Using a DEIJ Lens to Make School-wide Decisions On Demand

Summary: Join us for a guide to inclusion dashboarding for schools that wish to quantitatively collect and review data regarding students' sense of inclusion to drive institutional change. Shifting school culture away from relying solely on anecdotes to understand inclusion is important if we want to measure how the institution is improving in this area—or not. The process of inclusion dashboarding involves creating student surveys, administering them, reviewing the data, identifying themes and patterns, and sharing results visually. It's a heavy undertaking, but one worth exploring.

Category: General Workshop
Type: On Demand
Presenters: Steven Davis, The Institute for Human Relations (DE); Randolph Carter, East Ed. (DC); Johnnie Foreman, Gilman School (MD)

Let Me Tell You: Supporting Students of Color to Research/Document Their Lived Experiences On Demand

Summary: Do you feel untrained or apprehensive to adequately express the complexity of the race, gender, culture, and ethnicity that impacts students' performance? BIPOC students feel unseen, academically and emotionally unprepared, and overwhelmed, and struggle with microaggressions and racism. Yet, they show up to school, endure more stress and anxiety, cover essential parts of their selves, and stay stuck in unprocessed grief. Can you adjust your lens and expand your perspective to promote a climate of awareness and support within their peer groups and communities of care? Learn tools that empower learners, lessen loads, stimulate conversations, reduce stigma, and strengthen interpersonal relationships. Help them reflect and improve their mental health. Let’s identify and understand how to transform our lives as individuals, parents, and educators by our daily choices.

Category: General Workshop
Type: On Demand
Presenters: Susan Toler Carr, Justin Carr Wants World Peace Foundation; Dahlia Ashford, Shenandoah University

Help the Unseen: Why Students of Color Need Visible Communities of Care On Demand

Summary: Teachers of color in predominantly white schools are constantly called on to do extra work because they are people of color. The work of involuntary managing the emotions of others and educating peers is exhausting and leads to predictable burnout. Identity labor is the special type of emotional labor performed by persons with a marginalized identity when they are in culturally dominant environments. Delve into findings from a study that investigates the experiences of teachers of color who are performing identity labor.

Category: General Workshop
Type: On Demand
Presenters: Stephanie Bramlett, Phillips Exeter Academy (NH)

Building an Equitable and Liberating Mindset On Demand

Summary: Join us to address the five prevailing mindsets in education that harm children of color. Engage in the rewarding process of creating a personal, equity-driven vision statement as a tool to confront inequitable mindsets in your own practice or school community. Explore the history of marginalization of communities of color and how it has led to an inequity of resources and a profound loss of civil and human rights for people of color. Address education’s most prevailing inequitable mindsets of color blindness, cultural conflicts, the opportunity myth, low expectations, and context neutral mindset that harm children. Create an equity-driven professional vision statement as a tool and guiding principle to confront inequities in the education of children of color.

Category: General Workshop
Type: On Demand
Presenters: Richard Ledgister, The Center for Urban Education and Advocacy; Jennifer Porter-Smith, Nap Ford Community Schools, Legends Academy (FL)

I Can’t Pretend Thos. Didn’t Hit Me for This: Performing Identity Labor in Social Studies On Demand

Summary: Teachers of color in predominantly white schools are constantly called on to do extra work because they are people of color. The work of involuntary managing the emotions of others and educating peers is exhausting and leads to predictable burnout. Identity labor is the special type of emotional labor performed by persons with a marginalized identity when they are in culturally dominant environments. Delve into findings from a study that investigates the experiences of teachers of color who are performing identity labor.

Category: General Workshop
Type: On Demand
Presenters: Amber Gravely, S.O.S. Student Opportunities for Success

Emotional Intelligence, Embodiment, and Mindfulness: Strategies for Combating Racial Fatigue On Demand

Summary: Learn how to practice, apply, and grow through emotional intelligence, embodiment, and mindfulness. Recent research has acknowledged and confirmed the racial exhaustion and emotional energy spent to counter microaggressions. Also, there is empirical evidence that being “the only one” in the room correlates with stress and fatigue, unique to the BIPOC experience. While a portion of the workshop will focus on offering background and data, the main focus is to center this experience of empowerment through guided embodiment and mindfulness meditations. We will also address self-efficacy for facing the daily challenges of predominantly white institutions through activities of reflection and regroup.

Category: General Workshop
Type: On Demand
Presenters: Gulliver LaValle, Hillbrook School (CA)

Women of Color on the Way Up: Strategic Steps to Advance Our Leadership Journeys Together On Demand

Summary: As students of color navigate life in independent schools, they find themselves experiencing biases, inequities, lack of representation, and injustices regardless of how much inclusivity (or lack thereof) the school claims to have. Explore different qualitative approaches to support student-led research that documents students’ lived experiences in white-dominant spaces. Get introduced to the systematic investigation of social phenomena, aiming at describing, understanding, and interpreting your stories. Walk away with a practical guide to adapt and facilitate student-led research that will push schools to be accountable for systemic racism and marginalization, and that will be a catalyst for changes to reverse those actions that continue to destroy the lives of Black, brown, indigenous, Asian, and other children of color.

Category: General Workshop
Type: On Demand
Presenters: Phillip A. Smith, Teachers College at Columbia University; Bartley Jeannoute, Abington Friends School (PA)

First-Generation DEI Practitioners: How to Survive and Grow in Independent Schools On Demand

Summary: Examine evidenced-based lessons learned from practitioners of color with over 20 years of experience in independent schools, including PoCC/SDLC co-founder, Randolph Carter, and others. Hear a veteran panel present a systems approach to the DEI practitioner’s role that holds schools accountable for their partnership in the recruitment, retention, growth, and empowerment of its BIPOC community. Get an introduction to data-driven processes to guide your work as well as networking opportunities to support your personal self-care. Learn how the skills, knowledge, and attitudes acquired in the practitioner’s role in a school leadership position or possible entrepreneurial career path.

