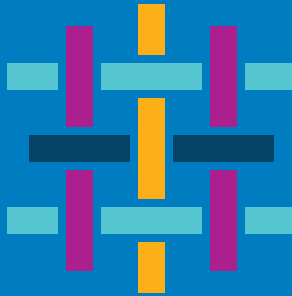


PoCC.NAIS.ORG  
#NAISPoCC | #NAISSDLC

30TH NAIS PEOPLE OF COLOR CONFERENCE

**VOICES FOR EQUITY AND JUSTICE  
NOW AND IN EVERY GENERATION**  
**Lead, Learn, Rededicate,  DELIVER**



**PROGRAM**

24TH NAIS STUDENT DIVERSITY LEADERSHIP CONFERENCE

**MAKING OUR VOICES MATTER**  
**Leading the March to Common Ground**

**NOV 30-DEC 2**  
**ANAHEIM, CA**  
ANAHEIM CONVENTION CENTER  
HILTON ANAHEIM

Announcing CS&A's fourth-annual  
**FORUM/Diversity**

Hiring Conference and Professional Development Forum

January 26 & 27, 2018  
Loews Hotel Philadelphia

*Now 2 days!*

**Featuring Keynote Speaker Tim Wise**



One of the most prominent anti-racist writers and educators in the United States, Wise has spent the past 25 years speaking at college and high school campuses, professional and academic conferences, and to community groups across the country.

For registration and hotel information,  
visit [CARNEYSANDOE.COM](http://CARNEYSANDOE.COM)



**Carney  
Sandoe**  
& ASSOCIATES

[CARNEYSANDOE.COM](http://CARNEYSANDOE.COM)  
617.542.0260

# NAIS Welcome

Thank you so much for being here with us in Anaheim for the NAIS People of Color Conference and Student Diversity Leadership Conference. Planning for this momentous occasion—the 30th PoCC—has included months of deep conversations with our local committee, SDLC faculty, and NAIS staff. We are humbled and thrilled to convene our vibrant community to explore our theme, *Voices for Equity and Justice Now and in Every Generation: Lead, Learn, Rededicate, and Deliver*.

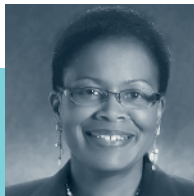
The NAIS Board of Trustees affirmed the unique and powerful purpose of PoCC in 2006. The board said that PoCC is “designed for people of color as it relates to their roles in independent schools. Its programming should include offerings that support people of color as they pursue strategies for success and leadership. Its focus should be on providing a sanctuary and networking opportunity for people of color and allies in independent schools as we build and sustain inclusive school communities.”

PoCC thrives because of its distinctive mission and the focused opportunity it offers to examine and advance educational issues through the lens of people of color and their experiences in independent schools. The rich and complex diversity of our attendees—coupled with the critical thought, knowledge, and perspective they bring—challenges the status quo, drives professional and personal growth, and develops and renews a culture of racial equity, social justice, and inclusion in our schools. It’s more important than ever for our community to come together to rededicate ourselves to these values and personal missions. Your personal contribution is important because it takes a resounding chorus and persistent action to realize the change we need.

In this spirit, we gather together here in Anaheim to lead our industry forward, learn from each other’s experiences, rededicate ourselves to the mission of PoCC, and deliver on that call. Welcome to PoCC@30.



**DONNA OREM**  
NAIS President



**CAROLINE G. BLACKWELL**  
NAIS Vice President  
for Equity and Justice

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# LOCAL COMMITTEE CO-CHAIR WELCOME

When we first started working with NAIS and the PoCC local committee to explore this year's conference theme, we reflected on the great history of PoCC and the immensity of its 30th year. We are excited to rededicate ourselves to the conference's original mission and purpose. It is fitting that we're celebrating the 30th anniversary in California, one of the most diverse states in the country. We are proud that California is not afraid to take a lead on issues of racial and ethnic inclusion.

During our planning, we were also struck by the idea of voices for equity and justice. Without a voice, equity is just an idea, and justice is just a concept. To make these values come alive, we must speak up. So how can we use our words to lift each other up? How can we lead, learn, rededicate, and deliver to each other now and to generations of independent school leaders in the future? How can we weave our different perspectives and experiences into a cohesive tapestry?

We hope to address these vital questions and others here in Southern California. Of course we hope you'll enjoy the weather, the beach, Disneyland, Hollywood, palm trees, and more. But above all we hope you'll join us in rededicating ourselves to equity and justice in our schools.

We are so glad you're here.



**OLIVIA BROWN**  
Teacher, Wesley School (CA)



**RASHEDA CARROLL**  
Director of Equity and Inclusion,  
Wildwood School (CA)



**DREW ISHII**  
Mathematics Instructor,  
Sage Hill School (CA)



**LUTHERN WILLIAMS**  
Head of School,  
New Roads School (CA)

# CITY OF ANAHEIM MAYOR TOM TAIT



On behalf of our city, it is my pleasure to welcome you to Anaheim.

Thank you for selecting Anaheim for the NAIS People of Color Conference and Student Diversity Leadership Conference. We are honored to partner with your esteemed organization in your effort to provide a safe space for leadership, professional development, and networking for people of color and allies of all backgrounds in independent schools.

Here in Anaheim, we are a City of Kindness, and our community has embraced that.

What does it mean to be a City of Kindness? It's simple, really. It's about putting the needs of all people first with acts of kindness, no matter how small. Anaheim is built on a foundation of mutual trust and understanding, ensuring that we maintain a safe, secure, and vibrant community that welcomes and celebrates diversity.

We are world famous as the home of the Disneyland Resort, including Walt Disney's original Disneyland Park, as well as Angels baseball, the Anaheim Ducks, and the Anaheim Convention Center, the largest on the West Coast.

While you are here, I encourage you to also visit our downtown, diverse neighborhoods, and arts institutions. In downtown Anaheim, you'll find unique restaurants, shops, and a historic craft brewery, all with a cool, urban vibe. It may not be what you necessarily think of as Anaheim.

And know that your visit to Anaheim has an impact. You help us do what we do by providing revenue for public safety, libraries, community centers, and other services for Anaheim residents, businesses, and visitors.

The entire City of Anaheim thanks and welcomes you.

Sincerely,

**TOM TAIT**  
Mayor

# PoCC at a Glance

(Subject to Change)

## WEDNESDAY, NOVEMBER 29

**7:00 AM – 8:00 PM**

Registration Open

**8:30 AM – 1:00 PM**

School Visits

**8:30 AM – 4:30 PM**

Preconference Equity Seminars

**8:30 AM – 4:30 PM**

PoCC Affinity Group Training

**9:30 AM – 4:30 PM**

The PoCC Leadership Institute  
for Educators of Color

**6:00 – 7:00 PM**

PoCC First-time Attendee Orientation

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

## THURSDAY, NOVEMBER 30

**6:00 – 7:00 AM**

Wellness Activities

**7:00 AM – 6:00 PM**

Registration Open

**8:15 – 9:30 AM**

PoCC/SDLC Opening Ceremonies With  
Kimberlé Crenshaw

**9:30 – 10:00 AM**

Networking Break

**9:30 AM – 6:45 PM**

PoCC Hub Open

**10:00 – 11:00 AM**

Workshop Block A

**10:15 AM – 12:15 PM**

Master Class With Kimberlé Crenshaw

**11:15 AM – 12:15 PM**

Workshop Block B  
Featured Speaker Session With Eric Liu

**12:15 – 12:45 PM**

📖 Book Signing With Eric Liu

**12:15 – 2:15 PM**

Lunch With Food Trucks Available

**12:30 – 1:30 PM**

Choir Rehearsal

**1:30 – 3:15 PM**

Affinity Group Session 1

**3:00 – 3:30 PM**

📖 Book Signing With Natalie Nixon

**3:15 – 3:45 PM**

Afternoon Coffee Break

**3:45 – 4:45 PM**

Workshop Block C  
Featured Speaker Session With Natalie Nixon

**5:00 – 6:15 PM**

PoCC General Session with Dalia Mogahed

**6:15 – 6:45 PM**

📖 Book Signing With Dalia Mogahed

**8:00 – 9:30 PM**

Film Screening: *An American Story: Race Amity  
and The Other Tradition*

## FRIDAY, DECEMBER 1

**6:00 – 7:00 AM**

Wellness Activities

**7:00 AM – 1:00 PM**

Registration Open

**8:00 – 9:00 AM**

Workshop Block D

**9:15 – 10:30 AM**

PoCC General Session With Anita Sanchez

**10:30 AM – 5:15 PM**

PoCC Hub Open

**10:30 – 11:00 AM**

Networking Break and  
📖 Book Signing With Anita Sanchez

**11:15 AM – 12:15 PM**

Workshop Block E

**12:15 – 1:30 PM**

PoCC Networking Lunch in the PoCC Hub

**12:15 – 1:30 PM**

Choir Rehearsal

**1:45 – 3:45 PM**

Affinity Group Session 2

**3:45 – 4:15 PM**

Afternoon Coffee Break

**4:00 – 4:45 PM**

Choir Rehearsal

**4:30 – 5:15 PM**

State/Regional Meetings

**5:30 – 6:45 PM**

PoCC General Session With Maria Teresa Kumar

**6:45 – 7:45 PM**

LGBT Social Hour

**9:00 PM – 12:00 AM**

Club PoCC

## SATURDAY, DECEMBER 2

**6:00 – 7:00 AM**

Wellness Activities

**7:00 – 8:00 AM**

Choir Rehearsal

**8:30 – 9:45 AM**

Affinity Group Session 3

**10:00 – 11:00 AM**

Workshop Block F

**10:00 – 11:00 AM**

Student-Led Adult/Student Dialogues  
(by State/Region)

**11:15 AM – 12:30 PM**

PoCC/SDLC Closing Ceremonies With  
Ta-Nehisi Coates

## DOWNLOAD THE NAIS EVENTS APP

New this year, download the NAIS Events app to keep track of all NAIS conferences you attend, year after year. Once you download the app, you'll be able to add "2017 PoCC" to your events. Use this to set a custom schedule for yourself, connect with your fellow attendees, and see the day's highlights each morning.



# OVERVIEW

## THE DESTINATION

PoCC programming will take place at the Anaheim Convention Center, and SDLC programming will be at the Hilton Anaheim. We encourage you to enjoy the city of Anaheim—explore the quirky Anaheim Packing District, enjoy the beautiful nearby beaches, and don't forget Disneyland, of course.

## MAKE THE MOST OF THE NAIS PEOPLE OF COLOR CONFERENCE

For 30 years, PoCC has nurtured 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 independent schools. In this way, the conference becomes both a sanctuary and a wellspring for those who, by virtue of their race or ethnicity, experience independent schools differently.

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

PoCC norms help participants make the most of the conference. We invite you to lean into discomfort, and accept conflict as a catalyst for self-reflection and change. We further ask you to be fully present, suspend judgment of yourself and others, and listen actively before speaking from your personal perspective. Community norms help establish the context for full, authentic, and mutually respectful

engagement from the start of the conference and allow you to leave PoCC feeling renewed, re-energized, and recommitted.

## PoCC WORKSHOPS

During the conference you can select workshops in six time blocks, including a condensed block on Saturday morning. 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: Programs, Models, Best Practices
- Organizational Development and Institutional Change
- Leadership and Management for Equity and Inclusion
- Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
- Self-Efficacy and Empowerment: Mind, Body, Spirit
- Racial and Social Justice Activism: From the Classroom to the Community

## DIALOGUE

Throughout the conference, you will have several distinct opportunities to engage in dialogue with your peers:

- Affinity Group Sessions
- State and Regional Meetings
- Student-led Adult/Student Dialogue



## AFFINITY GROUP WORK AT PoCC

PoCC hosts affinity group sessions to provide an opportunity for sharing and exploring your life and experiences within safe and supportive spaces defined by membership in a specific racial or ethnic identity group. Led by a team of trained facilitators, affinity group participants celebrate identities, share successes and challenges, and engage freely. The overarching vision for PoCC affinity group work includes:

- facilitating opportunities for affirming, nurturing, and celebrating lived experience;
- discussing issues related to racial/ethnic identity development in a safe environment where people who share that racial or ethnic identity can generate community, fellowship, and empowerment; and
- envisioning and sharing strategies for greater racial and ethnic diversity, equity, and inclusion in NAIS-member schools and communities.

**FIND DATES AND TIMES OF  
AFFINITY GROUP SESSIONS  
ON PAGES 47, 76, AND 78.**

### WHICH AFFINITY GROUP DO I ATTEND?

Affinity groups are designed specifically to encourage interaction among members of the same racial or ethnic background. Although each of us may lay claim to multiple identities, affinity group sessions call participants into community based on their individual racial and ethnic identity. You know you are in the right affinity group if you can say unequivocally, “I am \_\_\_\_\_” and speak to that group’s collective racial or ethnic identity and experience from the “/” 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. This is not a space to learn about the racial or ethnic identity of others, including that of a child, spouse, or partner.

Anita Sanchez will serve as the lead facilitator for the affinity group work. She is an organization development consultant, trainer, author, and speaker focused on diversity and inclusion, large system change, team building, and coaching.

# CONFERENCE SPEAKERS

## GENERAL SESSIONS



### KIMBERLÉ CRENSHAW

THURSDAY 8:15-9:30 AM

American civil rights advocate Kimberlé Crenshaw is a leading scholar of critical race theory. She is a full professor at the UCLA School of Law and Columbia Law School, where she specializes in race and gender issues. Crenshaw is known for introducing intersectional theory, the study of how overlapping or intersecting social identities—and particularly minority identities—relate to systems and structures of oppression, domination, or discrimination.



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### DALIA MOGAHED

THURSDAY 5:00 - 6:15 PM

Dalia Mogahed directs pioneering research and provides thought leadership on American Muslims. With John L. Esposito, she coauthored *Who Speaks for Islam? What a Billion Muslims Really Think*. Director of research at the Institute for Social Policy and Understanding, Mogahed is a frequent contributor of commentary to global media outlets and international forums.

 **BOOK SIGNING**



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### ANITA SANCHEZ

FRIDAY 9:15 – 10:30 AM

Anita Sanchez—a transformational leadership consultant, speaker, and coach—is the author of the new book *The Four Sacred Gifts: Indigenous Wisdom for Modern Times*. She bridges indigenous teachings with the latest science to inspire and equip women and men to enjoy meaningful, empowered lives and careers. Sanchez is also a member of the Transformational Leadership Council with luminaries such as Jack Canfield, Marianne Williamson, and John Gray.

 **BOOK SIGNING**



### TA-NEHISI COATES

SATURDAY 11:15 AM – 12:30 PM

Ta-Nehisi Coates is the author of the No. 1 *New York Times* bestseller *Between the World and Me*, a finalist for the National Book Award. His new book, *We Were Eight Years in Power*, was released October 3. A national correspondent for *The Atlantic*, Coates won the National Magazine Award, the Hillman Prize for Opinion and Analysis Journalism, and the George Polk Award for his *Atlantic* cover story “The Case for Reparations.” He is also a recipient of the MacArthur Fellowship known as the genius grant.



### MARIA TERESA KUMAR

FRIDAY 5:30 – 6:45 PM

Recognized as one of the most influential American Latinos under 40 and as a top Latina in government and politics, Maria Teresa Kumar is the founding president and CEO of Voto Latino. It's a national civic-engagement organization that targets acculturated American Latino youth. Kumar is also an Emmy-nominated contributor to MSNBC and host of MSNBC.com's new show *Changing America*.



### SDLC KEYNOTE

### DERAY MCKESSON

FRIDAY 8:30 – 9:30 AM

DeRay Mckesson is an organizer, activist, and educator focused primarily on issues of innovation, equity, and justice. Born and raised in Baltimore, he has served as an educator, student leader, and founding director of an after-school/out-of-school program. Spurred by the death of Michael Brown and the subsequent protests in Ferguson, Missouri, Mckesson has become a leading voice in the effort to confront the systems and structures that lead to the mass incarceration and police killings of black and other minority populations.

# CONFERENCE SPEAKERS

## FEATURED SPEAKER SESSIONS



### ERIC LIU

**THURSDAY 11:15 AM - 12:15 PM**

Author, educator, and civic entrepreneur Eric Liu is the founder of Citizen University, which teaches the art of creative citizenship. He has brought his message of possibility and connection to a wide range of settings—from the World Economic Forum to the Seeds of Compassion event with the Dalai Lama, and from colleges and corporations to grassroots community organizations.

 **BOOK SIGNING**



### NATALIE NIXON

**THURSDAY 3:45 - 4:45 PM**

Natalie Nixon is a design strategist and a hybrid thinker with a background in anthropology and fashion. At Figure 8 Thinking, LLC she helps organizations accelerate innovation and growth by developing meaningful strategy through design thinking and ethnographic research. She's the editor of *Strategic Design Thinking: Innovation in Products, Services, Experiences and Beyond* and a lecturer at the University of Pennsylvania.

 **BOOK SIGNING**

# HIGHLIGHTS

All events take place in the Anaheim Convention Center (ACC) unless otherwise noted.

## THE PoCC LEADERSHIP INSTITUTE FOR EDUCATORS OF COLOR

WEDNESDAY 9:30 AM – 4:30 PM

ACC, 210D

(Full-day Seminar)

**T TICKET REQUIRED**

**FACILITATORS:** Amani Reed, The School at Columbia University (NY); Nicole DuFauchard, The Advent School (MA)

Gain powerful strategies to help you advance to the next level of leadership while building your network of fellow leaders, mentors, and sponsors in this unique seminar for educators of color. The PoCC Leadership Institute (PLI) offers state-of-the-art leadership development tools and strategies. These include the Everything DiSC *Work of Leaders Profile*, a research-based skills inventory that will provide 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 a compelling vision for fulfilling your career goals.

Through facilitated dialogue with education leaders, you will gain an insider view into critical moves for long-term professional and personal growth. Topics include working effectively with mentors and sponsors, “hiring” and evaluating *your* advocate during a search process, acquiring the critical skills heads of school and key leaders wish they had before assuming their positions, and developing professional growth plans.

