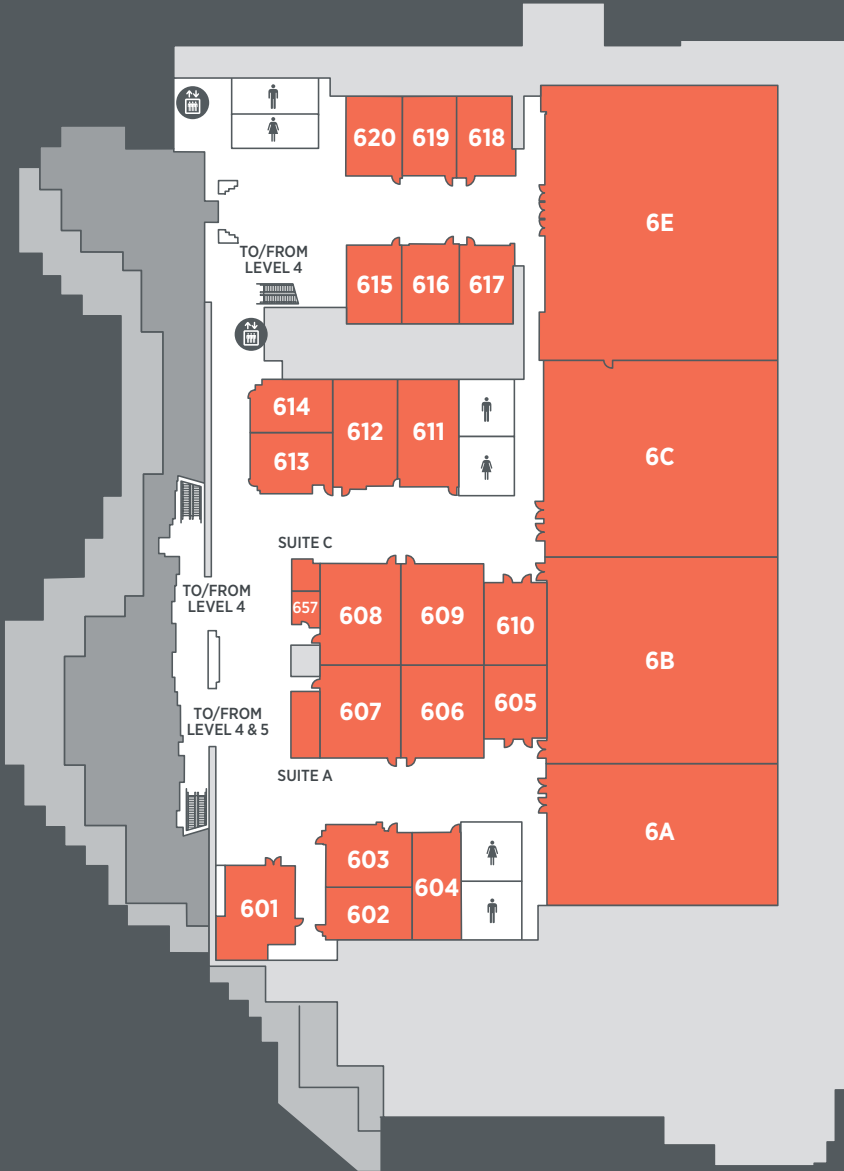
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LEVEL FOUR



- Workshops
- Featured Speakers
- General Session
- PoCC Hub
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LEVEL SIX



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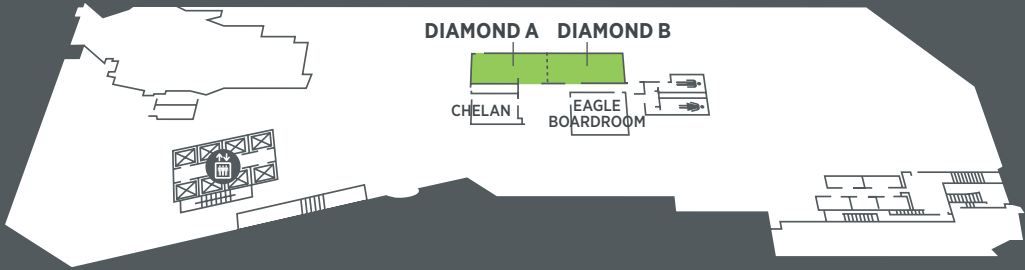


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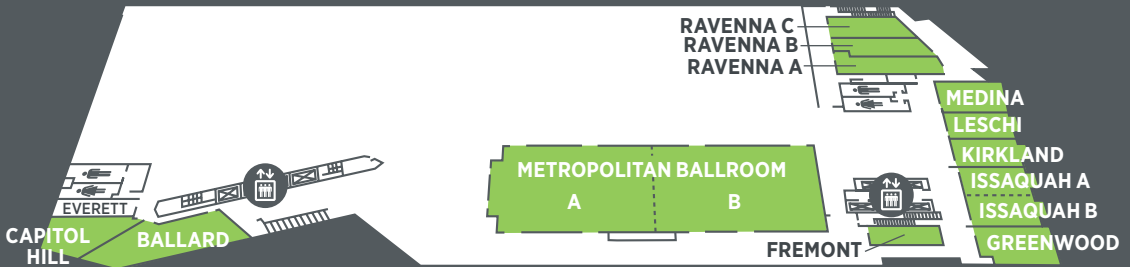
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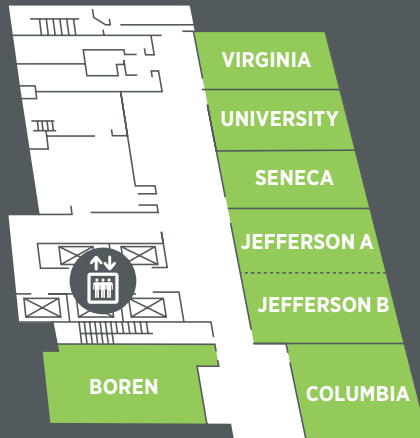


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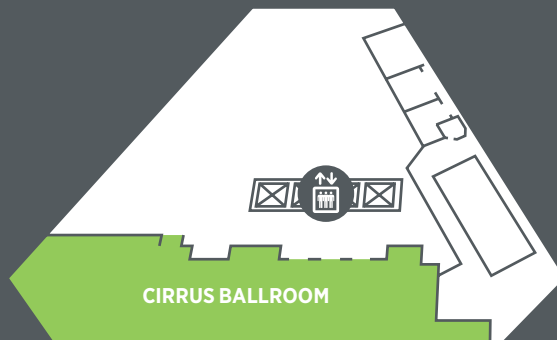


- Workshops
- Featured Speakers
- General Session
- PoCC Hub
- SDLC
- Other Programming

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- SDLC
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LEVEL 7





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