Category: General Workshop
Type: On Demand
Presenters: Steven Davis, The Institute for Human Relations (DE); Randolph Carter, East Ed. (DC); Johnnie Foreman, Gilman School (MD)
Summary: Join this affinity space for women of color who have an eye on senior leadership or wish to pivot into different leadership roles. At your school, you may find yourself as the “only one” or “one of few.” Connecting with other women who wish to grow professionally outside of their current roles and leverage opportunities to be viewed as leaders in their respective school communities is key. Creating authentic relationships rather than blanket networking is necessary to gain confidence and perspective. Get details on specific action steps and to-do’s to undertake if you wish to solidify your progress toward leadership and discover how to make the most of your connections to other women of color so we can all move up together.

Category: General Workshop

Type: On Demand

Presenters: Dot Kowal, Sonoma Academy (CA); Joy Prince, The Agnes Irwin School (PA)

ESF01. Auditing DEI: So Much More Than a Survey (Part 1)

Presenters: Nicole A. DuFauchard, The Advent School (MA); James Calleroz White, The Galloway School (GA); Felicia McCray, The Galloway School (GA)

Category: Full Day Seminar

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)

ESF02. The Art of Giving and Receiving the Gift of Racial Feedback: Building Joyful Cross-Racial Allyship (Part 1)

Summary: How can direct racial feedback lead to meaningful cross-racial collaboration and programmatic change? While we understand that moving through racial natures to genuine repair nurtures interpersonal connection, individual transformation, and institutional equity, we lack stories, models, and strategies for giving and receiving racial feedback, developing robust cross-racial aliyhips, and fostering true equity and inclusion. We first crossed paths at the 2019 CATDC Women + Leadership Conference, in the midst of a public racial miscue. Join this interactive workshop to share the concrete, actionable strategies that allowed us (a Black woman offering racial feedback and white woman receiving it) to move through a fraught moment to enduring cross-racial collaboration and programmatic change. Bring your thoughts, hopes, wishes, and worries. Get time for discussion and application.

Category: Full Day Seminar

Presenters: Alison Park, Blink Consulting; Stacy Kertman, Blink Consulting

ESF03. Do You See What I Mean? Facilitating Courageous Conversations Visually (Part 1)

Summary: 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. Though 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 strategies and gain confidence in using visuals to facilitate, and leave with a visual toolset to deepen your practice.

Category: Full Day Seminar

Presenters: Nikkia Young, Head-Royce School (CA); Lisa Haney, California Teacher Development Collaborative

ESF04. Cultural Value Leadership: A Leadership Model for DEI (Part 1)

Summary: Join us to learn about cultural value leadership (CVL), a research-based leadership model. This recently published leadership style provides measurable ways to evaluate the cultural value in a situation, activity, or an individual’s participation. In CVL, culture is considered the intellectual capital in the application of culture philosophy, leadership strategies for individuals, entrepreneurs, influencers, public organizations, educational institutions, and corporations (Herreng, 2021). The advantages of CVL over traditional leadership models (transactional, servant, transformational, etc.) is the opportunity for leaders to make an impact through positive cultural conduct in situations or in the lives of others, through shared ethical values. We will officially unveil resources from the Cultural Value Institute during this seminar.

Category: Full Day Seminar

Presenters: Verónica Herrera, The McClesie School (TN)

ESF05. ESF02. The Art of Giving and Receiving the Gift of Racial Feedback: Building Joyful Cross-Racial Allyship (Part 1)

ESF06. Educational Justice for Black Girls: A Call for Radical, Transformational Pedagogy (Part 1)

Summary: All Black girls are beautiful and brilliant, representing diverse cultural backgrounds and social identities. As brilliant and gifted as Black girls are, we know they are not thriving to their full potential in K-12 schools as a result of oppressive systemic and institutional barriers. Our guiding text, Teaching Beautiful, Brilliant Black Girls, calls for a radical, transformational pedagogy that centers the lived experiences of all Black girls. It is time for the American education system to do right by—and with—Black girls, by providing them equitable access to a Pan-African, culturally engaging, relevant, and responsive education. Join us to explore critical strategies for transforming your classroom to create spaces where Black girls thrive!

Category: Full Day Seminar

Presenters: Shemariah Arki, The Kent State University Press; Omobolade Delano-Oriaran, St Norbert College; Marguerite Pennick, University of Wisconsin; Onithia Swindell, Live Oak School (CA); Eddie Moore, Jr., The Privilege Institute
ESH02. Break Free from “Pet to Threat” and Authentically Sponsor Leaders of Color

Category: Half Day Seminar

Summary: In order to tend to the work of culture shifting for school change, join us to learn ways of thinking about and approaching culture change. While the strategies and tools you engage with here are transferable to all kinds of change-making work, we will focus on equity, inclusion, and belonging.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Roslyn Benjamin, The Children's School (GA); Paula Farmer, The Berkeley School (CA); Yvonne Hendricks, Live oak School (CA)

ESH08. Leading Culture Change in Schools: Belonging, Equity, Inclusion, and Beyond (Part 1)

Summary: Inequity is deeply rooted and structured system, historically seeded and locally and globally cultivated. Yet when we engage in equity, inclusion, and belonging change work in our schools, we tend to approach the problem as an interpersonal issue rather than a cultural and systems one. In order to tend to the work of culture shifting for school change, join us to learn ways of thinking about and approaching culture change. While the strategies and tools you engage with here are transferable to all kinds of change-making work, we will focus on equity, inclusion, and belonging.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Rebecca Stilwell, Columbia University Teachers College; Nicole Furlonge, Columbia University Teachers College

ESH09. Master Class in Place-Based Education: A Context for Authentic People in All Learning and Every School (Part 1)

Summary: Current social tensions felt in the U.S. are playing out on Indigenous lands. We can learn lessons from Indigenous people on how to leverage place, land, and community to build inclusive, anti-bias education—yet the voices of Indigenous people play all too small a part in building a just and equitable world. Join us to examine Makawalu, a native Hawaiian term that embodies the concept of multiple perspectives, to unpack the principles of place-based learning and design a unit for your students or school. Participants will: (1) Learn about Makawalu, leveraging this native Hawaiian philosophy to understand place-based learning, (2) Learn about the 10 principles of place-based learning, and (3) Apply the 10 principles to build a place-based unit.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Kapono Ciotti, Waiakea Elementary Public Charter School (HI)