*Note: This institute is open to educators of color employed in pre-K–12 schools.*

## MASTER CLASS WITH KIMBERLÉ CRENSHAW

THURSDAY 10:15 AM – 12:15 PM

ACC North, 156

**T TICKET REQUIRED**

In this class, you’ll be guided through the realities of structural racism, both historical and contemporary, via The African American Policy Forum’s Structural Racism board game. The game was created to encourage conversation about intersectionality in ways that go beyond theory and reading. It simulates privilege and oppression by using historical events as experienced by different racial and ethnic groups. You will be encouraged to think about how intersectionality could be further unpacked in some of these historical instances and have time for more discussion at the end of class.



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## STATE AND REGIONAL MEETINGS

FRIDAY 4:30 – 5:15 PM

Take advantage of this dedicated time to meet with others from your state and regional associations. During these self-organized and self-directed gatherings, you will have an opportunity to interact with colleagues.

## LGBT SOCIAL HOUR

FRIDAY 6:45 – 7:45 PM

ACC, 204A

## CLUB PoCC

FRIDAY 9:00 PM – 12:00 AM

ACC North, Level 2, Katella Patio



CalWest  
EDUCATORS PLACEMENT

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EDUCATORS PLACEMENT

# HIGHLIGHTS

**All events take place in the Anaheim Convention Center (ACC) unless otherwise noted.**

## **PoCC NETWORKING COFFEE BREAKS AND BOOK SIGNINGS**

**THURSDAY 9:30 – 10:00 AM**

**FRIDAY 10:30 – 11:00 AM**

After the opening ceremonies and general sessions, grab a cup of coffee or tea and network before heading off to the next conference activity.

## **FUN RUN/WALK/ROLL AND WELLNESS CLASSES**

**THURSDAY, FRIDAY, AND SATURDAY**

**6:00 – 7:00 AM**

Join fellow attendees for a refreshing start to the day with a fun run/walk/roll, Zumba, or yoga class.

## **EXPANDED WORKSHOP BLOCKS**

New this year, we are offering more opportunities for learning. You can now choose from six different one-hour workshop blocks.

## **FREE LIVESTREAM FOR NAIS MEMBERS**

If you or your colleagues are unable to join us in Anaheim, take advantage of a free livestream of our general session speakers. Learn more at [pocc.nais.org](http://pocc.nais.org).

## **COMMUNITY ENGAGEMENT INITIATIVE**

The NAIS Equity and Justice Team has created the Community Engagement Initiative (CEI) to establish a more permanent relationship with the PoCC host city and to advance each region's specific educational equity, diversity, and inclusion needs and interests. Members of the PoCC Local Committee for Anaheim have agreed to an initiative that focuses on empowering students to raise their voices to address local issues.

This year, three groups are partnering on a pilot equity and justice leadership program for interested independent school students from the greater Los Angeles area. The partners are Southern California People of Color in Independent Schools (SoCalPOCIS), the Independent School Alliance of Minority Affairs (ISA), and the Empowerment and Engagement Coalition (EEC). The goals of the pilot program, which will run through June 2018, include:

- extending the learning started at SDLC;
- providing skill-building and leadership opportunities for students who could not attend SDLC;
- developing student voices, autonomy, and activism using a design thinking framework; and
- helping students identify and address issues of inequality and injustice in the greater Los Angeles area.

After evaluating the pilot, the CEI will look into the possibility of implementing a sustainable, ongoing version of the program. To learn more, visit the Anaheim Community Engagement Initiative booth in the PoCC Hub, or go to [pocc.nais.org](http://pocc.nais.org).

## WIRELESS INFO

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

**NETWORK** NAIS-POCC

**PASSWORD** pocc2017

### LUGGAGE CHECK

**SATURDAY 7:00 AM – 2:00 PM**

**ACC North, Main Lobby**

Keep your luggage safe before you travel home on Saturday with our complimentary luggage check.

### NURSING MOTHERS ROOM

**WEDNESDAY, THURSDAY, AND FRIDAY**

**7:00 AM – 6:00 PM**

**SATURDAY 7:00 AM – 12:30 PM**

**ACC, 303D**

Find a quiet, peaceful space during the conference to meet the needs of nursing mothers. The room will include refrigerators, electrical outlets, and other accommodations.

*Please pick up a key to access the room at the registration booth.*

### FIRST AID ROOM

**WEDNESDAY 7:00 AM – 8:00 PM**

**THURSDAY 7:00 AM – 9:30 PM**

**FRIDAY 7:00 AM – 12:00 AM**

**SATURDAY 7:00 AM – 1:30 PM**

**ACC Lobby, 1st Floor**

Here's where you'll find any first aid equipment you may need during the conference.

### PoCC FOOD TRUCKS

Experience local cuisine at lunch on Thursday via food trucks provided through a partnership between PoCC and the Anaheim Convention Center. Each registered PoCC attendee will receive one \$15 voucher to use at the food trucks and other outlets in the convention center.

### PoCC CHOIR

The PoCC Choir is made up of attendees who volunteer to raise their voices in song. Rehearsal times occur throughout the conference. The choir will present a diverse song selection during the closing ceremonies, providing a wonderful celebration and sendoff.

**DIRECTOR:**

Charles Owens, Greenhill School (TX)

**ACCOMPANIST:**

Karen Bradberry, Greenhill School (TX)

### FILM SCREENING

***An American Story: Race Amity and The Other Tradition***

**THURSDAY 8:00 – 9:30 PM**

**ACC, 204B**

This film posits that race relations in America will not substantially improve until the public discourse moves beyond the blame/grievance framework to one that recognizes our ability to overcome racial prejudice through association, amity, and collaboration. Close cross-racial and cross-cultural amity is part of virtually every critical advance in access and equity in America's racial history, and is collectively called the "other tradition." Join us for a conversation about how this "other tradition" has served as the moral and spiritual counterweight to the dominant tradition of racism that occupies so much of our national history.

# PoCC HUB

The PoCC Hub will serve as the central meeting place for attendees. In the Hub, you will have the opportunity to participate in a variety of educational programming and networking activities. You can also visit with representatives from various companies and nonprofit organizations that value equity and social justice, and offer cutting-edge products and services in the education space.

## **NAIS MEMBER RESOURCE CENTER**

Visit the Member Resource Center to learn about Data and Analysis for School Leadership (DASL), Inspiration Lab, NAIS Connect online communities, the NAIS Career Center, and more. Get all your questions answered and participate in hands-on demonstrations.

## **NAIS INNOVATION KITCHEN**

Come see what's cookin' in the Innovation Kitchen! It fosters and incubates ideas to solve the most pressing challenges facing independent schools. Join us to reimagine schools as models of racial equity, justice, and inclusion; build the capacity of leaders and teams to make progress toward these goals; and celebrate the successes in many independent schools.

## **PoCC BOOKSTORE**

Take advantage of this great opportunity to pick up books by many of the outstanding conference speakers as well as publications related to social justice and equity in education.

**THURSDAY**

**9:30 AM – 6:45 PM**

**FRIDAY**

**10:30 AM – 5:15 PM**

**ACC North, Level 1**

## **PoCC NETWORKING LUNCH**

Join us on Friday for a complimentary lunch 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. Consider ways that makerspaces can help reduce the digital divide and nurture a vision of tech/STEM competence in children of color. Also find out how your school can use spaces like these to prototype solutions that address equity-related opportunities and challenges in your community and beyond.

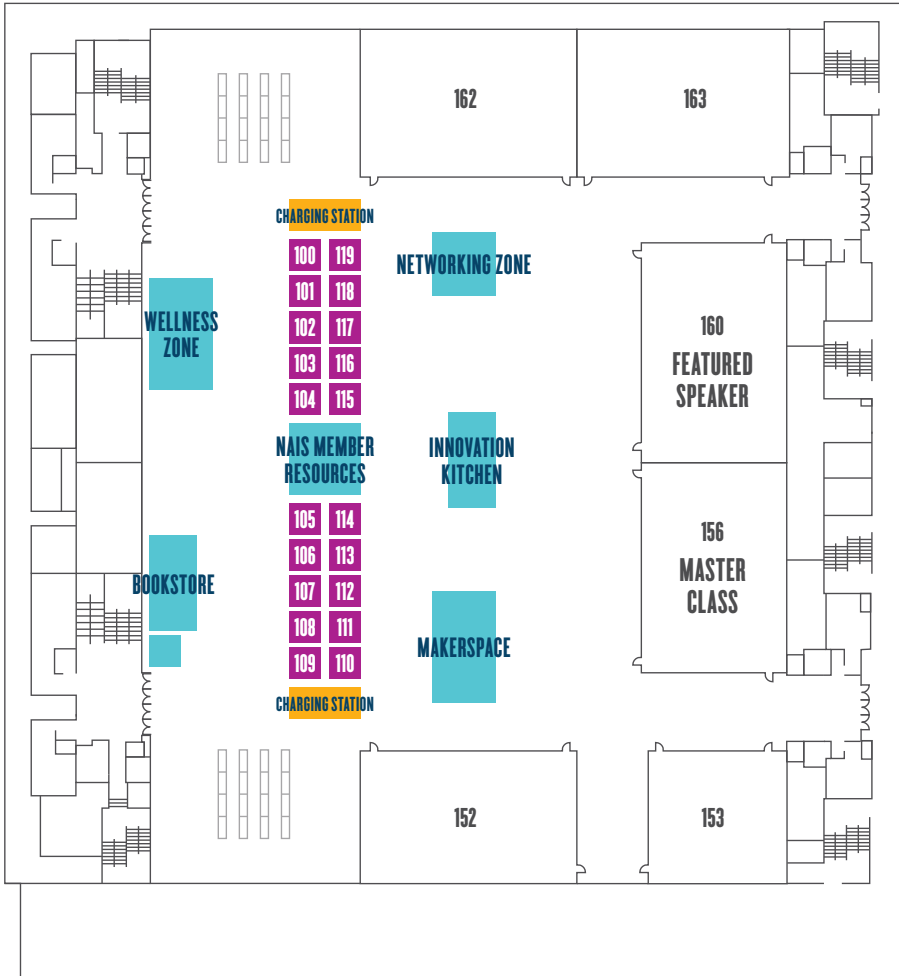
## **WELLNESS ZONE**

Keep in mind that research confirms both the deleterious effects of discrimination on people of color and the benefits of sustained self-care. Take time to get a massage, try healthy snacks, and participate in important screenings. Share wellness practices that work for you. Then take home related resources and inspiration to reinforce self-care. In the words of poet and civil rights activist Audre Lorde, it is "not self-indulgence, it is self-preservation, and that is an act of political warfare."

**NEW THIS YEAR:** Stop by for educational "Minute Talks" about financial wellness, sponsored by TIAA.







CHARGING STATION

- |     |     |
|-----|-----|
| 100 | 119 |
| 101 | 118 |
| 102 | 117 |
| 103 | 116 |
| 104 | 115 |

NETWORKING ZONE

NAIS MEMBER RESOURCES

INNOVATION KITCHEN

- |     |     |
|-----|-----|
| 105 | 114 |
| 106 | 113 |
| 107 | 112 |
| 108 | 111 |
| 109 | 110 |

MAKERSPACE

CHARGING STATION

160  
FEATURED  
SPEAKER

156  
MASTER  
CLASS

162

163

152

153

# EXHIBITORS IN THE PoCC HUB

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 PoCC mobile app.



**AFA Diversity Consulting**  
[www.amerfahmed.com](http://www.amerfahmed.com)  
[info@amerfahmed.com](mailto:info@amerfahmed.com)  
 (413) 200-8791



**Black Boy Collaborative, LLC**  
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[princetimmytut@gmail.com](mailto:princetimmytut@gmail.com)  
 (951) 264-5467



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**White Privilege Conference**  
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# SCHOOL VISITS

WEDNESDAY, NOVEMBER 29

8:30 AM – 1:00 PM

**FREE** (Departures will take place from the Anaheim Convention Center.)

Pre-registration is required.

School visits allow independent and special-focus schools to host conference attendees for tours and conversation about each institution's unique mission and culture. School visits also let participants and hosts engage in an idea exchange about how equity, diversity, and multicultural education are manifested in school life and culture. You may choose one of these schools to visit.

## **Campbell Hall**

Established in 1963, Campbell Hall is a community of inquiry for grades K-12 that inspires its students, faculty, administrators, and parents to explore the world with open hearts and curious minds. Students' spiritual development is the centerpiece of the mission.

## **Oakwood Elementary School**

Committed to fostering an inclusive academic and social environment, Oakwood sees the work of diversity as much more than monitoring numbers. It strives to broaden its curriculum to reflect the increasingly diverse nature of American society as well as the globalization of the world.

## **Wildwood School (Elementary Campus)**

See Wildwood's multicultural practice in action; visit classes at our elementary campus, engage in various activities, and look "under the hood" at Wildwood's acclaimed K-12 multicultural program and Multicultural Leadership Team.

## **New Roads School**

No less than 40 percent of New Roads' tuition budget is devoted to need-based financial aid each year, allowing the K-12 college preparatory school to provide financial assistance to more than 50 percent of its families.

## **PS1 Pluralistic School**

Located in Santa Monica, California, PS1 Pluralistic School is a coeducational, independent day school for students in grades K-6. Founded in 1971 by current school head Joel Pelcyger and Eleanor Coben, PS1 provides excellence in academics coupled with joyful learning and a sense of community.

## **Vistamar School**

Vistamar prepares students in grades 9-12 to contribute and excel in higher education and in life. Its intimate atmosphere fosters initiative, responsibility, knowledge of self, and connections to others.

## **New Horizon School, Irvine**

New Horizon provides students in grades PS-6 with an excellent academic education while fostering a dedication to God through virtuous living in a progressive Islamic environment. It seeks to develop in students a positive identity as American Muslims while preparing them to succeed as leaders in tomorrow's world.

## HALF-DAY EQUITY SEMINARS

### **ES1. Building Bridges: Unlearning Anti-Blackness Within Communities of Color**

**PRESENTERS:** Jacqueline Thompson, Alta Vista School (CA); Rochelle Reodica, San Francisco University High School (CA); Tinia Merriweather, Ethical Culture Fieldston School (NY)

**Room:** 202A

How does Anti-Blackness divide us? How can we build power together? Through discussion centered on black and Asian-American/Pacific Islander (AAPI) communities, this interactive seminar will explore how white supremacy affects the relationships between people of color. You will reflect on your racial identity and life experiences to begin to dismantle Anti-Black narratives. Then you will engage in honest and complex cross-racial dialogue as we rededicate ourselves to an inclusive fight for social justice.

To allow you to share unique experiences, this seminar will include focused breakout groups—one for AAPI educators, one for black educators, and additional groups as needed. You and all other participants will then come together to share-out your reflections and examine what keeps communities of color from showing up for each other. Together, we will strategize about ways to make a greater collective impact in our independent school communities and beyond.

**Wednesday, NOV 29**

**8:30 AM – 1:00 PM**

**TICKET REQUIRED**

**PRE-REGISTRATION IS REQUIRED  
FOR ALL EQUITY SEMINARS.**

### **ES2. Deep Diversity: How Brain Science Advances, and Challenges, Racial Justice Education**

**PRESENTER:** Shakil Choudhury, Anima Leadership

**Room:** 202B

In this award-winning training session, you will explore how the unconscious mind dominates in human interactions, especially those related to perpetuating racism and Islamophobia. This interactive seminar will demonstrate how you can advance racial justice education by integrating neuroscience. You'll learn strategies that reduce resistance and backlash by learners, especially by those with the most privilege, and avoid common activist traps that unwittingly support oppression, cynicism, and burnout.

### **ES3. From Diversity Practices to Strategic Diversity Initiatives: The Path to a Sustained, Inclusive Culture**

**PRESENTER:** Andre Withers, The Madeira School (VA)

**Room:** 203A

Although no single recipe for diversity, equity, and inclusion (DEI) is right for every school, all diversity practitioners (and their allies) must approach their work from a strategic vantage point. If your school needs more faculty of color, you should take a systems

approach to hiring. If you want to improve cultural competence, you must rethink professional development for all faculty and staff. This seminar draws on change management research plus principles of strategic planning and systems of operation within schools. Working from that foundation, you'll understand how to identify a sound DEI practice and develop sustained protocols so that DEI naturally becomes a recurring practice in your school.

### **ES4. Measuring Equity and Inclusion: Assessment and Accountability for Institutional Growth**

**PRESENTER:** Alison Park, Blink Consulting  
**Room:** 203B

Learn how institutional assessment of equity and inclusion can help you see how well your community is fulfilling the educational promise you make to every student and family. This seminar will build your understanding of what assessing equity and inclusion involves; why it's vital; and how other schools and organizations are assessing their equity and inclusion growth, efficacy, strengths, and needs. The session will draw from specific case studies, principles of effective practices, and participant questions. Then it will show how your commitment to assessing equity and inclusion is its own professional growth process—a process that enhances your school's understandings, tools, and capacity to know where it is now compared to where it envisions being in the future.

## FULL-DAY EQUITY SEMINARS

### **ES5. Access, Privacy, and Security: Examining Our Digital Lives as Educators of Color**

**PRESENTERS:** Sherri Spelic, American International School Vienna (Austria); Chris Gilliard, Macomb Community College; Bill Fitzgerald, Common Sense Media  
**Room: 207B**

In the information economy, data have become the new gold. How can we as educators, as people of color, and as citizens ensure adequate access and sufficient privacy in our digital day-to-day lives? This seminar will provide you with critical insights about the digital tools you use and the vast streams of data you create as a result. Through hands-on practice, meaningful discussion, and expert facilitators, you'll grow your understanding of the fine-print realities of your online life and gain an introduction to possible security measures for home and school.

### **ES6. Advanced Facilitation Skills for People of Color Navigating Difficult Conversations About Racism, White Privilege, and Oppression**

**PRESENTERS:** Natalie Thoreson and Gin Gridley, inVision Consulting  
**Room: 210A**

This seminar is for people of color who, formally or informally, engage in facilitating social justice interactions and difficult conversations related to racism and oppression.

In this skill-building workshop, you will grow your ability in—and deepen your comfort with—clearly defining, explaining, and

**Wednesday, NOV 29**

**8:30 AM – 4:30 PM**

**TICKET REQUIRED**

**PRE-REGISTRATION IS REQUIRED  
FOR ALL EQUITY SEMINARS.**

discussing the construction of oppression with individuals at varying levels of experience. You'll witness and learn how to establish and hold safe(r) spaces for dialogue, enabling groups to lean into discomfort. You'll also study and practice using facilitation tools and various methodologies that you can apply one-on-one and in large and small groups when leading meaningful, effective conversations related to racism and oppression. Finally, you will address challenges that are unique to people of color who engage in difficult conversations, including the need for performing self-care and maintaining safety.

### **ES7. Ally Is a Verb: The Role of White Educators at PoCC and Beyond**

**PRESENTERS:** David Byrnes, The Nightingale-Bamford School (NY); Randy Clancy and Xiomara Hall, CARLE Institute; Anshu Wahi, The Northwest School (WA)

**Room: 207C**

This seminar, intended for white participants, will cover why and how white educators can better support equity and justice initiatives in schools. The focus is on the importance of white affinity work and the development of accountable cross-racial partnerships.

Topics include how white educators 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; the history of institutional racism and its current manifestations in the

U.S.; the role of white educators at PoCC and beyond; and why it's important for white educators to examine their own racial identity. Participants will learn how to support each other in their ongoing work to understand the impact of race and racism on their lives and teaching practice.

### **ES8. Building Equity, Justice, and Community for LGBTQ People of Color in Independent Schools**

**PRESENTERS:** Philip McAdoo, Sidwell Friends School (DC); Quinton Walker, University School of Nashville (TN)

**Room: 209A**

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people of color often possess a heightened sense of awareness about marginalized groups; the impact of racism, sexism, and homophobia; and issues of equity and inclusion in independent schools. In this seminar, LGBTQ people of color educators will reflect on their experiences in independent schools. Participants will explore the intersection of their identities—those related to race, sexual orientation, and gender—within the context of independent schools' educational philosophies and practices. The purpose is to use this seminar to develop a network of support for LGBTQ people of color. Together we will brainstorm to create a strategic plan for initiatives that support LGBTQ people of color and educate administrators, teachers, and students in independent schools.

## POCC PRECONFERENCE EVENTS

# FULL-DAY EQUITY SEMINARS (CONTINUED)

### ES9. Code-Switching 2.0: Doing the Right Things Right From Multiple Vantage Points

**PRESENTER:** Hazel Symonette, University of Wisconsin-Madison

**Room:** 210C

If you want to improve your roles and practices concerning cultural responsiveness, this experiential session will help you break new ground. Explore ways to deepen, anchor, and illuminate your core values, beliefs, expectations, and orientations as you access empathy to extend your own borders—that is, the boundaries of self. This session uses integral theory and culturally responsive self-assessment resources from the presenter’s original research.

This seminar will help you build skills and competencies that forge critical pathways toward ethical practice, inclusive excellence, and social justice in schools and other organizations. You will emerge from this experience strengthened in self empathy and social empathy. You’ll also be empowered to provide “helpful-help” in teaching, evaluation, advising, and other educational contexts.

### ES10. A Conversation: The Fluidity of Gender, Racial, and Sexual Identities in Young People Today

**PRESENTERS:** Morgan Darby, The Children’s School (GA); Daniel Chin, The Park School (MA); Vanessa Savas, Beaver Country Day School (MA); Jen Willsea, Interaction Institute for Social Change

**Room:** 207D

Young people are exploding the traditional binaries and boxes that society has used to define identity. As the understanding of gender, race, and sexual orientation as social constructs becomes more socially accepted, gender is no longer about being just male or female. Race is no longer about being just black or white. And sexuality is no longer limited to being gay or straight. Join current educators for an interactive conversation about the implications of these emerging identities and ideas in a school community.

*Note: This workshop will be in four parts so that all participants can learn collectively and share unique experiences in two focused breakout groups: one for educators of color and one for white educators. All participants will then come together to share-out their reflections on inclusive practices.*

### ES11. Equity Through Collaboration: Building and Sustaining Academic Excellence

**PRESENTERS:** Elizabeth Denevi, East ED; Mariama Richards, Friends Central School (PA)

**Room:** 208B

Equity work is often seen as an add-on; schools rely on the diversity director or a few key personnel to offer programming that



**Wednesday, NOV 29**

**8:30 AM – 4:30 PM**

**TICKET REQUIRED**

**PRE-REGISTRATION IS REQUIRED  
FOR ALL EQUITY SEMINARS.**

promotes “inclusion.” Although cocurricular programming is exceedingly important, it doesn’t fully address what happens in the classroom. This session will explore the research that affirms diversity as a vital element in academic excellence. We will look at institutional and classroom practices that promote academic success for all students. By developing the skills to evaluate and assess teaching and learning on campus, we can create school communities that move beyond cultural competency and embrace a true equity pedagogy.

### **ES12. The Guide for White Women Who Teach Black Boys**

**PRESENTERS:** Eddie Moore Jr. and Marguerite Penick-Parks, The Privilege Institute; Ali Michael, The Race Institute for K-12 Educators

**Room: 209B**

This workshop is based on the new book *The Guide for White Women Who Teach Black Boys*, created to support white women as they engage in focused inquiry around their relationships with black male students and the impact of race and racism on those relationships. Like the book, this seminar requires you to work through activities that may challenge you, to honestly reflect on who you are and where you come from, and to consider your role in possibly perpetuating an inherently white and privileged society.

The goal is to support you as a white teacher as you seek opportunities for personal growth as an educator and for encouraging

the academic achievement of your black male students. While engaging in personal and professional introspective work, you’ll experience works by experts, stories by educators and students, and videos that will help personalize the educational lives of black males.

### **ES13. Real World “Get Out”: Film as Springboard for Cross-racial Solidarity**

**PRESENTERS:** Liza Talusan, The Park School (MA); Shanelle Robinson, Friends Academy (NY); Steven Tejada, Maret School (DC)

**Room: 208A**

The film “Get Out” by director Jordan Peele used a number of different lenses to examine race, racism, exploitation, complicity, and violence within, among, and against communities of color. Since its release, some on social media have used the phrase “sunken room” to describe the climate and conditions in which people of color experience historically white independent schools. While depicted as a horror movie, “Get Out” prompted many people of color to comment that this wasn’t horror—it was everyday existence. Many also reported that they heard different reactions depending on whether discussion of the movie took place in predominantly white or predominantly black/brown circles. We will discuss issues of race, racism, white fragility, and cross-racial interactions that are highlighted in the film and explore how they mirror our own experiences.

## POCC PRECONFERENCE EVENTS

# FULL-DAY EQUITY SEMINARS (CONTINUED)

### **ES14. Seeking Cultural Competence in Hiring: Practical Methods and Strategies for Identifying the Administrators, Staff, and Faculty Needed in 21st Century Independent Schools**

**PRESENTERS:** Cristine Clifford Cullinan, ALiVE: Actual Leadership in Vital Equity; Ruth Jurgensen, Francis W. Parker School (IL); Catherine Georges and Doug Le Blanc, The School at Columbia University (NY); Steve Morris, San Francisco School (CA)  
**Room: 210B**

Independent schools can no longer afford to hire faculty, administrators, and other staff who are not culturally competent. Lack of cultural competence directly affects the environment for students; it leads to lower achievement rates for underrepresented individuals and miseducation and poor role modeling for all. Hiring without cultural competence in mind also leads directly to problems with retention. Without shared responsibility for inclusion and equity, the overworked few who possess the necessary skills will often want to leave as soon as other opportunities become available.

For all these reasons, your school should view hiring for any position as an opportunity to improve cultural competency at every level. Your hiring processes should include

ways to evaluate candidates' actual knowledge, skills, and abilities to work effectively, respectfully, and inclusively with all current and future members of your school community—colleagues, students, parents, alumni, and community members. Your processes should also differentiate knowledgeable candidates from those who lack these critical skills.

### **ES15. Uniting Our Efforts for Deeper Impact: Intersecting Cultural Competence, Global Competence, and Culturally Responsive Practices**

**PRESENTERS:** Rosetta Lee, Seattle Girls' School (WA); Jennifer Klein, PRINCIPLED Learning Strategies; Kapono Ciotti, Wai'ālae Elementary Public Charter School (HI)  
**Room: 207A**

Too many schools place diversity and inclusion, global programs, and teaching and learning in silos. This misses the opportunity to integrate inclusivity, global education, and culturally responsive teaching for greater strength and impact. Often, it also leaves you jockeying for resources. This seminar will provide a framework for finding common ground while recognizing where each area has a distinct role to play. It's for teachers, global and diversity directors, and administrators who want to explore how these areas currently function and then develop a comprehensive plan to bring them together effectively. You'll walk away with greater understanding, frameworks, and action plans.

# SDLC MAKING OUR VOICES MATTER LEADING THE MARCH TO COMMON GROUND

## LEADERSHIP TEAM WELCOME

With excitement, warmth, passion, and purpose, we welcome you and your students to Anaheim for the 24th annual Student Diversity Leadership Conference (SDLC). 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. The techniques of dialogue, experiential learning, and cross-cultural and interpersonal exchange have characterized the conference for nearly a quarter of a century.

This year's theme, *Making Our Voices Matter: Leading the March to Common Ground*, speaks to the spirit of activism that characterizes today's younger generation. But it also honors the rich history of civil rights that serves as an inspiration as we grapple with the issues that confront our schools, our nation, and our world today. How do we raise our voices effectively, thereby raising the awareness of those around us? In one of the most divided times in recent history, how do we remain bridge-builders and bridge-crossers as we pursue the deeper understanding and greater unity that can only come from a commitment to equity and justice? SDLC stands in strong partnership with our schools and their common mission to educate students for global citizenship and ethical leadership. We're committed to developing students who will be leaders in the practice of empathy in action and who seek the wisdom gained from meaningful interaction across multiple perspectives. Our faculty of adult educators and college activists (who are also SDLC alumni!) is pleased to serve your student delegates over our three days together.

Because it's a richly diverse, multiethnic, multiracial, and multicultural place, Southern California is the perfect location for gathering our 1,600 young minds and hearts together for growth and change. Given the state's history as a place of refuge and cross-cultural collaboration, we will gather some of the California sunshine to fuel our fires as we lift our voices.

In peace and solidarity,  
**Rodney, Oscar, and Collinus**



**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 School Operations, Rocky Mountain Prep (CO)

**SDLC LEAD LOGISTICS FACILITATOR**



**COLLINUS NEWSOME**

Director of Education, The Denver Foundation

**SDLC LEAD FACULTY FACILITATOR**

# SDLC at a Glance

(Subject to Change)

SDLC is a multiracial, multicultural gathering of upper school student leaders (grades 9–12) from more than 300 independent schools across the U.S. SDLC focuses on self-reflecting, forming allies, and building community. Led by a diverse team of trained adult and peer facilitators, participants will develop effective cross-cultural communication skills and better understand the nature and development of effective strategies for social justice. Students will also practice self- and intergroup 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. You can find more information at [pocc.nais.org](http://pocc.nais.org).

## WEDNESDAY, NOVEMBER 29

**6:00 – 6:45 PM**

SDLC Chaperone Orientation I (*Choose one*)

**6:00 – 10:00 PM**

SDLC Peer Facilitator Training (*Dinner provided*)

**9:15 – 10:00 PM**

SDLC Chaperone Orientation II (*Choose one*)

## THURSDAY, NOVEMBER 30

**7:00 – 7:45 AM**

SDLC Peer Facilitator Training for Wednesday Night Late Arrivals

**7:00 – 7:45 AM**

SDLC Chaperone Orientation Session III (*Choose one*)

**8:15 – 9:30 AM**

PoCC/SDLC Opening Ceremonies With Kimberlé Crenshaw

**9:45 – 11:45 AM**

SDLC Opening Ceremonies & Silent Movement

**12:00 – 1:00 PM**

Student Lunch

**1:15 – 5:15 PM**

SDLC Family Groups

**3:00 – 3:45 PM**

Snack Break

**5:30 – 6:30 PM**

Student Dinner

**6:45 – 8:00 PM**

SDLC Family Groups

**8:15 – 9:30 PM**

SDLC Affinity Groups

**9:45 – 10:00 PM**

SDLC Regional Groups

**10:00 PM**

Students Dismissed to Chaperones

**11:00 PM**

Hotel Curfew

## FRIDAY, DECEMBER 1

**7:00 – 7:45 AM**

Breakfast on Your Own With Chaperones

**8:00 – 8:30 AM**

Morning Clearing

**8:30 – 9:30 AM**

SDLC Keynote Presentation With DeRay Mckesson

**9:45 AM – 12:15 PM**

SDLC Family Groups

**12:30 – 1:45 PM**

Student Lunch & Talent Show

**2:00 – 3:30 PM**

SDLC Affinity Groups

**3:30 – 3:45 PM**

Transition to SDLC Regional Groups

**3:45 – 4:30 PM**

SDLC Regional Groups

**4:30 – 5:00 PM**

Snack Break

**5:00 – 5:45 PM**

SDLC Family Groups

**6:00 – 7:00 PM**

Student Dinner

**7:15 – 10:00 PM**

SDLC Family Groups

**10:15 – 11:00 PM**

SDLC Ice Cream Social

**11:00 PM**

Students Dismissed to Chaperones

**11:30 PM**

Hotel Curfew

## SATURDAY, DECEMBER 2

**7:00 – 7:45 AM**

Breakfast on Your Own With Chaperones

**8:15 – 9:45 AM**

SDLC Closing

**10:00 – 11:00 AM**

Student-led Adult/Student Dialogues  
(by State/Region)

**11:15 AM – 12:30 PM**

PoCC/SDLC Closing Ceremonies With  
Ta-Nehisi Coates

**DON'T MISS THE SDLC  
KEYNOTE PRESENTATION BY  
DERAY MCKESSON, FRIDAY  
AT 8:30 AM. USE #NAISSDLC  
TO SHARE YOUR EXPERIENCE!**

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# WEDNESDAY

NOVEMBER 29

**7:00 AM – 8:00 PM**

REGISTRATION OPEN

Anaheim Convention Center (ACC) North,  
Main Lobby

**8:30 AM – 1:00 PM**

 SCHOOL VISITS

See page 17 for details.

**8:30 AM – 1:00 PM**

 HALF-DAY EQUITY SEMINARS

See pages 18–19 for details.

**8:30 AM – 4:30 PM**

 FULL-DAY EQUITY SEMINARS

See pages 20–24 for details.

**8:30 AM – 4:30 PM**

PoCC AFFINITY GROUP TRAINING

ACC, 303A

**9:30 AM – 4:30 PM**

 THE PoCC LEADERSHIP INSTITUTE FOR  
EDUCATORS OF COLOR

See page 11 for details.

ACC, 210D

**6:00 – 7:00 PM**

PoCC FIRST-TIME ATTENDEE ORIENTATION

ACC, 204B

# THURSDAY

NOVEMBER 30

**6:00 – 7:00 AM**

WELLNESS ACTIVITIES

Run, Walk, Roll: **Meet in Hilton Lobby**

Zumba: **Hilton, Palisades**

Yoga: **Hilton, Avila A-B**

**7:00 AM – 6:00 PM**

REGISTRATION OPEN

ACC North, Main Lobby

**8:15 – 9:30 AM**

POCC/SDLC OPENING CEREMONIES



**KIMBERLÉ CRENSHAW**

**Intersectional Paradigm: Race & Gender in Work, Life, and Politics**

Musical Performance by The Jubilee Singers and the Chadwick Dance Company, Chadwick School (CA)

ACC North, Level 2

SPONSORED BY STRATEGENIUS

**9:30 – 10:00 AM**

NETWORKING BREAK

ACC North, Level 1, PoCC Hub

**9:30 AM – 6:45 PM**

POCC HUB OPEN

ACC North, Level 1





**10:00 – 11:00 AM**

**WORKSHOP BLOCK A**

**Amplifying Student Voice: A Case Study of a Leadership and Discipline Program With Minority Students**

For many American Muslim families, the fear of having their belief systems invalidated, ignored, and even actively contested in public schools is a very real concern in the wake of recent elections and the rise in hate crimes. How do educators support the development of a strong sense of self in students whose identity is explicitly and implicitly seen as suspect by the dominant majority? Educators and administrators at our Islamic independent school in Orange County, California, work toward answering this question each day. By using two programs, Positive Discipline and The Leader in Me, the administration and teachers have flattened the hierarchy usually inherent in schools. This flattened hierarchy uses relationships as the basis of influence rather than rewards and punishment—and it promotes student involvement through a shared decision-making process. In addition, both Positive Discipline and The Leader in Me help create a space for student voice and provide students with ample opportunity for self-efficacy, self-determination, and self-expression.

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

**PRESENTERS:** Dina Eletreby and Uzma Said, New Horizon School (CA)

**ROOM: 204A**

**The Art of Storytelling: How TED Helps Students Find and Share Their Voice**

Giving voice to issues of equity and social justice is a crucial part of our diversity work in schools. This work reminds us of the importance of providing students with windows to see and hear the experiences of others. It also reminds us of the importance of providing mirrors for our students, so they can see themselves reflected in the curriculum, population, and values within their school. A powerful way to provide this is through the art of storytelling. Providing students with opportunities to find, strengthen, and share their voice can be a transformative experience for both the orator and the audience. TEDx events and TED-Ed clubs exemplify this, allowing students to discover, explore, and present their own ideas and many facets of their identity in the form of short, TED-style talks. They can be a vehicle for social change and reflection. Find out how to develop your own TEDx event or TED-Ed club, allowing your students to continue to use the windows and mirrors around them.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Ara Brown, Cranbrook Schools (MI); Nola-rae Cronan, Columbus School for Girls (OH)

**ROOM: 203B**

# THURSDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK A (continued)**

## **Asians Behaving Critically (ABCs): Developing Resources for Asian-American Student Activists**

Over the past few years, there have been conscientious efforts to increase access to racially diverse characters and issues in children's books. However, there are still communities that remain underrepresented (or not represented at all) in grade-level reading text. More specifically, a gap exists in literature featuring Asian-American characters and addressing Asian-American issues. Find ways to implement culturally relevant and responsive text that includes Asian-Americans so we can build better windows and mirrors in our classrooms. How might we create project-based learning opportunities within our schools to shape and build this library of resources?