ESH10. ProEquity: A Perspectives Consciousness and Civics-Based Approach to Antiracist Education (For Seventh-12th Grade Social Studies Educators) (Part 1)

Summary: The ProEquity approach uses Hess and McKowy’s “empirical vs. policy” framework to distinguish empirical questions such as “Does structural racism exist?” from policy questions such as “What should government do about structural racism?” (e.g., affirmative action). Treating structural racism as fact precludes racial comments that blame racial disparities on African Americans rather than on structural racism and allows educators to safely welcome conservative viewpoints. ProEquity uses perspectives-consciousness strategies to increase psychological flexibility and foster a shared identity as a “we” society. It also uses “value tensions” to frame ideological policy positions as different prioritizations of values on a continuum rather than as “right or wrong.” This fosters political tolerance and encourages a “critical yet empowered” view of racism.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Ayo Heineg Mogay, Uprooting Inequity LLC; Bridgid Moriarty-Guerrero, Longview Education

ESH11. SKY Breathwork and SEL for Educators (Part 1)

Summary: SKY Breathing Meditation offers tools to heal the pains, trauma, and stress of systemic racism and oppressive systems by bringing together people of color and allies in a space of healing and self-care. The cornerstone of this interactive, reflective workshop is the SKY Breathing practice, which utilizes specific rhythms of the breath to quickly and easily eliminate stress, revitalize the nervous system, and bring greater clarity and focus to the mind. It does this by taking advantage of the natural connection that already exists among the body, the breath, and the mind.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Ayo Heineg Mogay, Uprooting Inequity LLC; Bridgid Moriarty-Guerrero, Longview Education


Summary: The goal of this seminar is for leaders to decide whether they are ready to restructure hiring processes in ways that actually build anti-racist equity and strengthen a climate to retain and reward those working for social justice within the school community. In a world shaped by COVID-19 and the continued sanctioned murder of people of color, this work is urgent. Any façade of “diversity” rhetoric must give way to effective systemic change for racial equity; to do otherwise is to reinforce a racist climate. Join us for opportunities to identify practices for attracting, hiring, and supporting the best culturally competent candidates for all positions, remanding members of the school community that racial equity is both an ongoing institutional imperative and a collective responsibility.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Crites Cullinan, Eugene; Amari Reed, The School at Columbia University (NY); Kalyan Balaven, The Dunn School (CA); Emma Coddington, Willamette University; Ruth Jurgensen, Prep for Prep

ESH13. Taking AIM to the Next Level: What to Do with Your AIM Survey Results (Part 1)

Summary: Taking the step to engage your school community with the NAIS Assessment for Inclusivity and Multiculturalism (AIM) Survey provides schools with rich and robust data. Organizing and processing qualitative and quantitative data can be overwhelming, yet it is an important step in understanding survey results on your school’s climate, providing transparency within your community, and setting focused goals with tangible outcomes. After designing this process and ironing out the wrinkles along the way, our team is ready to share the details of our journey to help guide and support those looking to launch the AIM survey or coordinate next steps after receiving results.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Jennifer Turner, La Jolla Country Day School (CA); Marsha Poh, La Jolla Country Day School (CA)

ESH14. They Said What They Said! Leveraging BIPOC Student Voice to Enhance DEIJ Work in Schools (Part 1)

Summary: Leveraging the voices of BIPOC students is essential to the mission of all schools. Yet, when Black, Indigenous, and people of color (BIPOC) students demonstrate leadership skills by advocating for what they need, schools often do not listen. Join us to reflect on what it means to love, empower, and be accountable to BIPOC students by centering their needs and critically examining the extent to which the institution fulfills its mission for them. Using youth-led social movements as a model, discuss how institutions can respond to students’ experiences and work with students to co-create equitable school cultures and just learning communities moving forward.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar

ESH01. BIPOC Empowerment and White Accountability: Addressing the Hidden Burden of Racial Interactions

Summary: Join us to focus on evidence-based strategies to address the unconscious phenomenon of racial anxiety, which is the stress that Black, Indigenous, and people of color (BIPOC) and white people may experience in cross-racial interactions. Link this body of work to understanding why racial microaggressions happen, even among colleagues or within institutions committed to equity. The cross-racial pair of facilitators draw on theoretical frameworks, research, and their collective repertoire of prior workshop experiences to support BIPOC participants in applying inner strength to move through the impact of racialized encounters and hold white participants accountable in minimizing the burden of racial navigation for BIPOC.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Half Day Seminar
Presenters: Sandra Chapman, Chap Equity; Jessica MacFarlane, Independent Consultant

ESH02. Break Free from “Pet to Threat” and Authentically Sponsor Leaders of Color

Summary: In order to tend to the work of culture shifting for school change, join us to learn ways of thinking about and approaching culture change. While the strategies and tools you engage with here are transferable to all kinds of change-making work, we will focus on equity, inclusion, and belonging.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Roslyn Benjamin, The Children's School (GA); Paula Farmer, The Berkeley School (CA); Yvonne Hendricks, Live oak School (CA)
The Leadership Institute for People of Color (Part 2)

Category: Full Day Seminar

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)

Summary: Almost all independent schools have complicated legacies when it comes to race. The McCallie School (TN) is no exception. In 2021, the school embarked on learning a journey with Oneness Lab, a consultancy co-founded by a Black McCallie graduate. According to senior McCallie staff, the experience "...opened a way for us to talk truthfully, to think openly, and to act anew" reckoning with their complicated history and committed to changing their trajectory for DEIJ. Join us to explore the impactful journey and lasting commitments made by the McCallie School and get an introduction to the process staff experienced. Examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)

Category: Full Day Seminar

Summary: We want equity embedded into the fabric of our schools, but how do we get there? According to the National Equity Project, we must: (1) reduce the predictability of who succeeds and who fails, (2) interrupt reproductive practices that negatively impact vulnerable and marginalized students, and (3) cultivate the unique gifts and talents of every student. Join us to break down Eilether’s Equity Taxonomy as a guide to navigate the road ahead. Designed to help educators clarify where they are on their own equity journey, the taxonomy outlines the empowered steps necessary to take our policies, programs, and where our students need them to be. It also internizes cultural proficiency with emotional intelligence (EQ) and can be used to address inequities across social identities.