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

**PRESENTER:** Liza Talusan, The Park School (MA)  
**ROOM:** 210C

## **Bridging the Asian-American and Asian International Student Divide**

Many independent schools have increased recruiting and accepting international Asian students. As of 2015, in Massachusetts alone, the five-year growth rate of international Asian students was 158%—and 221% in Rhode Island. Yet, these international Asian students are often at odds—culturally, socially, and politically—with an existing Asian-American student population. Examine how best to create dialogue between these two demographics. Should our goal as equity and inclusion practitioners be to unify affinity spaces or create separate ones? How do we

involve Asian students in discussions of U.S. racial politics, #BlackLivesMatter, or even affirmative action? Is there a need for a unified Asian-American political identity? Also focus on institutional policies and practices that may need to adapt, given this changing demographic, such as admissions, college counseling, and residential life. Learn strategies to empower ourselves as educators, as well as our Asian international and domestic students.

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

**PRESENTER:** Adrian Khactu, Phillips Academy (MA)  
**ROOM:** 208A

## **The Case for Emotional Emancipation, Part 1**

This session addresses the root causes that have led to devaluing black lives around the world—causes including lies about white superiority and black inferiority—and introduces a healing means to counter the lies. A university professor will explore the psychological, cultural, and historical trauma such lies cause. Then she'll introduce the Emotional Emancipation (EE) Circle support group process. Originated by Community Healing Network in collaboration with the Association of Black Psychologists, EE Circles are part of a global grassroots movement to help black people reclaim their dignity and humanity as people of African ancestry. Come explore EE Circles, which are evidence-informed, psychologically sound, culturally grounded, and designed to be facilitated by trained lay people. Then learn more during Part 2 in workshop block B at 11:15 AM today.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** Cheryl Grills, Loyola Marymount University Los Angeles  
**ROOM:** 204C

### **Catalytic Encounter: Melding Heart Work and Logic Work**

We often pour our energy into the machinery of crafting lesson plans, attending committee meetings, handling a parent grievance, and occasionally shifting institutional Goliath. If you seek a unique way to invite a practice of self-care to keep your energy bar at the Full setting, then attend this session. Take this opportunity to experience a blend of Catalytic Thinking and the Points of You approach that offer a self-reflection process that provides a way to pause, expand perspectives, focus on opportunity, and take action.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Antonio Hernandez, Reflective Wisdom

**ROOM:** 207D

### **A Change Is Gonna Come: Musical Journeys Through American Race Relations**

Equal parts live performance and lecture, A Change Is Gonna Come: Musical Journeys Through American Race Relations is a unique way of experiencing the impact of music on American culture, identity, and social progress. Our songs, and the stories that surround them, offer vivid insight into the mood of the times and represent a crucial ingredient in movements uniting people in their struggle for progress, unity, and betterment. They also highlight our gradual but oftentimes spectacular triumphs over racism and class discrimination. Cultural activist and musician Eric Dozier takes you on a journey, shining a light at the crossroads of music and American race relations by performing and analyzing songs and their creators from various eras. By the end of the session, participants understand what it

means to be an active and creative advocate of equity and justice imbued with a renewed sense of mission and commitment to being the change they wish to see. They'll even get to sing a bit themselves, viscerally experiencing the power of the group song!

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** Eric Dozier, Episcopal School of Nashville (TN)

**ROOM:** ACC North, 153

### **Cultural Competency: A Sixth Grade Curriculum**

Discuss the curriculum developed at this K-12 school to ensure all sixth grade students intentionally engage in conversation about what it means to be culturally competent. Cultural competency begins with self-awareness; one cannot learn about the culture of others without first understanding one's own. As such, this mandatory course encourages students to delve into various aspects of their own identity. Students must engage in intense self-reflection to find the source of pride and fulfillment they feel because of these identifiers, as well as to examine the stereotypes and challenges that may be attached to their identifiers. Students learn about themselves and classmates through presentations and group projects. See samples of student presentations.

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

**PRESENTERS:** Diana Artis and Eva Ostrowsky, The Pingry School (NJ)

**ROOM:** 202A

# THURSDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK A** (continued)

## **Extending Social Justice to the Middle Eastern Other in Our Schools and Communities**

Examine the experience of being Middle Eastern, a complex and diverse classification, in a conversation on the struggle for social justice, equity, and empathy. Explore the theory of Orientalism as the driving force behind much of the “West’s” approaches to understanding and representing the Middle East for decades. Pay particular attention to the ways Orientalist understandings of the Middle Eastern other have continually perpetuated stigmas that limit our ability to discuss social justice, equity, and human rights when it comes to the region, its people, and most recently, its immigrants. Hear stories of injustice and suffering, open your mind to understanding this most misunderstood other, and commit yourself to embracing the Middle Eastern narrative as one of your own in the struggle for justice. Review case studies from independent schools to learn concrete ways to incorporate empathy for the Middle Eastern other in your classrooms and communities.

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

**PRESENTER:** Nadim Bawalsa, Friends Seminary (NY)

**ROOM:** 202B

## **Going Deeper With Difficult Conversations Through a Social-Emotional Learning Approach**

Learn how having conversations around cultural identity, social justice, inclusivity, equity, and advocacy can be deeper and more impactful with an SEL (social and emotional learning) approach. The RULER program, from Yale Center for Emotional Intelligence, is an evidence-based approach to SEL that focuses on building emotional intelligence and creating positive, prosocial school climates. By using RULER, which builds community through a common language and framework, children, teachers, and parents can engage in difficult conversations. See how strengthening children’s SEL skills helps develop self-awareness, curtail antisocial behavior, reduce conflict, and build greater empathy and understanding for stronger relationships in the school community. Get curricular examples of SEL and diversity work, schoolwide programs, collaborative private/public school projects, and ways to strengthen home-school connections from DK (developmental kindergarten) through eighth grade for greater authentic learning.

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

**PRESENTERS:** Steve Futterman, Christina Kim, Michael Lin, and Erica Warren, The Willows Community School (CA)

**ROOM:** 209A

### How Do We Use Science to Deconstruct Race and Analyze the Impacts of Racism?

Race may not be biologically based, but racism is the shared reality of all members of our society. Middle school students are sophisticated enough to examine and unpack implicit bias, systemic vs. overt racism, and race as a social construct within the context of a life science or biology curriculum in which students engage with and learn the essential science and engineering practices put forth by the Next Generation Science Standards (NGSS). Discover a model that has been used successfully in a seventh grade classroom to guide students to uncover common misconceptions they hold about race and racial identity, and support them in challenging their ideas using evidence from DNA, evolution, census data, neuroscience, psychology, and current research.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTER:** Angela Flynn, The Gordon School (RI)

**ROOM:** 207A

### How to Be Asian

Modern Asian-American identity is a product of immigration policies in the past and present that reflect America's complicated feelings about outsiders, especially Asians. Because the term lumps together a disparate group of peoples, the identity is diffuse and seems meaningless to many. But claiming the word and the identity offers us an opportunity to develop a more powerful voice for ourselves and be allies to our brothers and sisters with different identities. This requires finding commonalities, understanding differences, and building affinity spaces for reflective and honest discussions. A strong sense of Asian-American history, the history of antiblack racism, and the development of the Model

Minority Myth have to be an integral part of identity formation. A new generation of Asian-Americans will lead the way in forming an inclusive Asian-American identity.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Jolina Clement, Archer School for Girls (CA); Saber Khan, The Browning School (NY); Morika Tsujimura, Bank Street School for Children (NY); Susan Yao, St. Luke's School (NY)

**ROOM:** 208B

### How to Implement Middle School Racial Affinity Groups: One School's Journey

Examine the evolution of Redwood Day's equity and inclusion affinity work in the last four years, specifically how we've implemented racial affinity groups for middle school students. Hear about the administrative infrastructure needed to support this initiative, the developmental scaffolding in grades K–6 that culminates in racial affinity groups in seventh and eighth grades, and the curriculum of the affinity groups themselves. Receive strategies for putting affinity groups in place, a K–8 scope and sequence, general best practices, and a more detailed look at the seventh and eighth grade affinity groups. This initiative is a work in progress, evolving yearly. Take this opportunity to learn from one another and share your own experiences.

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

**PRESENTERS:** Simon Alejandrino, Shefali Nanavati, and Cheryl Ting, Redwood Day School (CA)

**ROOM:** ACC North, 163

# THURSDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK A** (continued)

## **It's Our Space, Too: Designing Systems Needed for a Positive School Climate**

Even with the push for growth in diversity, many independent schools still struggle to support faculty and students of color as they acclimate to a private school environment. When students of color grow up in or matriculate into these schools, numerous roadblocks can hinder their success. What systems are in place to support these students, and who manages them? Using interview data collected from faculty and students at independent schools, investigate case studies and walk through the design-thinking process (developed by the Stanford d-School) to create or re-imagine systems that will support the needs of students of color despite a potential lack of a more diverse faculty, staff, and administration. Build prototypes of a system designed to promote positive, supportive, and understanding environments for students of color from elementary to the collegiate level.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Joshua Childs, University of Texas at Austin; Carla Childs, St. Andrew's Episcopal School (TX); Vanessa Rodriguez, Dallas Independent School District; Celeste Sanders, Greenhill School (TX)

**ROOM:** 210B

## **It's Your Time: Aspiring Women Administrators of Color**

Aspiring women leaders of color, learn about preparing for, applying to, and sustaining a career in administration. Engage in a series of reflective activities, benefit from the wisdom of the direct experience of women leaders of color, and gain strategies for working in independent school administration. Additionally, get empowered to form your own networks that allow for professional rejuvenation and support as you navigate your first years in leadership positions.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Lori Cohen, The Bay School of San Francisco (CA); Shoba Farrell, San Francisco University High School (CA); Juna McDaid, Sonoma Country Day School (CA); Tamisha Williams, Lick-Wilmerding High School (CA)

**ROOM:** ACC North, 152

## **Leadership Branding for People of Color in Independent Schools: The Critical Role of Authenticity**

Collectively explore a "typical" day in the life for you and colleagues. Engage in interactive discussions, exercises, and lessons on what calls people of color to leadership in independent schools, the barriers that prevent leaders of color from bringing their full selves to their roles, and collectively developing a shared definition of authenticity for leaders of color in independent schools. Together, discover the difference between leadership brand promises vs. leadership brand experiences, the four Cs of a leadership ecosystem for

leaders of color, and the definition and characteristics of leadership branding for leaders of color. Let's raise our voices as leaders of color in independent schools to respond to an adaptation of Tina Turner's lyric, "What's authenticity got to do with it?"

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Gene Batiste, Gene Batiste Consulting; Raymond Yu, The Blake School (MN)

**ROOM:** ACC North, 162

### The N!gga(er) Word: Is There a Message in the Madness?

Look at the history of the N-word utilizing books, TV shows, film clips, and a documentary film. See how current events, media, popular music, and movies have used the word over the years and if the word has had any impact or influence on the millennial generation. Discuss the need and importance of understanding the various realities associated with the N-word and gain recommendations on how to challenge and encourage all people—specifically young people—to understand the ramifications of casual or uninformed usage of this troublesome word.

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

**PRESENTER:** Eddie Moore Jr., The Privilege Institute

**ROOM:** 210A

### SoCal POCIS: Our Journey to Developing a Regional Diversity and an Equity Organization

SoCal POCIS is a grassroots organization that has been in existence for over 20 years. In that time, our organization has grown from five member schools to a membership of 45 schools. Our mission is to inspire and empower practices that create greater equity, diversity, and inclusion within independent school communities throughout Southern California. We have three very active committees (Marketing, Membership, and Appreciation; Technology and Innovation; and Program and Events) that are staffed by our board members, which help plan, develop, and market several events throughout the year. Please join us to find out how we have been able to establish the organization and these events in a sustainable manner, and to learn how you might use our experience to develop an organization in your region.

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

**PRESENTERS:** Olivia Brown and John West, SoCal POCIS; Ernest Levroney, Windward School (CA)

**ROOM:** 209B

# THURSDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK A** (continued)

## **Teaching Toni Morrison to Dismantle White Supremacy**

Too often, the foundational texts taught in most independent school English departments normalize the dominant culture's racist and sexist narratives. Learn how to counter those narratives with Toni Morrison's *Song of Solomon* and *Beloved*. These books can start conversations about how white gender norms colonize our minds and perpetuate systems of oppression—and do so at a point when high school students are in a crucial stage of identity formation. You will learn to draw on oral traditions and reveal the healing power of storytelling for all students. You'll also discuss how to inspire students to listen first and then learn from Morrison's stories as a way to find their own voices. Students' testimonies will illustrate the transformative power of learning to tell their own stories in order to be free.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Kamaya Thompson, Hawken School (OH); Anne Howe, Georgetown Day School (DC)

**ROOM:** 210D

## **Technicolor: Sharing Our Experiences of Transitioning Into Technology and Innovation**

Are you involved in technology in independent schools? Would you like to pursue career opportunities related to technology? Come listen to a panel of

people of color who currently work in this empowering field. Hear us explain what we do in our schools, share our unique stories, and offer advice and insights for others considering doing something technology-related in their schools. Most important, talk with us about the potential impact we have on the lives of our students as people of color in this critical educational field.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Gina Marcel, The School at Columbia University (NY); Dave Miller, Lakeside School (WA)

**ROOM:** 203A

## **Understanding AIM: The NAIS Assessment of Inclusivity and Multiculturalism**

For more than 10 years, the NAIS Assessment of Inclusivity and Multiculturalism (AIM) has provided schools with a deep understanding of the climate of inclusion on their campuses, from current and past students to teachers, administrators, and trustees. But why use AIM? In many schools, the benefits of diversity, equity, and inclusion are viewed as intangibles—good things to have, to do, and to profess, but not necessarily the grounds of structured processes and accountability. Come learn more about AIM and gain a better understanding of how AIM can convert thoughts, ideas, and assumed best practices into benchmarked numbers for real goal setting.

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

**PRESENTERS:** Paula Farmer, The Berkeley School (CA); Michael Goodman, NAIS

**ROOM:** 207B



## Yes You Can! Bringing Equity, Justice, and Action to Our Youngest Generation

How do the youngest generations of our school communities engage in the work of equity, justice, and action? Discover how a team of educators in a lower school program (K-2) took their school's commitment to diversity and turned it into a movement among their youngest students! Share the results of learning experiences in identity, equity, and social justice, and how they created driven, action-oriented deliverables. In alignment with Social Justice Standards: The Teaching Tolerance Anti-Bias Framework, ideas of identity and diversity flow heavily throughout our primary school curriculum. In our current program students develop a strong understanding of who they are, and engage regularly in noticing and accepting the differences of others. What happens when these same students are empowered to take this confidence and apply it to causes they are passionate about? Look at the concepts and strategies we put into place and acquire ways you can replicate these ideas and models honoring the youngest voices in our schools.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** April Greene, Tasha Jackson-Jones, and Kristin Peck, Lowell School (DC)

**ROOM:** 207C

## 10:15 AM – 12:15 PM

**MASTER CLASS WITH KIMBERLÉ CRENSHAW**

See page 11 for details.

**ACC North, 156**

## 11:15 AM – 12:15 PM

**WORKSHOP BLOCK B**



**FEATURED SPEAKER SESSION**

**ERIC LIU**

**Who Is Us? The Future of American Identity**

**ACC North, 160**

## ABCs of TRAs (Transracial Adoptees)

Are transracial adoptees on the rise in your school and classroom? Wondering how to best serve them? This workshop is "TRA 101." Look at a basic identity development overview from K-12, touching upon racial identity formation, intersectionality, and formative adoptive experiences. Following the brief presentation, engage in open dialogue and discussion about practicals, drawing on the wisdom and personal experiences of adult adoptee panelists as well as participants in the room.

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

**PRESENTERS:** John Bower, The Rivers School (MA); Amanda Friedman, Hopkins School (CT); Jennifer Hammond, Deerfield Academy (MA); John Hoye, The John Cooper School (TX); Taelyn Tyler, Charlotte Latin School (NC)

**ROOM:** 208A

# THURSDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK B** (continued)

## **Affirm Experiences, Build Bridges, Cultivate Community: Authentic Engagement of Alumni of Color**

Diversity directors, heads of school, and development officers: Explore reasons why alumni of color participation tends to be low in independent schools and what you can begin to do to reverse the trend. What factors impact alumni of color engagement or disengagement? What strategies can be used to re-engage alumni? Explore these questions as you reflect on your efforts and the challenges you experience. Then work in pairs to apply strategies presented to create authentic engagement opportunities with alumni of color. Leave with a draft of your goals, an approach, and resources to support the goals.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Trina Gary, Independent Trust; Isaiah Suggs, McClain's Mergers and Acquisitions

**ROOM:** 207B

## **Approaches to Building Skill-based Equity and Inclusion Curricula**

Diversity work in many of our schools happens through the efforts of small groups of committed students and their faculty mentors. These students work to hone their interpersonal skills and broaden their modes of thinking because they are passionate about equity and inclusion. But all of our students need these skills and perspectives so they can best contribute to the workplace and engage in their civic responsibilities. Growing our students' equity skills translates to better thinkers in industry, research, and government. Hear how we have developed

skill-based equity and inclusion curricula in two different schools to meet students' needs on a division-wide level. Get suggestions for building curriculum and leveraging your school's assets and culture, and engage in small-group brainstorming discussions and activities that you can take home to start your own skill-based curricular work. The information in the presentation is geared for middle and upper school educators and administrators.

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

**PRESENTERS:** Mya Sullivan, Rabun Gap Nacoochee School (GA); Sarah Wilson, Laurel School (OH)

**ROOM:** ACC North, 162

## **“Being the Right Kind of Black” in Independent Schools**

While dominant culture males are viewed as confident, knowledgeable, and/or passionate as they represent themselves in our school communities, adjectives like overconfident, arrogant, militant, belligerent, and hostile become labels used to describe black men representing themselves in myriad ways, despite there being no difference from their dominant culture counterparts. These racialized and aggressive tropes are not value-neutral and impact the social and emotional well-being of our black male community as well as the overall health of our campuses. Unpack, interrogate, and analyze these projected identities and discuss why this “otherization” occurs as we strategize approaches to increase awareness and reduce the negative framing of black male identity.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Charles Owens and Aaron Timmons, Greenhill School (TX)

**ROOM:** ACC North, 153

### **Between Laughter and Tears: The Quandaries of Teaching About the Black Experience in America**

Explore the dilemmas educators face when teaching students about African-American history and culture. Drawing on sociologist Orlando Patterson's framing of the catastrophic versus survivalist interpretations of black history, examine what's at stake when trying to authentically convey the "black experience" to students in late middle school and secondary school classrooms. How might a focus on racial difference obscure the realities of class and gender in African-American communities? How does positionality influence what and how we teach? How do our students' varied racial identities and experiences impact their learning about white supremacy and the history of racism in the U.S.? How do reductionist narratives of black history create unconscious bias in our students who may lack authentic connections to African-American people or communities? Consider a pedagogy that emphasizes structural causes of racism and diversity within black communities. Gain field-tested pedagogical resources and curricular examples to use in your own class, and reflect and share best practices.

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

**PRESENTER:** Elijah Anderson, The Gordon School (RI)

**ROOM:** 202B

### **Carving Space, Improv, and Inclusion: Making Space for All Bodies**

Discover ways to facilitate and create inclusive space for all bodies, especially for students of color. In the last few decades, artists have worked hard to include resonant stories not always heard in the dominant culture. Including that process in the high school classroom seems to be a more recent development. As artists and educators we can explore additional approaches and practices to uplift and honor all stories to not only deepen our artistic craft but also broaden our cultural perspective. Join a group warm-up, small group story sharing, deep listening, physical/gestural interpretation of one another's stories, and physical synthesis. While the workshop is designed to be physical in nature, it is purposely accessible to all ability levels.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Maritza Mercado-Narcisse, Isidore Newman School (LA)

**ROOM:** 209B

### **The Case for Emotional Emancipation, Part 2**

This session provides an opportunity for you to experience Emotional Emancipation (EE) Circles, introduced in Part 1 in workshop block A at 10:00 AM today. Come witness the power of this initiative and others that help black people heal from, and overturn, the lies of white superiority and black inferiority.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** Cheryl Grills, Loyola Marymount University Los Angeles

**ROOM:** 204C

# THURSDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK B** (continued)

## **A Family Affair: Engaging and Supporting Parents of Color**

Now in its 10th year, the New Jersey SEEDS Parents Program provides invaluable support to families in their successful transition to more than 150 independent schools across the country, serving well over 2,200 students and their families. Continue the conversation from PoCC 2013, examine firsthand the experiences of families of color at independent schools, and share best practices for increasing parent engagement. Through a presentation of survey results and parent testimonials, gain a better understanding of the independent school environment for students and parents of color and benefit from proven strategies for building inclusive communities for diverse families.

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

**PRESENTERS:** Imani Gilliam and Jamie McClintock, New Jersey SEEDS

**ROOM:** 207C

## **Have Better Conversations: Visual Facilitation Basics**

A picture is worth a thousand words and an experience is worth a thousand pictures. Visual facilitation is both a picture and an experience. It's a product and a process of creating a visual map of a conversation. It's not an easy task to facilitate conversations, especially difficult ones, where there are multiple perspectives and competing ideas. Visual facilitation supports you by making

ideas visible to get a group on the same page. It validates participants because they can actually see their voice being captured and visualized. It leads to better decision making because ideas and perspectives are clarified and visible. It creates a "visual memory" and increases comprehension of the topic. And it helps everyone maintain focus and feel included in the conversation. Learn the basics of visual facilitation—listening, drawing, context, layout, content, and how to get started. Improve conversations and create a lasting experience today!

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

**PRESENTER:** Kawai Lai, NAIS

**ROOM:** 209A

## **Hero of His Own Story: Interplay Between Identity and Imagination in Early Childhood Picture Books**

Discuss an art-integrated method to use early childhood literature as a tool to support young children's exploration of identity. During guided discourse, join an extended curriculum exercise that uses a series of children's books written by Ezra Jack Keats. Discover activities centered on Keats's book *The Snowy Day* (named one of the 100 most important children's books of the 20th century by the New York Public Library). After navigating through these activities, leave with tangible teacher resources and ideas for future curriculum building in your classroom.

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

**PRESENTERS:** Lisa Washington Kuzel and Kristin Smith, University of Chicago Laboratory Schools (IL)

**ROOM:** 204B

### How Are We Supporting “These” Students to Meet Their Potential? Strategies for Creating Equitable Classrooms

Get an introduction to Equitable Classrooms, a program successfully used in two different independent schools. The program introduces a systematic process for connecting with students of color, identifying unmet needs, and establishing strategies for academic and social success. Teachers who have used this program feel an increased understanding of and investment in students. It also helps them feel more capable of identifying and responding to the needs of students who were previously hard to reach. Identify criteria for selecting prospective students, how to involve parents, when to exit students from the program, how to effectively utilize data, and strategies to support students. Recognize the importance of focusing on the whole child — not just the academics — the importance of cultural competency and positive racial identity when doing this work, and how to define success and improvement.

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

**PRESENTERS:** Brian Johnson, The Philadelphia School (PA); Ali Michael, The Race Institute for K-12 Educators

**ROOM:** 208B

### I’m the First! Supporting First-Generation College Applicants in an Independent Secondary School Environment

Specialized support and counseling of first-generation college-bound students is an underexplored area for equity and justice work in independent schools. College counselors, school leaders, and teachers should attend this session to learn best practices to promote equity for first-generation college-bound students, who are disproportionately students of color. Hear from experienced presenters who are also first-generation college attendees as they describe programs they have designed and implemented, successes and challenges, and research that supports their approaches. Furthermore, this presentation hopes to shed light on the educational journeys and high school experiences of first-generation students who attend high schools with a strong college-going culture. You will leave the session with resources, strategies, and a persuasive rationale for making first-generation student support a priority at your own school.

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

**PRESENTERS:** La’Tonya Rease Miles, UCLA; Gina Liberotti, Loyola High School (CA)

**ROOM:** ACC North, 163

# THURSDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK B** (continued)

## **It's Not Islamophobia, It's Islamoracism: Discovering Teachable Moments in Systemic Hate**

Systemic disenfranchisement of a class of people isn't simply an irrational fear, but a form of racism. Join us to name this elephant in the room and answer questions plaguing educators: How can I teach a culturally competent curriculum on Islam/Muslims that doesn't rely on monoliths without apologizing for terrorism? What are some projects I can engage in with students/adults to enable understanding of the diversity in Muslim identity while protecting those with Islamic affinity from being forced into becoming default representatives? How do I respond to Islamophobia and/or ignorance about Islam and facilitate teachable moments for young people and colleagues around this issue? Dean of Equity and Inclusion Kalyan Balaven is a former Imam, Islamic hip-hop artist, and viral author on topics ranging from Islamophobia to scathing critiques of Saudi Arabia.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTER:** Kalyan Balaven, The Athenian School (CA)

**ROOM:** 203A

## **Lessons for Discussions With the White Kids During Affinity Time in an Elementary School**

Discuss our affinity group monthly newsletter and the lessons that happen during affinity group time at our pre-K–6 elementary school, which uses race-based affinity groups. Review handouts and lesson plans from the school year. Lesson plans are used for both students of color doing affinity group work and white students doing identity work during meeting time. Take home newsletters used as conversation starters and guiding questions. These are written by the Diversity Steering Committee and the assistant head of school as a resource for the primarily white teachers who are leading the mostly white students during affinity group time. Also get lesson plans that various teachers of color have used in affinity groups.

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

**PRESENTERS:** Elizabeth Brown, Gregory Fernandes, Omar Machado, and Gabrielle Mbeki, Buckingham Browne & Nichols School (MA)

**ROOM:** 207A

## **Mirror Texts and Window Books: Does Your Classroom Library Have a Diversity Gap?**

What if we could embrace children of color with mirror texts, and provide white children with window books? At the preschool age, a child's identity and how she views others begins to solidify. Topics of race and culture must be intentional and approached with a sense of urgency, even with our youngest learners. Explore the use of multicultural

literature and classroom practices to openly acknowledge, discuss, and value differences. Examine texts and images to learn how to identify harmful stereotypes, descriptions, and narratives. Share vignettes from a kindergarten experience that promote cultural awareness, envelop empathy, and nurture pride in young learners.

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

**PRESENTER:** Maria Blackburn, Providence Day School (NC)

**ROOM: 203B**

### Recruiting, Retaining, and Recognizing Young Faculty of Color

While we have long known that students of color benefit from having teachers who look like them, new research indicates that white students benefit from having teachers of color as well. Although independent schools are making great strides in retaining students of color, faculty of color numbers lag as a result of poor recruitment and retention efforts. Learn from our updated interviews with faculty, placement agencies, administrators, and alumnae/i of color. Analyze qualitative and quantitative findings to consider what works and what does not. Take time to dialogue with colleagues.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Ashley Bradley, The Meadowbrook School of Weston (MA); Brandon Jacobs, The Hill School (PA)

**ROOM: 204A**

### Schoolwide Social Justice Integration Across Ages 2-13: Lessons From a Work in Progress

What does it take to initiate a schoolwide commitment to social justice? Discover our collaborative process and approach for working with teachers from pre-K through middle school to identify and develop age-appropriate lessons around social justice concepts. Engage in an interactive exercise that challenges you to identify the developmental ages when children understand specific concepts about race, identity, class, etc. Share our process of identifying when children are ready to understand specific social justice concepts. Through this process, we established a common language and recorded the trends, inconsistencies, and challenges schoolwide. This is a work in progress, as our progressive independent school has only embarked on this journey during the past three years. Hear lessons learned and find inspiration to initiate a schoolwide conversation about social justice in the classroom. Depart with tangible resources designed to stimulate reflection and action leading to community-wide commitment to change.

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

**PRESENTERS:** Millie Cartagena, Gee Roldan, and Joan Brodsky Schur, City and Country School (NY)

**ROOM: 210C**

# THURSDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK B** (continued)

## **Sitting With Whiteness: Exploring the White Experience and the White Effect**

What does whiteness mean? How does your skin color affect your experiences and the experience of those around you? How can you move from white fragility to allyship? How can white affinity groups serve the larger purpose for antiracist work? And who can help hold you accountable? Explore our whiteness and the unintentional errors white allies often make. Work on deeply evaluating how well-intentioned white people play into the system of oppression, and why it's imperative to lean into the discomfort of this journey.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Dana Gonzalez, Viewpoint School (CA); Ralinda Watts, The Buckley School (CA); Trina Moore-Southall, Brentwood School (CA)

**ROOM:** 207D

## **Strength in Numbers: A Team Approach to Multicultural Affairs and Community Development**

Outline, explain, clarify, model, and get data to help your school create and transform your multicultural office. Hear how our school decided to make the change from a single multicultural director to a team approach. Delve into the three major categories of our focus and share our successes and failures in our first year as a team. If your school faces adversity or has teachers and administrators who are hesitant to create a

diversity office or team, then join us to get clear detail and outlines on how to make the transformation. Diversity work is challenging, but the more individuals you rally together for a cause, the better!

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Mark Gafur and Jared Rodriguez, St. John's Preparatory School (MA)

**ROOM:** 210A

## **Toward a New Periphery: Theoretical Futures of Diversity Studies**

If you are knowledgeable about the theories that have driven diversity studies and you have a grasp of critical race theory and intersectionality, privilege, age, physical abilities, and sexual/affectual orientations, then you are ready to explore the next iteration of powerful theories that challenge and go beyond our understandings of diversity studies. After all, theory is the right hand of our lived diversity praxis; theory proves a true locus of power and agency in diversity studies. Because we all live in postcolonial societies, which are the fundamental modern origin of identity challenges, constructs, and conflicts worldwide, opportunities abound to gain new transnational insights. What are emerging next practices in diversity studies theory? Using wide interpretive lenses, examine key theories that have largely gone missing from traditional approaches, including art history in the politics of representation, postcoloniality, colonial domination, hegemony and the idea of complicity, postmodernism, the matrix of domination, and film studies.

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

**PRESENTER:** John Aden, Canterbury School (IN)

**ROOM:** 202A



## You're So Vain: Personal Identity Exploration as a Foundation for Building a More Inclusive Classroom

Uncover how you can create a more inclusive classroom through the exploration of personal identity with students. Draw on the varied experiences of a middle school social studies teacher who created a two-week introductory unit that guides students to thinking critically about who they are, how they know who they are, and how individuals and groups create their identity. By using personal identity as an introduction to a class, you can foster an environment where students can take into account their own identities, as well as others', and the pros and cons of those interactions. Through these understandings, students can thoughtfully question and challenge multiple perspectives for bias and inequity. Engage in interactive and hands-on activities to help put into practice what you learn.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** Stephanie Tellis, The Park School of Baltimore (MD)

**ROOM:** 210D

**12:15 – 12:45 PM**

 **BOOK SIGNING WITH ERIC LIU**

ACC North, Level 1, PoCC Hub

**12:15 – 2:15 PM**

**LUNCH WITH FOOD TRUCKS AVAILABLE**

Arena Plaza

**12:30 – 1:30 PM**

**CHOIR REHEARSAL**

ACC North, Level 2

**1:30 – 3:15 PM**

**AFFINITY GROUP SESSION 1**

- Asian, Asian Pacific Islander Affinity Group  
**ACC North, Room 162**
- Black, African Heritage Affinity Group  
**Ballroom ABC**
- First Nations Heritage Affinity Group **203A**
- Greater Middle Eastern Heritage Affinity Group **202A**
- International Affinity Group **202B**
- Latinx Heritage Affinity Group  
**ACC North, Room 156**
- Multiracial Heritage Affinity Group  
**ACC North, Room 152**
- Transracially Adopted Affinity Group **203B**
- White, European Heritage Affinity Group  
**Ballroom DE**

**3:00 – 3:30 PM**

 **BOOK SIGNING WITH NATALIE NIXON**

ACC North, Level 1, PoCC Hub

**3:15 – 3:45 PM**

**AFTERNOON COFFEE BREAK**

ACC North, Level 1, PoCC Hub

# THURSDAY

**3:45 – 4:45 PM**

WORKSHOP BLOCK C



FEATURED SPEAKER SESSION

**NATALIE NIXON**

ACC North, Room 160

## **5, 10, 15 Minutes: Simple Activities to Practice and Promote Cultural Competency**

Advancement of equity and justice now and in every generation requires building empathy and raising cultural competency both within and beyond the walls of our institutions. Major initiatives and trainings are important, but the path toward fulfilling this dream to build and sustain inclusive school communities should also include small, intentional steps woven into our daily routines and school culture. Join this practical, hands-on workshop to learn a variety of 5-, 10-, and 15-minute activities you can quickly implement at your own school to “fill the gaps” and provide continuous expansion of cultural knowledge and resources. Strive to reach multiple generations with a mix of student, faculty, trustee, parent, and family-centric activities. Take home a toolkit of meaningful, effective, quick-to-implement activities that optimize pockets of time, raise the cultural competency

of the entire population, and add to the body of knowledge you need to create a more equitable and just school community.

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

**PRESENTERS:** Gabrielle Hernan, Boulder Country Day School (CO); Veronica Johns-Richardson, St. Margaret’s Episcopal School (CA)

**ROOM:** 207A

## **All About the Strategy: Engaging Your Board to Be an Effective Equity and Inclusion Leader**

Sometimes meeting your equity and inclusion goals means communicating different strategies for achieving those goals with different constituency groups. While teachers and students may be swayed by the moral arguments for inclusion, parents and trustees are often more interested in the deliverable skills associated with cultural competency. Learn how to effectively frame your goals for equity and inclusion to get buy-in from your whole school community.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTER:** Stephanie Bramlett, St. Luke’s School (CT)

**ROOM:** 203A

### **Asleep to Woke: Impact of White Racial Identity on Colleagues of Color in the Workplace**

The emotional overload that can arise during—and sometimes before and after—racial interactions can affect workplace productivity and school climate. This workshop hopes to shed light on the cognitive, behavioral, and emotional skillsets needed to navigate racial dialogues between people of diverse racial and ethnic backgrounds. The facilitators will combine their collective knowledge of racial identity development models with the power of personal storytelling and dramatization. The goal is to create a space where self-reflection leads to personal agency.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Sandra “Chap” Chapman, Little Red School House & Elisabeth Irwin School (LREI) (NY); Marissa Colston, Westtown School (PA)

**ROOM:** 204C

### **Assault With a Deadly Curriculum: Identifying and Resolving Microaggressions Hidden in Your Curriculum**

Race- and ethnicity-based microaggressions are an insidious form of racism that have a subtle presence but a major impact on the overall well-being of those who experience them. This is especially true regarding the academic success and performance of students. As educators, many of us often take for granted the just nature of information, and sometimes hold it impervious to the influences of systematic racism. Develop an instinctive eye for identifying the plethora of microaggressions present throughout typical curricula; gain a better understanding of how these very specific microaggressions

impact a learner’s identity; recognize the potentially negative effects on a cognitive, social, and emotional level; and see how the consistent exposure to microaggressions can stifle motivation. Take home remedies for correcting these microaggressions and practical tools for giving our students “voice” for their experience with microaggressions.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Jeffery Menzise, Morgan State University’s Institute for Urban Research; Maati Wafford, Barrie School (MD)

**ROOM:** 209B

### **Can We Talk? Getting Explicit About Implicit Bias**

Cross-cultural conversations develop self-awareness of one’s own culturally limited interpretative frameworks and how associated biases and prejudices impact all of our exchanges with others. Awareness alone is rarely effective for reducing unconscious bias. Even the most well-intentioned individuals fail to suppress their automatic stereotypes and prejudices all of the time. A relational approach fosters inclusion by encouraging the sharing of information and perspectives. Discuss the Faculty/Staff Discussion Group at Gill St. Bernard’s School and how these discussions are used to share experiences, provide a space to lean into areas of discomfort, and confront our personal biases—both implicit and explicit.