Category: Half Day Seminar

Block: Equity Seminar (Monday, November 29, 12:00 PM-3:00 PM)

Summary: In our current social climate, people are increasingly responsible for facilitating uncomfortable conversations to challenge white supremacy and oppression and promote understanding, respect, and connection. This interactive seminar is for people engaged in formally or informally facilitating social justice interactions, affinity groups, and other difficult conversations. Together we will build our comfort in clearly defining, explaining, and discussing the construction of oppression to individuals at varying levels of experience. Participants will learn how to hold courageous conversations and establish safe(r) spaces to enable groups to lean into discomfort; practice facilitation tools and methodologies for leading effective 1:1, large, and small intergroup conversation in a variety of scenarios; and learn how to effectively address disengagement, arguments, and divisiveness. We will also examine our own identities and identity-based societalization and how they impact our interactions, as well as how we are impacted personally.

Category: Full Day Seminar

Summary: Schools are often unsafe, hostile environments for lesbian, gay, bisexual, transgender, queer, and questioning youth. As author Brené Brown reflects, we must be brave, awkward, and kind. Take this opportunity to be brave, awkward, kind, and more. Gain new insights into talking about race with children and adults, strategies to use in any challenging conversation, and an electronic publication with resources to use back at school.

Category: Full Day Seminar

Summary: Sponsorship is one strategy that could help accelerate the career mobility of people of color to senior executive positions. Join us to unearth and demystify sponsorship, which is a strategy that could help aspiring school leaders combat racism. Explore groundbreaking research on the influence of sponsorship on the advancement of independent school heads and examine the experiences of people of color when they are perceived as "pots" and "threats" by gatekeepers and during senior-level searches. Gain strategies to position yourself to be successfully sponsored by people in positions of power or to be an effective sponsor of aspiring leaders of color.

Category: Half Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.

Category: Full Day Seminar

Summary: "DEI work is never done." True, but we should still be accountable for progress. How is DEI going at your school? We will do an audit of your school’s DEI efforts to help you answer that question. We will examine specific tools and exercises used to unlock the skill sets needed to go deeper than diversity and inspire courageous, informed, and strategic action.
Summary: The goal of this seminar is for leaders to decide whether they are ready to restructure hiring processes in ways that actually build anti-racist equity and strengthen a climate to retain and reward those working for social justice within the school community. In a world shaped by COVID-19 and the continued sanctioned murder of people of color, this work is urgent. Any facade of “diversity” rhetoric must give way to effective systemic change for racial equity; to do otherwise is to reinforce a racist climate. Join us for opportunities to identify practices for attracting, hiring, and supporting the best culturally competent candidates for all positions, reminding members of the school community that racial equity is both an ongoing institutional imperative and a collective responsibility.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Cris Cullinan, Eugene; Amani Reed, The School at Columbia University (NY); Kalyan Balaven, The Dunn School (CA); Emma Coddington, Willamette University; Ruth Jurgensen, Prep for Prep

ESF14. They Said What They Said! Leveraging BIPOC Student Voice to Enhance DEJI Work in Schools (Part 2)

Summary: Developing student leaders is essential to the mission of all schools. Yet, when Black, Indigenous, and people of color (BIPOC) students demonstrate leadership skills by advocating for what they need, schools often do not listen. Join us to reflect on what it means to love, empower, and be accountable to BIPOC students by centering their needs and critically examining the extent to which the institution fulfills its mission for them. Using youth-led social movements as a model, discuss how institutions can respond to students’ experiences and work with students to co-create equitable school cultures and just learning communities moving forward.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar

ESH08. From Inquiry to Action: Using Middle School Life Science to Counter and Transform Racist Thinking

Summary: Join us for the opportunity to re-center our personal and collective journey toward anti-racist education. Together we will reframe our experience and build solidarity across communities of color and leverage our power to effect radical institutional change.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Angela Flynn, The Gordon School (RI)

ESH09. Our Liberation Is Connected: Moving Beyond Intent to Strategize for Action

Summary: Schools have radically changed in response to the COVID-19 pandemic, but have we responded to the racial pandemic that continues to terrorize communities of color? When our liberties are under assault, our sense of safety is jeopardized, and we are reckoning with the impacts of poly-pandemics, it becomes difficult to work effectively toward social justice. Changing institutions requires more than individual reflection and just intent. Uniting communities of color against white supremacy in the pursuit of racial justice can begin by dismantling anti-Black, anti-immigrant, and anti-Asian ideologies. Join us to get the tools to catalyze individual growth into organizational shifts. Utilize organizational change frameworks to build solidarity across communities of color and leverage our power to effect radical institutional change.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Half Day Seminar
Presenters: Stephanie Bramlett, Phillips Exeter Academy (NH)

ESH10. From Inquiry to Action: Using Middle School Life Science to Counter and Transform Racist Thinking

Summary: Join us for the opportunity to re-center our personal and collective journey toward anti-racist education. Together we will reframe our experience and build solidarity across communities of color and leverage our power to effect radical institutional change.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Rachelle Reddick, Marin Horizon School (CA); Tina Merriweather, Ethical Culture Fieldston School (NY); Jacqueline Kurzer, Cathedral School for Boys (CA)

ESH11. What Are Anti-Racist Schools?