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

**PRESENTER:** Tracey Barrett, Gill St. Bernard’s School (NJ)

**ROOM:** 202B

# THURSDAY

**3:45 – 4:45 PM**

**WORKSHOP BLOCK C** (continued)

## **Cultural Competency Training for Faculty and Staff: Starting Courageous Conversations at Your School**

Journey through the planning and implementation of voluntary courageous conversation at an independent school. Discover how one school uses these conversations as a tool to help faculty practice their skills around discussing concepts such as implicit bias, privilege, microaggressions, the importance of language, heteronormativity, and the danger of a single story, among other topics. Gain a deeper understanding of what works in facilitating these difficult conversations and where challenges might arise. Review samples of the curriculum and engage in different activities that occur in the courageous conversations. Follow a first step taken by this K-12 school to ensure the work of equity and justice is a community initiative, as opposed to the work of only the director of diversity.

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

**PRESENTERS:** Diana Artis and Eva Owstrowky, The Pingry School (NJ)

**ROOM:** 202A

## **Deep Diversity: How Brain Science Advances — and Challenges — Racial Justice Education**

Use this award-winning training process to explore how predominant the unconscious mind is in human interactions, especially related to the perpetuation of racism and Islamophobia. Through a

methodology developed over two decades and independently tested, learn how to advance racial justice education through the integration of mind sciences, critical for success in the current xenophobic climate. As a racial justice educator, Shakil Choudhury spent the first decade of his work life studying antiracism and the second decade exploring psychology. His personal story as an activist who suffered burnout helps outline both the strengths and failures of traditional approaches to teaching about power and privilege. Find out how to avoid common activist traps that unwittingly support oppression, cynicism, and burnout. Study key workshop design factors that reduce resistance and backlash by learners, especially by those with the most privilege. Draw on ideas from Choudhury's new book, *Deep Diversity: Overcoming Us vs. Them*.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTER:** Shakil Choudhury, Anima Leadership

**ROOM:** ACC North, 163

## **Diversifying the English Canon: Building Community and Context for Diverse Texts**

The focus on representation has been integral to the thoughtful additions of non-Eurocentric perspectives to the English curriculum. However, with such efforts, English teachers need to become aware of the danger of tokenizing these texts, further engendering their exceptionalism and otherness in the English canon. Study a framework for how to engage students with novels, short stories, and poems that may be unfamiliar to them in cultural perspective, subject matter, and structure. Discuss strategies for how to de-center European norms for narrative and

lyric forms. Take home various methods to engage your departments in conversations about diverse texts that suit your curricular needs and environment.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Brigitte Leschhorn and Celeste Prince, Mary Institute and St. Louis Country Day School (MO)

**ROOM:** 208B

### Diversity and Tech as Innovation

As devices and connected lives become a greater part of schools, it is important for all constituents to consider how technology can serve the mission of the school. Efforts to increase diversity and equity are moving quickly from the periphery to somewhere close to the heart of what a school does and wants to do. Leadership at schools supports both technology and diversity departments, but may not feel knowledgeable in either. Teachers can see the initiatives of each department as a diversion from the main goals of a classroom, but students may be more facile with both than previous generations while parents may be resources to both departments. Self-starters without clear portfolios often lead these departments. Practitioners are often isolated at their schools and have to seek out conferences and other gatherings to grow professionally. Opportunities for cooperation, collaboration, and innovation between the two departments should yield invaluable outcomes for the school community. This approach also suggests ways in which all departments can better serve the mission of a school.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Erika Eason, Maret School (DC); Samantha Fletcher, St. Patrick's Episcopal Day School (DC); Saber Khan, The Browning School (NY); Tony Tanael, Convent of the Sacred Heart (NY)

**ROOM:** 207C

### “Diversity” in the Literary Canon: Asian Representation in the Black/White Paradigm of Race

The black/white paradigm of racial inequality in the U.S. has reified a notion of diversity that excludes Asian texts from the literary canon. The College Board's list of representative authors for the AP curriculum is overwhelmingly composed of white authors, and the few minority voices predominantly belong to black writers like Toni Morrison, James Baldwin, Richard Wright, and Langston Hughes. The problem with this is that our choices of literary texts produce and reproduce ideas of relevancy in discussions of racial oppression. By internalizing the black/white paradigm and structuring our discourse of diversity in literature accordingly, we teachers perpetuate the invisibility of Asian narratives, muting the struggles of Asian-Americans. Examine the lack of Asian representation in the canon and critique the practice of teaching diversity through texts that reify the black/white binary.

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

**PRESENTERS:** Christine Chun, Black Pine Circle School (CA); Alison Park, Blink Consulting; Tim Rosenwong, Pacific Ridge School (CA); Cheryl Ting, Redwood Day School (CA)

**ROOM:** 210D

# THURSDAY

**3:45 – 4:45 PM**

**WORKSHOP BLOCK C** (continued)

## **Inner-viewing: Exploration of Intersectionality to Inspire Action**

Learn how to weave the complex intersectionality of identity into existing curriculum to create meaningful connections for young learners. The presenters will share relevant lesson plans that are informed by research, practice, and the four core goals of anti-bias education. The lessons focus on an “inner-view” approach that helps students understand and affirm the spectrum of their identities. The various lessons demonstrate how to apply a social justice lens to multiple disciplines, including language arts, social studies, science, performing arts, and math. Additionally, the presenters will share an interdisciplinary multicultural planning tool to help with lesson planning. You’ll leave this workshop with examples of how social justice thinking can inspire activism and allyship.

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

**PRESENTERS:** Monique Marshall and Sandi Crozier, Wildwood School (CA)

**ROOM:** ACC North, 153

## **Inside the Box: Understanding the Invisibility of Middle Eastern Communities**

Middle Eastern and North African individuals virtually do not exist, according to census data. Categorized as white, these communities are without official representation, and by extension, without a voice. While anti-Muslim, anti-immigrant rhetoric remains prevalent, a census category could be used as a tool to oppress rather than support the communities that need it most. Explore the relationship between the lack of representation and abundance of misrepresentation surrounding Middle

Eastern and North African individuals, and the impacts this has on their communities and society as a whole. Get training in how to create spaces for representation through self-empathy, accepting others, accurate listening, and perspective taking. Through interactive discussion, simulations, and evidenced-based practice, get equipped with the tools necessary to cultivate a more inclusive educational environment for a traditionally marginalized group of students.

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

**PRESENTER:** Nelly Kaakaty, The Episcopal School of Dallas (TX)

**ROOM:** 207B

## **Language, Labels, and Power: The intersection of “LD” and Students of Color in Independent Schools**

Challenge your thinking around students of color labeled “learning disabled.” Raise your awareness of how students of color can be doubly affected in the federal special education system and consider how one independent school, established for students with learning differences, educates students, including students of color. Explore scientific, historical, and political voices in special education, including a discussion of civil rights legislation as an inspiration for disability rights legislation. Hear about our educational setting, where differences such as ADHD and dyslexia are seen as engines of innovative thinking and catalysts for empowering students of color and all students with differences.

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

**PRESENTERS:** Robert Lane, Christopher Lanier, and Yvette Shepard, Lab School of Washington (DC)

**ROOM:** 304A

**Of Our Spiritual Strivings:  
Reconsidering Du Bois, the Talented  
10th, and the Divine Nine**

People of color generally undergo two life-altering experiences: the moment they realize they're a person of color, and subsequently realizing it's a problem. The "sunken place" metaphorically symbolizes the frustration of people who feel more marginalized now than ever before. In the early 20th century, scholar W.E.B. Du Bois outlined this sunken place concept in his seminal work, *The Souls of Black Folk*. Du Bois, himself a member of a black Greek letter organization (BGLO), represented the class of educated blacks known as the talented 10th: advocates who fought for equal rights. Collectively referred to as the Divine Nine, BGLOs have relied on education as the key to resisting the sunken place—combatting racism and stereotypes, achieving equality, and overcoming oppression—and they have played an integral part in supporting and nurturing people of color for more than 100 years. How can we embrace the history and legacy of the talented 10th and the Divine Nine to support people of color as they pursue strategies for success and leadership in independent school spaces that were not designed for them?

**TRACK:** Self-Efficacy & Empowerment:  
Mind, Body, Spirit

**PRESENTERS:** Shanelle Robinson, Friends Academy (NY); Antonio Williams, William Penn Charter School (PA)

**ROOM:** 210B

**OK, Ladies, Now Let's Get in Formation!  
Enhancing Ethnic Identity Development  
of African-American Adolescent Girls**

The goal of this presentation is to increase knowledge about ethnic identity development in African-American (AA) female students and to explore how academic and social environments directly impact students' overall health and psychological well-being. This workshop will provide information about ethnic identity development theories and empirical studies that explore the correlation between ethnic identity development and academic achievement and overall well-being. Participants will learn how to integrate this knowledge into their pedagogical approaches and incorporate curricula that (1) improve ethnic identity development; (2) reduce risk factors, poor self-concept, and negative self-defeating behaviors and; (3) increase positive outcomes for AA female students. This presentation will provide attendees an opportunity to learn more about ethnic identity development in AA female students, discover how it impacts their academic performance, and explore new ways to integrate this knowledge into their pedagogical approach in the classroom.

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

**PRESENTER:** LaNaadrian Easterling, La Jolla Country Day School (CA)

**ROOM:** 204B

# THURSDAY

**3:45 – 4:45 PM**

**WORKSHOP BLOCK C** (continued)

## **Power in Numbers: How Students Organized a March Against the Muslim Ban (with Teacher Facilitation)**

After the Muslim ban executive order was issued, fifth- and sixth-grade Sequoyah School students were buzzing about what had happened. We put aside our planned lessons and opened it up for discussion. Students examined the text of the executive order in both math and reading classes, applying their understanding of ratios and percentages as well as reading strategies. They analyzed numerical and textual data in order to generate opinions. Many students expressed interest in taking action in response to their findings, so they generated actions of resistance, including a march to city hall. Students managed all facets of the march, from writing press releases to planning the route. They made signs and chants expressing their hopes for diversity and inclusivity, in line with Sequoyah's values. Learn concrete steps you can take to empower and engage students in activism in your own classes. Join this in-depth case study of our unit and get a framework for enacting social justice education in your classroom.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Cynthia Lee and Chad Robertson, Sequoyah School (CA)

**ROOM:** 208A

## **Power of Posse: Creating Circles of Empowerment for Educational Leaders of Color**

More than 20 years ago, with funds from the Rockefeller Brothers Fund (RBF), undergraduates of color from 25 colleges were offered the opportunity to collaborate with their peers and prepare to be public school teachers. Support was offered for summer internships, and conferences were organized to create a strong cohort and teach recipients how to apply to graduate school. In addition, tuition support was provided for advanced study. What is a person to do when seeking a cohort or posse without the financial backing of a "robber baron?" Learn about the formal and informal connections among RBF fellows and consider what resources exist in your corner of the world to create your own cohort or posse. Established in 1992, a few years after the well-known Posse Foundation, the now defunct RBF Fellowship for Aspiring Teachers of Color supported hundreds of teachers of color as they entered the teaching profession. Hear from three fellows about how this opportunity allowed them to flourish and how they "pay it forward" by supporting other young college students and faculty in their development.

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

**PRESENTERS:** Julian Braxton, Winsor School (MA); Nadirah Moreland, National Cathedral School (DC); Teresa Rodriguez, Boston Collegiate Charter School (MA)

**ROOM:** 210C



### **The Room Where It Happens: Engaging Senior Administrators in Dialogue Around Social Justice**

The reality that the work of equity and inclusion needs to include the voices at the top is insurmountable. Therefore, senior administrators must engage in their own work where they not only see themselves but also can be imperfect and make mistakes in a space that provides the opportunity to grow and realize the depth and value of equity and inclusion work. Find out how we have engaged administration in this realization through their own work and created an environment where proactive discussions and practices are advancing and leading to the implementation of institutional changes. Administrators are especially encouraged to join us and participate as we lean into the challenging conversations necessary to address the equitable and inclusive space needed in all of our schools.

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

**PRESENTERS:** Roderick Fludd, Shorecrest Preparatory School (FL); Patricia Matos, Greenwich Country Day School (CT)

**ROOM: 209A**

### **Safe Places to Take Risk, Develop Self, and Build Community: Bank Street's KOC Program (K-8)**

Experience firsthand healthy activities we do with children of color in affinity spaces, led by the educators of color who facilitate and create this curriculum. Since 1994, Bank Street School for Children has pioneered creating affinity spaces to develop healthy racial identity starting as young as first grade and going through eighth grade. The program's goals are to develop and support racial literacy and identity; acknowledge and bridge the cultural gap; give students the opportunity to talk about their identity for their own needs rather than the needs of the community; give students the chance to be in a majority setting; and create leadership opportunities for students. Over this eight-year program, children of color are really comfortable sharing who they are and become their own advocates in our community and the world.

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

**PRESENTERS:** Coy Dailey, Jose Guzman, and Evi Rivera, Bank Street School for Children (NY)

**ROOM: 203B**

# THURSDAY

**3:45 – 4:45 PM**

**WORKSHOP BLOCK C** (continued)

## **Service Learning for Middle School: Authentic Cultural Experiences That Build Empathy and Shape Future Leaders**

Find out how a service learning immersion trip to Arizona benefitted middle school students with a transformative experience and empowered them to return as change agents. In partnership with the ME to WE organization, students from The Willows Community School learned about local environmental and immigration issues and how surrounding “border towns” address the challenges and hardships each face. By engaging with peers from a local K-8 school in Nogales, interviewing U.S. Border Patrol agents, seeing and touching the border fence between the U.S. and Mexico, participating in cultural and environmental projects and presentations, and building physical structures to further the sustainability of the community, students gained firsthand experiences that challenged them to reflect both emotionally and intellectually on racial and social justice issues and gained skills to make informed decisions and tools to combat these matters in their local communities back home.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Christina Kim and Elizabeth Stocksdale, The Willows Community School (CA)

**ROOM:** 207D

## **Supporting Safety and Inclusion for LGPQ-TI Students, Families, and Colleagues**

Learn methods to develop and support safe and inclusive communities for lesbian, gay, pansexual, queer, transgender, and intersex people. Creating truly inclusive, affirming, and healthy environments for LGPQ-TI people requires intentionality and commitment from an entire community, organization, or school. Examine basic concepts, vocabulary, and skills necessary to provide safe and inclusive support to LGPQ-TI (and other orientation and gender nonconforming) students, families, and colleagues in independent schools and beyond. Interactively explore ways to challenge our own internalized heterosexism and cisgenderism to better serve as allies for social justice and change.

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

**PRESENTERS:** Natalie Thoreson and Gin Gridley, inVision Consulting

**ROOM:** 304B

## **Think Your School Is Committed to a Diverse Faculty? Take the Test and Find Out**

Independent schools have long wrestled with identifying and recruiting diverse faculty. Some schools have had success, but the overwhelming majority continue to struggle and are unaware of why. Over the years, many have offered their opinion and speculation as to the root causes, but little research has been conducted to specifically examine the issue. Join us to discover why some schools are more successful than others based on three years of research specifically focused on diversity recruitment in independent

schools. The research's content is informed by more than 150 returned surveys exploring the practice, policies, and people involved in faculty recruitment. Explore the six keys areas of successful diversity recruitment and what is required for change. Take the survey to assess the strengths and weaknesses of your school's diversity recruitment program. Leave with proven tips and strategies for success.

**TRACK:** Organizational Development & Institutional Change

**PRESENTER:** Warren Reid, NEMNET Minority Recruitment

**ROOM:** 210A

### **Transitioning Is the Hardest Part: Preparing Middle and High School Students of Color to Thrive**

You have a great group of newly admitted students of color—now what? Uncover strategies to successfully implement transition programming for students of color in the months before they begin school. Find out what topics to tackle as they relate to social, academic, socioeconomic, and identity pressures that students will likely experience in independent school settings. Learn about ways to introduce the material to be engaging and empowering—and not overwhelming—for new students.

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

**PRESENTER:** Kaela Farris, Independent School Alliance for Minority Affairs

**ROOM:** 204A

**5:00 – 6:15 PM**

PoCC GENERAL SESSION



**DALIA MOGAHED**

### **Islamophobia: A Threat to All**

Musical Performance by  
Crestview Preparatory Orchestra,  
Crestview Preparatory School (CA)

ACC North, Level 2

SPONSORED BY EDUCATOR'S ALLY

**6:15 – 6:45 PM**

BOOK SIGNING WITH DALIA MOGAHED

ACC North, Level 1, PoCC Hub

**8:00 – 9:30 PM**

FILM SCREENING

### ***An American Story: Race Amity and The Other Tradition***

See page 13 for details.

ACC, 204B



# FRIDAY

## DECEMBER 1



### 6:00 – 7:00 AM

WELLNESS ACTIVITIES

Run, Walk, Roll: **Meet in Hilton Lobby**

Zumba: **Hilton, Palisades**

Yoga: **Hilton, Avila A-B**

### 7:00 AM – 1:00 PM

REGISTRATION OPEN


**ACC North, Main Lobby**

### 8:00 – 9:00 AM

WORKSHOP BLOCK D

#### **Coloring Outside the Box: An Antibias Approach for Young Children**

Our understanding of an antibias approach is “instilling in children love and respect for others that is stronger than hate and prejudice.” Antibias teaching in early elementary classrooms requires critical thinking and problem solving by both adults and children. Many schools have an overarching goal to create a climate of positive self and group identity development, through which every child will achieve fullest potential. We at The Children’s School have identified an antibias approach with young children and developed curriculum with a social justice overlay. Hear how we discuss biases related to physical abilities and characteristics, gender, race and ethnicity, and family structure and socioeconomic class with first graders. Get charged up and walk away with useful activities, age-appropriate language, and a plethora of children’s



literature to support your challenges and opportunities when approaching biases with young children. What may seem difficult will become necessary and powerful in teaching our youngest learners.

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

**PRESENTERS:** Alison Armbrecht, Maryann Jernigan, Wilma Pollard, Melissa Scott, and Amanda Thwaites, The Children’s School (GA)

**ROOM:** 209B

### De-centering Whiteness in Upper School English Classrooms

In an increasingly polarizing time marked both by uncertainty and increased visibility for PoC figures, what responsibilities and opportunities do we have as contemporary educators to cultivate curriculum, pedagogy, and classroom environments that intentionally and meaningfully attend to our increasingly diverse student populations? Discard the nontransformative desire to merely “diversify” curriculum while still reinforcing Eurocentricity as default. Instead, adopt a complete reimagining of the humanities with whiteness and Western civilization representative of one perspective out of many, if not an optional addition. Join us to consider text selection, lenses of analysis, and modes of critique.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Charlene Engle, High Tech High School Chula Vista (CA); Mark Pangilinan, Chadwick School (CA); Meg Goldner Rabinowitz, Germantown Friends School (PA)

**ROOM:** 207D

### Decolonizing Romance and the Beauty Ideal: Redefining Social Capital for Our Students

“Her beauty cannot be measured with standards of a colonized mind.” — Meshelle Ndegeocello. Social media. Photoshop. Pornography. Generation Z is the most image-centric generation of our time. Body image plays a hypersensitive role in the life of this vulnerable population. It impacts their emotional well-being and physical health, and dictates social status. The “beauty ideal” marginalizes those who do not meet it and automatically oppresses students of color when body image privilege is defined by colonized standards and best exemplified by the Barbie doll: white-skinned, thin, round eyes, and straight hair. These standards systemically disadvantage students of color of all genders and impact romance, self-esteem, diet, and hookup culture. This system of oppression sexualizes, exotifies, and fetishizes students of color. Examine this type of oppression through a health and social-emotional lens. Unpack the evolutionary basis for body types, factors that influence self-image, and the impacts of body dissatisfaction.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Justine Fonte, The Dalton School (NY)

**ROOM:** 204A

# FRIDAY

**8:00 – 9:00 AM**

**WORKSHOP BLOCK D** (continued)

## **Exploring Intersectional Safe Spaces: Black and Queer in Independent Day Schools**

How do we as black, queer men find and create spaces that will allow our intersectional identities to thrive? As we know from research and our personal experiences, to feel comfortable and flourish all faculty need spaces that affirm and validate their identities. Explore how the creation and maintenance of these spaces can help ensure that we flourish in our institutions. Allies, take this opportunity to discuss how you can partner with colleagues of color to maintain these spaces. Collectively identify existing spaces in your school and use crosstalk to share how these spaces originated. Also discuss the effects of the absence of these spaces on faculty of color. Take away strategies for working with fellow colleagues and administrators to ensure the existence of these spaces moving forward.

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

**PRESENTERS:** Brandon Woods, Catlin Gabel School (OR); Stephen Wright, Latin School of Chicago (IL)

**ROOM:** 210D

## **From the Classroom to the Barrio: Expanding the Classroom Through Community Service**

Are you eager to expand classroom learning into the community at large? Not quite sure how to make it happen? By means of a unique application of the components of the design thinking model, the Latin American Perspectives Spanish class students at The Hockaday School utilize language skills to

connect with members of a senior center in a predominantly Latino neighborhood in West Dallas. Students develop empathy and a greater understanding for diversity and social privileges, make an impact in the community through collaboration, and think in terms of “what the community needs vs. what I think they should have.” Explore relevant ways to introduce service learning into your classroom environment, tools to actively engage in cross-divisional collaboration, and best practices to plan action steps and heighten student engagement.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** Mariana Mariel, The Hockaday School (TX)

**ROOM:** 207A

## **Honey, I “Woke” The Kids: Injecting Culturally Relevant Material Into the Spanish Classroom**

Participate in specific lessons and learn how personal background information can be used to build the student’s understanding of social justice, equity, and microaggressions. Gain strategies on how to humanize the “other” to your students by drawing comparisons between them and making connections between them. Join activities regarding Latinx identity, immigration, racial jokes and stereotypes, and current events. Investigate examples such as Bolivia’s Water War, Salvadoran Civil War, past and current U.S. immigration policies, and others.

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

**PRESENTER:** Silvia Salazar, Crossroads School (CA)

**ROOM:** 209A

### How Might We Support High School Students of Asian Descent: A Design Thinking Approach

Using design thinking to address real world situations, engage in problem solving related to formation of an affinity group for students of Asian descent at the high school level. In this generative format for a workshop, learn from colleagues with varying levels of experience while working together toward possible solutions and undergoing the design thinking process. Focus on the issue of meeting the needs of a diverse group of students at the high school level, which includes Asian-Americans, international students, and transracial adoptees. Hear from upper school faculty members who have been working with students interested in developing this affinity group about their work thus far. Go through stages of design thinking in an effort to create a space for creativity, information sharing, and collaboration toward a shared goal.

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

**PRESENTERS:** Angela Balcita, Rommel Loria, and Christine Tillman, The Park School of Baltimore (MD)

**ROOM:** 204B

### I Am Who I Am, Right?

Black girl magic is quite *au courant*, and yet black girls are still three times more likely to be expelled from school than their white counterparts—and for ethnically charged reasons such as wearing their hair natural, expressing their opinion passionately, or being economically challenged. Within our community, we celebrate Michelle Obama as poised, principled, and glamorous. Yet we perceive other poised, principled, and glamorous women like Zoe Saldana or Lisa Bonnet as being “too white, or not black enough.” In a world of Instagram, celebrity, and racial divide, how are our black girls and women strategically establishing a sense of self, empowerment, and worth? As members of a progressive educational community, how are we bringing our prejudices and bias into the classroom, conferences with parents, collaborations with colleagues, and our own lives? Take a look at how a sense of personal identity and empowerment is rooted within and the positive impact that mind, body, and spirit wellness can have on treading this personal and social path.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Lisa (Kelly) Quattlebaum, The Little School Project (PA)

**ROOM:** 208B

# FRIDAY

**8:00 – 9:00 AM**

**WORKSHOP BLOCK D (continued)**

## **In the World, but Not of It: Creating Origin Stories as Identity Development**

In the late 1930s, Herman Blount claimed that he communicated with aliens from Saturn who told him that the world was chaotic and he needed to leave college to concentrate on his music. Herman Blount changed his name to Sun Ra and said, "I left everything to be me, 'cause I knew I was not like them... I'm alone on this planet." We all bring unique experiences, talents, and backgrounds to our respective independent schools, but there might be times when we feel like the cultures of our institutions are alien to us. Through the lens of Sun Ra and Afrofuturism, we will discuss how we can identify our own origin stories and create curricular opportunities for our students to do the same.

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

**PRESENTER:** Naa-Norley Adom, Durham Academy (NC)

**ROOM:** ACC North, 162

## **International Competence and Inclusivity: Ambitious Adaptive Change Toward Addressing Diversity**

Atlanta International School identifies mutual understanding and respect in a diverse community as a core value. Because it's a full IB language immersion, multi-age, multirace, and multinational school with students from 90 countries speaking more than 60 languages, inclusivity and intercultural competence are two ambitious strategic priorities. Identifying the level of intercultural competence for the teachers

and administrators through the Intercultural Development Inventory (IDI), understanding what this looks like in a school, and developing strategies to raise awareness and promote the growth of intercultural competence in teachers, leaders, and students form part of the journey in which the school is now immersed. It is a complex, personal, and sometimes messy process. Foresake the messiness and you may miss the magic! Gain a basic understanding of intercultural competence as a basis for inclusivity and share our professional development failures and successes.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Ann Straub, Council of International Schools; Tambi Tyler, Atlanta International School (GA)

**ROOM:** 210A

## **Joyful Noise: Integrating Diversity and Social Justice Work into the Everyday Life of a School**

The Stone Ridge School of the Sacred Heart Upper School has a Diversity and Social Justice Team that empowers our community to joyfully take collective ownership of equity and justice work. We begin with the premise of "everyone is diverse" and then push deeper into inclusion and action. Recognizing that teachers need to have buy-in for equity work to be sustainable, we designed a professional development workshop to instill faculty commitment to windows and mirrors. Teachers are introduced to the NAIS cultural identifiers, reflect on their own myriad identifiers, and then receive a collection of identifiers to represent the many qualities of a



single student. The team has also collaborated on outside-of-the-box programming that helped our community experience the joy of equity and justice work, such as a diversity day connected to the film *Belle* and an “artivism” day designed to help students find their voice as artists and advocates. Through these dynamic initiatives, the effort in equity and justice remains sustainable because we work collaboratively, always allowing for meaningful windows and mirrors.

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

**PRESENTERS:** Barbara Beachler, Lauren Brownlee, and Caroline Fitzpatrick, Stone Ridge School of the Sacred Heart (MD)

**ROOM:** 202A

### Let's Talk About How WE Practice Self-care

Join discussions and activities among panel members from other independent schools, presenters, and participants. Address how educators of color from various types of independent schools (day, boarding, rural, urban/suburban) practice self-care and the steps they take to maintain their identity while being a professional in a predominately white institution. Participate in small-scale movement activities. Role play and share effective methods you have used to strike a balance between your professional and personal life.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Nola-rae Cronan, Columbus Schools for Girls (OH); Craig Jones, The Wellington School (OH); Jason Sport, Austin Preparatory School (MA); Marcus Ware, Springfield Commonwealth Academy (MA)

**ROOM:** 210B

### Measure What Matters: Using Data to Deliver Strategic Diversity, Equity, and Enrollment Goals

At Hillbrook, a JK–8 school in the heart of Silicon Valley, we strive to measure our performance on strategic goals. Most schools collect information about the families who are—or want to become—a part of their communities; fewer do anything with the data being collected. Diversity, equity, and inclusivity goals should be strategic goals, and progress requires planning, resources, and tracking. Building a diverse, inclusive school community is critical to Hillbrook living its vision and mission. With the launch of our new strategic plan, Hillbrook implemented a Diversity Dashboard, parent survey, and innovative board of trustees-driven Inclusivity Task Force, which has facilitated collaboration and progress on our diversity and inclusivity goals. In the past two years, for example, the number of enrolled students of color at Hillbrook has increased 28%, and more than half of students applying for admission now identify as students of color. Hear about lessons learned and our ongoing commitment to measure, benchmark, and improve our school's diversity, equity, and inclusivity efforts.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Joe Connolly and Angela Yokota, Hillbrook School (CA); Tesha Poe, Castilleja School (CA)

**ROOM:** 202B

# FRIDAY

**8:00 – 9:00 AM**

**WORKSHOP BLOCK D (continued)**

## **Not Like Other Girls: Supporting Positive Identity Development for Girls of Color**

Given limited role models and underrepresentation of faculty of color in most independent schools, girls of color face a unique set of developmental challenges that require supportive spaces where they can feel affirmed and empowered. Starting in lower school, girls of color are bombarded by subtle social cues and mixed media messages that can make a profound impact on their identity development. Over time, these compounded messages have the potential to inflict negative social, emotional, and psychological impact, leaving students of color particularly susceptible to stereotype threat and internalized racism. Referencing the work of Beverly Daniel Tatum, William Cross, and Emily Style, get an overview of racial identity research and developmental frameworks, while also considering the critical nature of windows and mirrors, representation and reflection. Building on this foundation, explore racial dynamics inherent in your school community, identify opportunities for support, and develop strategies for creating culturally relevant programming that considers social and emotional learning, as well as intersectional identity development for girls of color.

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

**PRESENTERS:** Chiarna Morton, Dwight School (NY); Jacqueline Nelson, The Hewitt School (NY)

**ROOM:** 207B

## **Recruiting Without Bias**

With student populations at many of our schools growing increasingly diverse, the importance of similarly diverse faculties has never been more critical. Yet, despite new opportunities every year to diversify our schools through hiring, the advances we should be seeing are just not happening. What's in the way? Is everyone really on board? To better understand the dynamics at play, and the virtual roadblocks in the way, identify key disrupters to the process, and uncover bias in school recruiting processes that school administrators may not even see. Expand your multicultural knowledge as you engage in self-identity experiences. Review recruiting case studies that illustrate the dynamics at play that undermine a well-intentioned but likely flawed process. Engage in a lively and informative session with presenters from a diversity of experiences and perspectives — ranging from experienced independent school educators, to a highly regarded cultural competency professional, to a seasoned recruiter.

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

**PRESENTERS:** Princess Bomba, The Wheeler School (RI); Chris Kolovos, Greens Farms Academy (CT); Lisa Lovering, Educator's Ally; Tiffany Taylor Smith, Culture Learning Partners

**ROOM:** 204C

### **Shaping Identity: A Critical Analysis of Black Students' Experiences in Independent Private Schools**

Examine the experiences of black students in predominantly white independent private schools in large cities in the West and South. Investigate how black students develop, negotiate, and survive the daily trauma of oppression during this crucial stage of development. In these elite institutions, values and identities are being put forth. Since schools inform identity development for all adolescents, they remain integral in shaping black students' sense of themselves, of which race and class are salient features of this process. To be clear, in predominantly white independent schools, the intersection of race and class have the potential to compromise developmental processes. These institutions expect black students to conform to white cultural hegemonic standards to achieve academic success. Even so, many families choose to enroll their black students in predominantly white independent schools with hopes and dreams of an academically prosperous future. Thus, it is necessary to understand the place of students of color, particularly those of African descent, as their mere existence challenges the identity of the dominant culture of independent schools.

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

**PRESENTERS:** Tina B. Evans, Brentwood School (CA); Devean R. Owens, University of Illinois Urbana-Champaign

**ROOM:** 207C

### **The Thin Veil of Asian Privilege: Perspectives on Asian Identity**

By bringing together three different Asian-American/Pacific Islander (AAPI) perspectives, this session will help you understand the complexity of Asian-American identity—an identity in direct opposition to the popular misconception that there is a singular Asian-American experience. The presenters will unpack this fallacy along with the model minority moniker as it relates to immigration history, generational immigrant experiences, cultural backgrounds, and relevant national politics. You will examine why the perception of Asian-Americans as the acceptable minority needs to be dismantled and share ways to balance cultural upbringing and identity with activism. In addition, you'll discover specific solutions for addressing related stereotypes and microaggressions in school settings. Finally, you'll learn to build coalitions with other marginalized groups to support the fight for equity and justice.

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

**PRESENTERS:** Drew Ishii, Sage Hill School (CA); Min Pai, Westland School (CA); Radhika Khandelwal, Geffen Academy (CA)

**ROOM:** 208A

**8:00 – 9:00 AM**

WORKSHOP BLOCK D (continued)

**“We Are the Dark Spectrum on Parade”:  
Teaching African-American Literature  
in Our New Century**

What, at this point, is African-American literature about? Can we continue to use the same (old) books to teach increasingly diverse communities about this ever more complicated subject? How has the voice of African-American literature changed in the 21st century, and how might/will that voice change as we look to an unpredictable future? What new voices are emerging in African-American literature to address these questions? Consider how we can and should evolve our curricula as we talk about authors such as Ta-Nehisi Coates, Margo Jefferson, Jesmyn Ward, Paul Beatty, Colson Whitehead, and others to identify emergent and established voices in this discourse. Discuss what seem to be the emerging contours of contemporary African-American literature, and examine those contours within the African-American literary and intellectual tradition.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTER:** William Fisher, The Dalton School (NY)

**ROOM:** 203A

**What Happened? And How Do You  
Make It Right? Using Restorative Justice  
to Support Diversity**

At San Francisco Day School we believe all students have the right to learn in a safe, inclusive environment. When mistakes happen, they create opportunities for learning. In order to create a positive, inclusive culture, we use strategies that build on the school’s ethical values, engaging students as positive contributors to their community. Restorative practices allow students to take responsibility for choices and create a space for reconciliation. In addition to supporting a positive school climate and inclusive community, restorative justice aids in the acceptance of cultural differences by focusing on people, the acknowledgement of diverse experiences, and community agreements. Diversity directors work with the upper school head and counselor to create a positive space for problem solving, building empathy, conflict mediation, and reparation. Students learn to repair harm, understand the impact of their actions, and support one another’s learning. Hear from administration, diversity directors, and the school counselor on how they collaboratively use restorative justice to foster inclusion, well-being, and responsibility. Role play and review case studies and sample strategies.

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

**PRESENTERS:** Ruth Bissell, Betsy Brody, Loren Moye, and Jackie Richards, San Francisco Day School (CA)

**ROOM:** ACC North, 153

## What I Said and What I Meant: Cross-Cultural Communication

Humans communicate on many levels; that we have cultural identities and experiences increases the probability of miscommunications. Examine cross-cultural communication theories; ways that cultural values, power, and privilege affect the way we communicate; tools for questioning assumptions; and ways to improve cross-cultural communication skills. Learn to identify various dimensions of culture and how they influence our communication, recognize common pitfalls of cross-cultural communication that lead to conflict, and gain competencies and tools for cross-cultural communication. Come for presentations on theory and models; interactive and reflective activities; and several take-home tools to bring back to your school, community, and personal life.

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

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

**ROOM:** ACC North, 160

## Where Are My Peeps? Recruiting and Activating Allies in Your Institution

Feel like you are doing the work of social justice and equity all alone at your school? Looking for ways to encourage others to support the work so it becomes OUR rather than YOUR work? If everyone is "holding the diversity flag" — why does it feel so heavy!? Hear experienced diversity practitioners discuss strategies for building institutional buy-in for doing diversity work. What are ways to move past splitting up your to-do list to instilling a sense of ownership and urgency from your colleagues? Recognize the importance of avoiding burnout by

focusing on building a team to lead your school toward a vision of a more inclusive and culturally competent community. What happens after the speaker leaves? Where are folks involved when it isn't a special event? Find out just how to activate others in your school community.