Summary: Police brutality during the COVID-19 lockdown caused civil unrest that engulfed the country. Many school leaders quickly mandated anti-racist training but not the social capital and personal work needed to breathe life into anti-racist practices. It is never too late to begin again. Join us for the opportunity to re-center our personal and collective journey toward anti-racist education. Together we will reimagine anti-racism by interrogating our own social identities in the school system, learning about the role of restorative practices and social and emotional learning in anti-racist work, analyzing brave spaces as a framework for community building, and developing a plan of action for supporting community transformation using social problem-solving. Leave ready to build bridges and imagine the possibilities for your learning community.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Half Day Seminar
Presenters: Jacqueline Wolking, NAIS; Jeff Heil, Cauzality; Darylle Smoot, NAIS; Antonio Hernandez, NAIS

ESF16. Building Safe, Brave, and Affirming Schools for LGBTQ Youth of Color (Part 2)

Summary: In our current social climate, people are increasingly responsible for facilitating uncomfortable conversations to challenge white supremacy and oppression and promote understanding, respect, and connection. This interactive seminar is for people engaged in formally or informally facilitating social justice interactions, affinity groups, and other difficult conversations. Together we will build our comfort in clearly defining, explaining, and discussing the construction of oppression to individuals at varying levels of experience. Participants will learn how to hold courageous conversations and establish safe spaces to enable groups to lean into discomfort; practice facilitation tools and methodologies for leading effective 1:1, large, and small intergroup conversation in a variety of scenarios; and learn how to effectively address disengagement, arguments, and divisiveness. We will also examine our own identities and identity-based socialization and how they impact our interactions, as well as how we are impacted personally.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar
Presenters: Natalie J. Thoreson, InVision Consulting
Summary: Schools are often unsafe, hostile environments for lesbian, gay, bisexual, transgender, queer, and questioning students, teachers, and families. Painful legacies of discrimination, harassment, ridicule, and assault haunt the promise of safety for LGBTQ people within school communities, especially LGBTQ youth, which translates to poor student achievement, poor health outcomes, and a decreased sense of belonging. Schools are purposefully missing opportunities to celebrate the liberation, bravery, and beauty found within the LGBTQ community, and serving youth key lessons about how gender and sexuality shape our perception of ourselves and society. The conversation about safe and welcoming schools for LGBTQ youth has shifted particularly in the past 5-10 years, with a focus on trans-gender and gender nonconforming youth. Teachers and school leaders rarely have the knowledge, tools, institutional support, or willingness to address these issues. Participants will dive deep into the needs and experiences of LGBTQ students, with a focus on LGBTQ youth. Attendees will take away new information, skills, and practices to better prepare them to implement data-driven and youth-led strategies for safe, brave, and affirming schools.

Block: Equity Seminar (Tuesday, November 30, 12:00 PM-3:00 PM)
Category: Full Day Seminar

Presenters: Jabari Lyles, Jabari Lyles Consulting (MO)

Dismantling White Supremacy in Fundraising (This Is Going to Take More Than an Hour.)

Summary: Much has been said about the need to teach not only stories of sorrow and struggle but also of joy and resilience. Black artists have reimagined the past while envisioning a more just future for over a century. Explore this long history and gain strategies for incorporating Afropunk into your curriculum. Examine how the Afropunk framework helps us understand the legacies of colonialism and slavery and Black liberation movements, while celebrating Black joy and future envisioning. We believe teaching Afropunk gives students an opportunity to exercise their radical imaginations and study texts about the Black experience that extend beyond slavery. Learn about how to make this possible for all students, enabling them to envision the world we want to create.

Block: A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop

Presenters: Ayesha Numan, Head - Royce School (CA); Rashaad Phillips, Lab School of Washington (DC)

Assessing the Academic and Social Experience of Black Boys

Summary: Examine the adjustment of Black boy students at the Gordon School in Providence, RI. Keith Hinderlie used a unique and engaging approach to assess students that yielded valuable data. Gordon School combined this information with survey data to develop a comprehensive understanding of the Black boy experiences at the school. Assistant Head of School Lynn Bowman led a task force to examine the experience of Black boys at Gordon. The assessment and recommendations led to more in-depth examination that ultimately yielded actionable steps and accountability measures to ensure continued support and success for the boys, faculty, and parent community. The results of this approach will guide future professional development along with practice and program adjustments.

Block: A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop

Presenters: Debbie Bensadon and Winston Yeung, Lakeside School (WA); April Paris-Joseph, Parents and Guardians of Lakeside School (WA)

Progressive Discipline: Centering Humanity in Racialized Conflicts

Summary: As many schools face a reckoning with the exclusionary experience of their students of color, we see examples of families pushing back against their communities' efforts to become more equitable and inclusive schools. Learn our strategies for partnering with our families to strengthen the community. Explore our strategic plan and the role of our parents in building awareness and creating opportunities for growth in our community. Hear leaders of our Parents and Guardians Association share their projects, contributions, and partnerships with different groups to involve families as we progress in our DEI efforts. Get concrete, tangible steps you can take to open dialogue, deepen learning, and build relationships with families.

Block: A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop

Presenters: Keith Hinderlie, Hinderlie and Associates; Lynn Bowman, Lynn Bowman Executive Leadership Coaching and Consulting, LLC
Summary: Being a white-presenting person of color is a complicated and nuanced experience. What experiences are common among white-presenting people of color? How do white-presenting people of color grapple with white skin privileges and honor their experience as people of color?

Join our thought-provoking conversation where individuals who identify with, teach, or are the parents of white-presenting POC can gain insight and awareness about these experiences and deepen our understanding of the complexity of racial identity as a result.

Block:A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop
Presenters: Sara "Momii" Roberts, Little Red School House and Elisabeth Irwin High School (NY); Lizette Ortega Dolan, JUST Dragonfly

Journeys of Belonging: Empowering Educators Through Identity-Based Reflections

Summary: Explore your self-identity by practicing deep listening and sharing personal narratives. Engage with case studies from Courageous Dialogue with Chinese Educators (CDCE) through small-group discussion to find commonalities, shared experiences, and realistic solutions to combat microaggression and racism in the workplace. Learn to advocate for yourself, students and your community leveraging activism in various forms (curriculum, cross-content collaboration, affinity space within school community, community-based groups, nonprofits, and grassroots organizations).

Block:A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop
Presenters: Bonnie Wang, Durham Academy (NC); Vicky Wang, The St. Paul’s School (MD); Lynn Lin, Friends Seminary (NY)

Blissing in the Storm: Three African American Women Heads Share Reckonings Learned from the Pandemic

Summary: At the 2016 NAIS People of Color Conference, we shared our stories as candidates in the head search process as women of color, juxtaposing research on the search process for women and people of color with our personal experiences. Now heads of school who have led through dual pandemics of COVID-19 and racial violence, seeing increased attrition of heads of school, we discuss the impact of increased openings on future leaders of color, share realities as women heads of color, and combine the most recent research on headship for women and people of color with advice for navigating the current landscape with intent and accountability. Join us for tips for activating change in your life and the landscape of headship.

Block:A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop
Presenters: Donna Lindner, Lowell School (DC); Brenda Crawley, Plymouth Meeting Friends School (PA); Kim Ridley, Fayerweather Street School (MA)

Black Joy and Celebration

Summary: Centered around happiness within the Black community, join us in a space to escape the consistent display of Black tragedies and traumas by dedicating time to illuminate Black joy absent of oppression—an idea that seems impossible. Consider questions such as: What does Black joy absent of oppression look like? What are some examples? Why is it difficult to imagine? Where did the necessity for this space arise? Why is happiness an active form of resilience? What does it mean to have a space dedicated to Blackness without our trauma being the center of every conversation? How does the media portray or purposely avoid this imagery?

Block:A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop
Presenters: Jossy Molina, Lawrenceville School (NJ)

How Our Grading Undermines Equity and What We Can Do About It

Summary: Despite our deepest commitment to equity and anti-racist teaching, many of our current grading practices are artifacts of the Industrial Revolution and actually undermine teaching and perpetuate disparities. Analyze current grading practices and see how they support racist beliefs. Then get a sampling of more accurate, bias-resistant, and motivational grading practices. Integrate research, stories, and history as you seize the opportunity to engage with colleagues and ask questions of the presenters. Deepen your understanding, commitment, and confidence for grading more equitable in your classroom and school.

Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Jessy Molina, Molina Consulting

Traversing the Long and Thorny Road Toward Equity in Our Schools

Summary: Join us to use the metaphor of a journey to examine the nuanced and complex work toward racial equity in independent schools. Explore detours and pitfalls that commonly derail our intentions for racial equity and justice and gain strategies to address them. Case studies, reflection, and a hands-on activity will fill your “backpack” with the essential tools to traverse this long and thorny road. Leave knowing how to recognize, label, and counteract the detours that lead us astray on the path to equity. Focus on self-care and the lifting of others as essential tools for the journey to our collective liberation.

Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Mahtab Mahmoodzadeh, The Overlake School (WA); Danae Howe, Seattle Academy (WA); Mollie Page, Eastside Catholic School (WA)

The Dangerous Meaning of Gratitude and Silence of Under-Resourced Families and Students

Summary: Join us to address the dangerous power that independent schools have to purposefully or unintentionally demand gratitude and/or silence from their under-resourced students and families. The draw of the scholarship can be a shiny trap and allows PWI to start the relationship with supremacy and paternalism. Institutions, students, families, and families must change our minds to realize the student is the gift, not the institution. Discuss encouraging advocacy and confidence in under-resourced families to make sure our institutions are doing right by those families and helping them thrive rather than just survive.

Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Jackee Bruno, Pinewood School (CA)

Colored in the Latinx Community

Summary: Coloredism is a term commonly used among people of color, but what does this look like in the Latinx community? Discuss different instances of coloredism from varying Latinx lenses. Explore your own experiences, review case studies, and walk away with strategies and language for addressing coloredism when you witness it. By changing the narrative in your personal life and in your school, you can spread awareness and create a more equitable and inclusive environment for both educators and students.

Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Gabriela Alvarez-Sychalski, The Baldwin School (PA); Kerry Kettering-Goens, The Haverford School (PA)

The Vessel of Activism Within Science Education

Summary: Being a white-presenting person of color is a complicated and nuanced experience. What experiences are common among white-presenting people of color? How do white-presenting people of color grapple with white skin privileges and honor their experience as people of color?

Join our thought-provoking conversation where individuals who identify with, teach, or are the parents of white-presenting POC can gain insight and awareness about these experiences and deepen our understanding of the complexity of racial identity as a result.

Block:A (Wednesday, December 1, 11:30 AM-12:30 PM)
Category: General Workshop
Presenters: Sara "Momii" Roberts, Little Red School House and Elisabeth Irwin High School (NY); Lizette Ortega Dolan, JUST Dragonfly
Summary: See how disciplines such as science and STEAM can integrate racial and social justice activism into the curriculum and discuss how to include this activism in the science classroom for elementary-aged students. Science education typically leads young people to discover through observations, inferences, hypotheses, and communication skills. While scientific skills spark curiosity, the focus can also limit student awareness regarding racial and social justice activism in science. Learn how to incorporate the notion of change-makers in science and discuss how to implement curriculum with the lens of windows and mirrors within multiple disciplines. Examine a variety of frameworks.
Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Lisa McDonald and Mary Ellen Reinhard, Avenues: The World School (NY)

"You Can’t Do It Alone!: Building Equity Teams for Sustainable Change"

Summary: In conversations about the intersection of race and school, one’s racial identity provides privileges or creates barriers to academic success and sense of belonging. Although an important conversation, for students living with a learning difference (LD) this does not capture all of their identities. At Delaware Valley Friends School, we recognize the importance of using the intersectional lens of race and learning differences throughout our school, starting with the admissions process. Explore data and best practices for serving BIPOC students who live with an LD, share our school’s journey and lessons learned in developing our intersectional lens, and engage in a conversation with other independent schools about what it looks like to holistically support BIPOC students with LDs.
Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Ryan Harrison and Mary Ellen Trent, Delaware Valley Friends School (PA)

Reimagining School: BIPOC School Founder Panel

Summary: How can student-facing administrators, faculty members, and affinity group advisors help students of color find, speak, and act on their truths? At the Urban School of San Francisco, this effort is most visible within the Multiculti Leadership Team, a group of 45+ students partnering with adults on school-wide inclusion initiatives. Join a dean of equity and inclusion and two recent graduates involved in Multiculti as they draw on oral history and personal experience as women of color and discuss the strengths and tensions of sharing power and effort between students and adults of color. Learn about this unique program, reflect on the nuances of student-adult collaboration, and leave with a template for examining your personal and institutional practices. Attend with a team if possible.
Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Aku Ammah-Tagoe, The Urban School of San Francisco (CA); Cassie Eng, Princeton University student (NJ); Mikayla Woods, Occidental College student (CA)

The Precarity of Asian Americanism: Overcoming Whiteness and Asian Pacific American Identity

Summary: Beginning with the origins of the term “Yellow Peril,” this presentation argues that anti-Asian racism is a structural element of American society etching and flowing throughout our history. Historical spots include the vilification of Japanese/Japanese-Americans during WWII, the postwar acclamation of Asian Pacific Americans (APA) (i.e., myth of the model minority), the resurrection of Japan bashing in the 1980s leading to Chinese-American Vincent Chin’s murder, culminating in our all too contemporary and numerous manifestations of anti-Asian hate. The second half of the workshop is more exploratory, focusing on recent scholarship that shifts the production of APA identity from the standard of whiteness (e.g., model minority or perpetual foreigner). An APA identity decentering whiteness is formed in relation and dialogue with another otherness: namely Blackness.
Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Susan Yao, Friends Academy (MA); Tiffany Blessingame, Ferguson School (GA); Sanidia Oliver-Stone, Morgan Oliver School (GA); Chanel Malik and Danean Harris, Feed the Soul (DC)

Letters to a New DEI Practitioner

Summary: Beginning with an honest look back, we share our skill set, lived experience, and level of cultural competency when we began our roles as diversity, equity, and inclusion (DEI) directors. Hear us reflect on what we didn’t know at that time, how mentors helped us grow and stretch professionally, and the importance of building a support network. Get timely, insightful, and inspiring advice about experiences as DEI practitioners. Discuss and reflect on your own experiences. Ultimately, we seek to inspire colleagues to consider the field, share how to sustain the work, discuss prioritizing self-care, and understand the importance of recognizing the pitfalls, detours, and accidents that are part of a DEI practitioner’s journey.
Block:B (Wednesday, December 1, 12:45 PM-1:45 PM)
Category: General Workshop
Presenters: Tawanna Jones, we REIGN Inc.
Creating Space: Applying Psychological Safety Framing to Interpret African American Leadership in Predominantly White Educational Institutions

Summary: By framing African American leadership in predominantly white educational institutions through the lens of psychological safety, this presentation encourages a space where educators can explore strategies that promote equity, inclusion, and belonging for all community members. Attendees are invited to consider how listening and dialogue can contribute to a more inclusive school culture.

Presenters: Nicole Furlonge, Klingenstein Center, Teachers College Columbia University

Focus: Focus on ways to create change, one listening opportunity at a time. Learn about and practice listening in inclusive school cultures and communities. Practice protocols that allow you to create listening capacity toward more inclusive school cultures and communities.

Creating Listening Hives for Equitable and Inclusive Schools

Summary: This workshop aims to provide listeners with strategies and tools to create listening environments that foster equity and inclusion in schools. Attendees will learn how to design lessons and spaces that encourage diverse perspectives and foster a sense of belonging.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Truth-Telling: A Strategy for Teaching Counternarratives

Summary: This workshop focuses on the importance of teaching about racism and counternarratives in the classroom. Attendees will explore effective approaches to teaching about racism and fostering a more equitable learning environment.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

The Black Woman's Self-Care Playbook: Interrupting and Addressing Intersectional Identity-Based Discrimination in the Workplace

Summary: This presentation addresses the unique challenges faced by Black women in the workplace and provides strategies for interrupting and addressing intersectional identity-based discrimination.

Presenters: Maria Graciela Alcid, Buckingham Browne & Nichols School (MA); Reanne Young, The Roeper School (MI); Emilia Paez Alegre, The Allen-Stevenson School (NY)

Doing the Work Without Burning Out: Tips for Anti-Racism Committee Members

Summary: This workshop offers tips and strategies for members of anti-racism committees to effectively lead and support their schools in creating equitable environments.

Presenters: Victor Shin and Kalea Selmon, Maryvale Preparatory School (MD)

From Pawns to Controlling the Board: Seeing BIPOC Students as Power Players in Student Programming

Summary: This presentation discusses the importance of valuing and empowering BIPOC students in student programs and programming. Attendees will learn strategies for creating inclusive environments that support the voices and needs of BIPOC students.

Presenters: Sophie Howard, Maret School (DC)

Getting Ready for Prime Time: A Tool Kit for Pursuing a Senior School Leadership Role

Summary: This workshop provides tools and strategies for aspiring senior school leaders to prepare for their roles. Attendees will receive guidance on leadership development and building effective school communities.

Presenters: Brenda Crawley, Plymouth Friends School (PA); Angela Garcia, Friends Community School (MD)

Savage Return to Kalayaan, Hustisya, Kapayapaan: Re-Indigenizing, Decolonizing, and Humanizing Pilipinx Narratives

Summary: This workshop explores the significance of re-indigenizing and decolonizing Pilipinx narratives in education. Attendees will learn about designing lessons that explicitly teach counternarratives and move students into anti-bias and anti-racist learning.

Presenters: Courtney Marshall, Phillips Exeter Academy (NH)

Summary: This workshop aims to equip attendees with the knowledge and skills necessary to intervene in biased and unequal pedagogies. Attendees will learn about designing lessons that explicitly teach counternarratives and move students into anti-bias and anti-racist learning.

Presenters: Tango Osorio, Phillips Exeter Academy (NH)

The Black Woman's Self-Care Playbook: Interrupting and Addressing Intersectional Identity-Based Discrimination in the Workplace

Summary: This presentation provides strategies and tools to help Black women in the workplace navigate intersectional identity-based discrimination. Attendees will learn how to implement effective self-care strategies.

Presenters: Maria Graciela Alcid, Buckingham Browne & Nichols School (MA); Reanne Young, The Roeper School (MI); Emilia Paez Alegre, The Allen-Stevenson School (NY)

Summary: This presentation focuses on the importance of teaching about racism and counternarratives in the classroom. Attendees will explore effective approaches to teaching about racism and fostering a more equitable learning environment.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Truth-Telling: A Strategy for Teaching Counternarratives

Summary: This workshop offers strategies for teaching about racism and counternarratives in the classroom. Attendees will learn about designing lessons that explicitly teach counternarratives and move students into anti-bias and anti-racist learning.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Summary: This presentation discusses the importance of valuing and empowering BIPOC students in student programs and programming. Attendees will learn strategies for creating inclusive environments that support the voices and needs of BIPOC students.

Presenters: Sophie Howard, Maret School (DC)

Getting Ready for Prime Time: A Tool Kit for Pursuing a Senior School Leadership Role

Summary: This workshop provides tools and strategies for aspiring senior school leaders to prepare for their roles. Attendees will receive guidance on leadership development and building effective school communities.

Presenters: Brenda Crawley, Plymouth Friends School (PA); Angela Garcia, Friends Community School (MD)

Creating Listening Hives for Equitable and Inclusive Schools

Summary: This workshop focuses on the importance of teaching about racism and counternarratives in the classroom. Attendees will explore effective approaches to teaching about racism and fostering a more equitable learning environment.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Truth-Telling: A Strategy for Teaching Counternarratives

Summary: This workshop offers strategies for teaching about racism and counternarratives in the classroom. Attendees will learn about designing lessons that explicitly teach counternarratives and move students into anti-bias and anti-racist learning.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Summary: This presentation discusses the importance of valuing and empowering BIPOC students in student programs and programming. Attendees will learn strategies for creating inclusive environments that support the voices and needs of BIPOC students.

Presenters: Sophie Howard, Maret School (DC)

Getting Ready for Prime Time: A Tool Kit for Pursuing a Senior School Leadership Role

Summary: This workshop provides tools and strategies for aspiring senior school leaders to prepare for their roles. Attendees will receive guidance on leadership development and building effective school communities.

Presenters: Brenda Crawley, Plymouth Friends School (PA); Angela Garcia, Friends Community School (MD)

Creating Listening Hives for Equitable and Inclusive Schools

Summary: This workshop focuses on the importance of teaching about racism and counternarratives in the classroom. Attendees will explore effective approaches to teaching about racism and fostering a more equitable learning environment.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Truth-Telling: A Strategy for Teaching Counternarratives

Summary: This workshop offers strategies for teaching about racism and counternarratives in the classroom. Attendees will learn about designing lessons that explicitly teach counternarratives and move students into anti-bias and anti-racist learning.

Presenters: Shanta Smith, Radical Self-Care 4 Educators, LLC

Summary: This presentation discusses the importance of valuing and empowering BIPOC students in student programs and programming. Attendees will learn strategies for creating inclusive environments that support the voices and needs of BIPOC students.

Presenters: Sophie Howard, Maret School (DC)

Getting Ready for Prime Time: A Tool Kit for Pursuing a Senior School Leadership Role

Summary: This workshop provides tools and strategies for aspiring senior school leaders to prepare for their roles. Attendees will receive guidance on leadership development and building effective school communities.

Presenters: Brenda Crawley, Plymouth Friends School (PA); Angela Garcia, Friends Community School (MD)
Using the Psychological Safety Framework, this workshop emphasizes the importance of BIPOC educational leaders in predominantly white educational institutions. Learn how psychological safety within school settings can create intentional cultures associated with innovation, risk-taking, and disruption. Explore how educational leaders can create the requisite spaces for BIPOC and coconspirator faculties to promote change within educational institutions. Dive into effective strategies for leveraging BIPOC leadership toward disruptive growth for more inclusive learning communities. Take the opportunity to pose questions, get onboard with strategies via proven leadership in independent schools, and engage in academically informed discussions that account for your school’s context.

**Block:** C (Wednesday, December 1, 2:00 PM-3:00 PM)
**Category:** General Workshop
**Presenters:** Kama Bruce, St. Andrew's Episcopal School (TX); Joshua Childs and Terrance Green, University of Texas at Austin College of Education; Khadija Fredericks, Saint Andrew's Episcopal School (CA)

**Time for Change: 2021 Research on the Impact of DEI Practitioners on Independent School Campuses**

Summary: In an increasingly diverse nation, establishing representative, equitable, and inclusive work environments has become a prominent discussion for many organizations. For NAIS, this journey toward a more diverse and inclusive institution began over 40 years ago with strategies to integrate independent schools and expand DEI practices across its vast partnership of 1,600 schools nationwide. In this study, the researchers explored how the presence of a DEI practitioner on an independent school campus affects staff culture and DEI professional development offerings.

**Block:** C (Wednesday, December 1, 2:00 PM-3:00 PM)
**Category:** General Workshop
**Presenters:** Mike Brown, Researcher; Seth Swihart, Vanderbilt University

**In Spite of the Numbers: Lower School Multiracial Affinity Groups in Predominantly White Spaces**

Summary: Particularly in the shadow of recent events and attacks on verifiable history, it is imperative for historically marginalized students who find themselves in predominantly white spaces in independent schools to have a sense of belonging. With approximately 30% students of color (Black, Brown, Indigenous, Asian) in our lower school, we initiated developmentally age-appropriate multiracial groups from K-5th grade as an alternative to traditional racially based affinity groups because of low numbers. Hear from students, faculty, and administrators reflecting on the promising impacts of these groups and get introduced to strategies, tools, and ideas by grade level. Take away frameworks and resources to guide your own initiation and vertical alignment of heterogeneous affinity groups.

**Block:** C (Wednesday, December 1, 2:00 PM-3:00 PM)
**Category:** General Workshop
**Presenters:** Kamisha Morrison, Michelle Mullins-Means, Emma Ferek, and Jelani Watkins, Hawken School (OH)