**TRACK:** Organizational Development & Institutional Change

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

**ROOM:** 210C

**9:15 – 10:30 AM**

PoCC GENERAL SESSION



**ANITA SANCHEZ**

**The Four Sacred Gifts: Indigenous Wisdom for Modern Times**

Special presentation of the Sacred Hoop

ACC North, Level 2

**10:30 AM – 5:15 PM**

PoCC HUB OPEN

ACC North, Level 1

**10:30 – 11:00 AM**

NETWORKING BREAK

Book Signing With Anita Sanchez

ACC North, Level 1, PoCC Hub

# FRIDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK E**

## **Black Leadership In Schools— #Areyouready?**

As the landscape of independent school leadership changes from that of a predominantly white space to one which includes people who identify as black across the gender spectrum, the stakes for equitable practices are higher. As we step into this leadership realm and begin to navigate the daily life of schools from the classroom to the administrative table as well as the boardroom, the lenses through which one sees and experiences the school environment shift and change. Discuss the concept of black leadership in theory and the manifestation of it in real time by sharing experiences. Share stories of success, tools for navigation, strategies for survival, and methods for self-care.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Russell Marsh and Orinthia Swindell, Brooklyn Friends School (NY); Eddie Moore Jr., The Privilege Institute

**ROOM:** 210C

## **Celebrating influential, Famous Latinas in History: A Mixed-media Project**

What could be more important than celebrating the accomplishments of our unsung heroines of the world (whether in politics, social justice, arts, etc.)? Women of color are often found at the bottom of the social hierarchy and are frequently the ones with less privilege. Experience this collaborative mixed-media project that incorporates technology, maker mindset, Spanish language, and visual art. It is intended for middle school-aged students. The project celebrates the accomplishments of famous to

influential Latinas in history through stop-motion film and art making; the assembling of a collage with images and 3-D objects that represent her life; and a voiceover biography delivered in Spanish. Acquire another approach to allow your students to explore the contributions of famous and influential women of color in a way that is engaging, inspirational, informative, and fun.

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

**PRESENTERS:** Susan Deemer, Danielle Denton, Emily Otero, and Anthony Sabedra, Katherine Delmar Burke School (CA)

**ROOM:** 210B

## **Changing Voice and Message: Building Equity for Racially and Economically Underserved Students Through College Planning**

Vistamar School has built a unique program that serves the needs of our Latino students and families. Get details on the development and implementation of this program. Attendees of PoCC are aware, often painfully, of practices common in independent schools that help to attract and yield less-prepared and less-advantaged students, without creating structures to address the past and present educational inequalities experienced by such students. To address these gaps, Vistamar engaged in an action research project to better understand the experiences of current and alumni Latino students and their families, then created and funded a dedicated position to serve this constituency. This program now has come to serve African-American and economically disadvantaged students from all backgrounds as well. The success of this program is the result of the

vision and partnership of the head of school, key trustees, and colleagues—truly a broad institutional coalition for equity and inclusion.

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

**PRESENTERS:** Lupe Chacon and Karen Eshoo, Vistamar School (CA)

**ROOM:** 203B

### Civil Rights and Science: Teaching Social Justice Through Science Curriculum

Our program engages students with teaching strategies and specific units in historical and scientific content throughout the year, culminating with a student-centered trip to Birmingham, Alabama, to experience civil rights history through a science lens. Course content is tailored to grades 8–12, building science content with units that explore civil rights and social equity issues like the evolution of modern race through anthropology, history of genetic engineering, environmental inequities, and natural resources and demographic distribution. Starting from a science foundation, traditional subjects are aligned with social justice studies. Join us to examine your own grade-specific units of study and infuse them with current or historical cases of inequity. For example, when teaching modern genetics in biology, students learn to question definitions of race through DNA studies and genetic patterns, if any. Review case studies on the Tuskegee experiments, modern gynecology and slavery, and issues in environmental racism. Build units that culminate with a civil rights tour from Birmingham to Montgomery, with stops in Selma and Tuskegee.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Tatesha Clarke and Shobita Mampilly, The IDEAL School of Manhattan (NY)

**ROOM:** 207D

### Communities in Question: How People of Color in Independent Schools Create and Sustain Community

How do you define community for yourself?

How does your engagement best indicate your sense of belonging? As PoC working in predominately white institutions, we need community for survival, support, and growth.

Analyze and understand the meaning of community to find new structures, systems, and ways to organize. Explore the purpose of community. In a space for structured and intentional dialogue, examine the nature of belonging in a variety of group contexts and determine which of those contexts provides the most fertile conditions for your full and best self to be acknowledged and utilized. Furthermore, examine what we as members can do to ensure sustainability of our most valuable and vulnerable communities. Let's begin to dismantle the systems and structures of the oppressive status quo, decolonize the meaning of community, and create something new that promotes equity and inclusion.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Min Pai, Westland School (CA); Sherri Spelic, American International School (CA)

**ROOM:** 209A

# FRIDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK E** (continued)

## **Dashboarding Diversity, Equity, and Inclusion: What, Why, and One School's How**

The work of equity and inclusion is never done—but that doesn't mean we can't or shouldn't hold ourselves accountable for advancing our practices, impacts, and outcomes. Join this working conversation to learn about dashboarding equity and inclusion, in order to understand how your school is doing, what your institutional strengths and growth edges are, and ultimately how your school can improve experiences and outcomes for all students, families, and employees. Gain understandings about what measuring equity and inclusion entails and why it's vital to dashboard your community's goals and growth. Hear about Athenian School's assessment of equity and inclusion and its journey to dashboarding, including the creation of an Inclusion Dashboard Consortium of more than 15 schools, which convenes for the first time in fall 2017.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Kalyan Balaven, The Athenian School (CA); Alison Park, Blink Consulting

**ROOM:** 209B

## **Diversity Is Not the Goal: Exploring Transformational Principles in the Quest for Racial Justice**

How in the world did a first-generation Iranian immigrant of Jewish and Muslim heritage and a Southern-born-and-bred black Baptist preacher become family and allies in the struggle for racial justice? Starting with their personal history, this session's presenters will explore how you can translate the principles that unite them into your daily practices and help transform perspectives and culture. They will draw on the wisdom of Buddhism, the Baha'i Faith, African-American gospel song traditions, global citizenship education, and neuroscience. But the session won't just be experiential, interactive, musical, and inspiring; it will also be practical. You'll take away innovative strategies to go beyond building diversity to building relationships. You'll also learn how to apply these tools across departments, grades, and types of schools.

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

**PRESENTERS:** Eric Dozier, Episcopal School of Nashville (TN); Homa Tavangar, Author and Global Education Adviser

**ROOM:** ACC North, 160

## **Diversity Leadership Is School Leadership**

Are you a diversity practitioner or a director of diversity and feel as if you have been pigeonholed into one leadership role? Have you ever wondered if you would be able to make the leap from a diversity practitioner to a division head or head of school? Are you a head of school questioning if a diversity director has the experience or skills to transfer into other leadership roles? Hear from established independent school leaders,



all of whom have held the position of director of diversity. Share successes and challenges they have encountered as they moved into different leadership roles and what worked well to help prepare them. Ask these panelists about leadership skills and experiences they have acquired as diversity practitioners that serve them well in past and current roles, and hear what diversity practitioners can do to map out their own leadership paths. Diversity directors and practitioners are skilled leaders who bring desirable skills and qualities into various leadership roles in our schools. Find out why!

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Crissy Cáceres, Georgetown Day School (DC); Christel McGuigan, Lakeside School (WA); Priscilla Morales, The Park School (MD); Steven Tejada, Maret School (DC)

**ROOM: 208A**

### **Find Comfort in Discomfort: Normalizing Race Conversations With Kids**

What do conversations about race with young students look like? In this thought-provoking, interactive workshop, participants will lean into the discomfort of allowing space for important and timely race-based conversations to happen. Leave with developmentally appropriate teaching strategies and tools to help you to normalize conversations about often-silenced social topics.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Monique Marshall and Sandi Crozier, Wildwood School (CA)

**ROOM: 204C**

### **Invisible Voices in Literature: Why Are We Still Teaching *To Kill a Mockingbird*?**

*To Kill a Mockingbird* is arguably the most widely taught book in the U.S. education system. Since its release in 1960, this book has captivated the world and has stood as a symbol for justice—even against insurmountable odds. The fictional Atticus Finch is revered as moral and just, and through Scout's eyes, we are asked to see the world not as it is, but as it should be. However, in the age of Black Lives Matter, cultural competency, African-American history classes, white privilege, and Ta-Nehisi Coates, is *To Kill a Mockingbird* still an effective tool for teaching a modern-day social justice narrative? Discuss how the book does not support an inclusive social justice narrative but rather promotes supremacist thinking and ideas. Look at how our students are openly engaging with the N-word, and other problematic aspects of the text, to their social-emotional detriment. Look at *To Kill a Mockingbird* with fresh eyes and an open heart.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTER:** Aquita Winslow, Polytechnic School (CA)

**ROOM: ACC North, 162**

# FRIDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK E** (continued)

## **Leading From Within: Four Teachers' Journey to Diversity Leadership**

Two years ago, four teachers began a journey toward self-discovery and professional growth when they chose to focus their professional development hours on diversity. As a cisgender white woman, a British-Jamaican black woman, a Colombian black woman, and a gay white woman, we were the most diverse group of educators at the school. Although our school has a well-crafted Statement on Diversity, we struggled to find examples of how that statement was living and existing at our school. We quickly decided that we needed to move from conversation to action. Two years later, we are faculty representatives on the Board Diversity Task Force. We've made changes to our curricula and teaching. We lead full-staff workshops, host small-group discussions, and take an active role in hiring efforts to diversify our faculty. Recently, we've taken our efforts to our fourth- to eighth-grade students and formed a student diversity committee. Learn from our journey and get resources to make substantive changes in your own school community.

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

**PRESENTERS:** Xiomara Burrell, Shannon Lindsay, Paula Williams, and Danielle Wright, High Meadows School (GA)

**ROOM:** 207C

## **Macro-impact Unit on Microaggressions: Teaching Middle Schoolers the A's and B's of Unintentional Slights**

Although students in a school community care for each other, they can get sloppy and careless with words and actions. This can have a cumulative hurtful impact. Whether it involves the touching of African-American students' hair without permission or mistaking Asians for each other, microaggressions are happening. This is especially true in middle and high school, where students are navigating through the deep waters of social interactions, experimenting with language, and pushing boundaries. Students need explicit instruction about microaggressions, subtle but offensive comments or actions directed at a minority or other nondominant group, often unintentional or unconsciously reinforcing a stereotype. Gain relevant and provocative tools that engage this age group on this sensitive topic. Beginning with the definition of microaggressions, move through how they are hurtful, what to do if you receive one, and how to repair a microaggression situation. As a final assessment and service project, students create PSAs about microaggressions that can be used as teaching tools for the rest of the community.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTERS:** Cynthia Lee and Azizi Williams, Sequoyah School (CA)

**ROOM:** ACC North, 153

### **Managing a First-Year Diversity Initiative: Tips, Tales, and Take-aways**

The first year of any diversity initiative can feel like running a marathon even though you only trained for a 5K fun run. If you're already engaged in the early stages of building a program or if you're looking for resources and ideas to begin a diversity and inclusion program at your school, join us to focus on ideas and strategies for building a comprehensive framework for a successful program. Through interactive discussion, storytelling, and a review of best practices, take a lighthearted look at the successes and hurdles of building a diversity program from scratch.

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

**PRESENTERS:** Heather Case, Canterbury School (IN); Pascal Losambe, Columbus Academy (OH)

**ROOM:** 203A

### **Men of Color Dare to Self-care: Debunking the Masculine Principle that Impedes Well-being**

With greater attention being paid to mindfulness, meditation, and other reflective practices for looking after ourselves, why do a lot of men struggle with self-care? This session will help men of color to dismantle the masculine principle that they must be hyperactive, consistently "doing" (rather than "being"), and "sucking it up" no matter the costs. Centered around Dr. Martin Seligman's Framework on Happiness and Well-being, participants will have the opportunity to embrace self-care techniques that help reduce stress and open more pathways to

authentic truth and well-being. Join us to learn about the five core components of Seligman's healthful framework and create your own personal access card for engaging those components that will promote your own unique self-care practices.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Tony Hernandez, Reflective Wisdom

**ROOM:** 204A

### **The MENA (Middle Eastern and North African) Student and Faculty Experience**

Join Moroccan, Palestinian, and Lebanese-Turkish educators from across the country and across disciplines to explore what it means to be a MENA educator and MENA student in the independent school world. A common experience for this community is that we are often the only ones in our schools—either the sole educator or one of a handful of students. Thus, we do not have access to mirrors, which are crucial for social-emotional well-being as well as identity development for students. Share our personal experiences along with data from MENA students and families in our schools to address our unique struggles and support systems that work. Also address why MENA families either opt in or out of the independent school world.

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

**PRESENTERS:** Nadim Bawalsa, Friends Seminary (NY); Fakhereddine Berrada, Lakeside School (WA); Dalal Juma, Forsyth School (MO); Melissa Mirza, San Francisco University High School (CA); Dena Saleh, St. Elizabeth's School (CO)

**ROOM:** 207B

# FRIDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK E** (continued)

## **Murphy's Law or Your First Year in School Leadership: Practical Problem Solving and the Unexpected Challenges**

Many educators aspire to leadership roles and believe their past teaching experiences are preparation enough. In addition to the multifaceted educational responsibilities that come with leadership, managing the unexpected situations that arise in the lives of your students, faculty, and governance bodies are inescapable occurrences. The pressures of increased accountability to parents on the part of schools have magnified the need for a much broader and more diverse skill set in private school leadership than in years past. Investigate the cultural dynamics that impact leaders of color. Undergo a personal skills inventory, case study debriefs, and role play scenarios to analyze the process of managing the challenging situations that unexpectedly face newly appointed school leaders.

**TRACK:** Leadership & Management for Equity and Inclusion

**PRESENTERS:** Sean Hamer, Germantown Friends School (PA); Marlon Henry, The Gordon School (RI); Michael Williams, Friends Academy (MA)

**ROOM:** 207A

## **My Mathematical Mind**

Establish a basic understanding of how mindset can set the stage for peace and productivity in the classroom. Many students and teachers have “math anxiety,” which impacts students’ ability to be successful in math courses. It is critical that students develop a healthy math identity in order to unleash their greatest potential. Implementing simple routines and teaching

students strategies can elevate mathematics learning. Examine how mindset directly impacts students’ ability to be successful in mathematics and address the importance of math discourse. Explore creative ways to deliver math concepts to students and inspire them to embrace math learning. Also address the need to affirm all learning styles and present material in varied ways. In the elementary grades, it is often established early on who the “math people” are, but this is a myth. Students of color need to know they have beautiful mathematical minds and that they were meant to achieve greatness in this area.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Deborah Peart, The Westminster Schools (GA)

**ROOM:** 210A

## **Overcoming Affinity Group Resistance: What's the Worry and What Can We Do?**

We attend PoCC and feel the safe space, solidarity, and rejuvenation that come from affinity groups. We return home to our schools, eager to create such spaces for our students, staff, and parents. BOOM. We run into a brick wall. Why do schools resist affinity groups? How do we make the case for them and launch them meaningfully to minimize resistance? Discuss obstacles and strategies, gain resources and practice, and walk away more prepared to provide safe spaces for our schools’ constituencies.

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

**PRESENTER:** Rosetta Lee, Seattle Girls’ School (WA)

**ROOM:** 204B

### **Racial Perception and Its Relationship to Perceptions of School Success in Early Childhood**

Race continues to operate as a barrier to educational and social mobility. Educators need to acquire ways to deal with race as a social, educational, and personal construct. For black children, negative racial perceptions can result in low sense of self-efficacy, demotivation, and underperformance in school. How black students perceive their race can play a role in how they view their own school success and can ultimately impact academic performance. Racial perceptions develop in early childhood, but are malleable. As a result, schools have the ability to provide opportunities for the development of positive racial development in early childhood classrooms. There are several interventions that can support positive racial perception development. Possibilities include the implementation of multicultural education, ongoing professional development, and diversity assessments. Each of these has implications for different stakeholders.

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

**PRESENTER:** Tashon McKeithan, The Center for Early Education (CA)

**ROOM:** 208B

### **Self-efficacy Through Yoga: Mind, Body, Spirit**

Join a large-group discussion about health and the body and its centrality to self-efficacy. Talk about the benefits of yoga and why it has been a method of healing and self-actualization for thousands of years. Learn how one woman of color has used yoga for almost 20 years to develop her own self-efficacy and get over mental and societal barriers, from when she pursued her master's degree from Harvard Divinity

School in world religions to her present career in higher education. Benefit from her insight and years of practice.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Michele Brewster, University of California, Irvine

**ROOM:** 202B

### **The Transracial Adoptee at the Independent School — Who's Your Mama?**

While many independent schools have students of color, and many have adopted students, there is a small but distinct crossover group of transracially adopted students of color who occupy a unique niche and traverse an even more complicated path than their nonadopted students of color peers. Faced with questions about their identity from all directions when their family of record is known, these students can be welcomed in two different worlds, can code switch beautifully, or can become the "little mermaid." How much more difficult or easy is life for the transracially adopted student in an independent school? What special considerations should the school keep in mind, if any, and how can the school help these students thrive? How can faculty of color support transracially adopted students of color in developing healthy self-esteem, even when others question their racial upbringing? Examine these questions and more through the eyes of two former independent school transracially adopted students and their white head of school mother. All subjects are fair game given those parameters.

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

**PRESENTERS:** Marja Brandon, Woodland School (CA); Daniel Jabari Brandon Drevitch, Seattle Academy (WA); Peace Kitwana Brandon Drevitch, YSC Academy (PA)

**ROOM:** 202A

# FRIDAY

**11:15 AM – 12:15 PM**

**WORKSHOP BLOCK E** (continued)

## **The Wellbriety Movement: 4 Gifts of the Sacred Hoop**

This workshop will introduce the concept of Wellbriety as a balance and connection to the natural laws that create healing within the native community. You will explore tools that can help individuals and families reinstate cultural ways, languages, and sacred traditions that were stripped away from natives across the nation. These generational assaults have resulted in family disruption and a distrust of the outside world. You will gain an understanding of how healing can take place through application of cultural and spiritual knowledge, including the story of *The Sacred Hoop of 100 Eagle Feathers*. The sacred hoop was born from a vision, and four gifts were placed into it by a group of elders from the four directions.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTERS:** Don Coyhis and J. Carlos Rivera, White Bison, Inc.

**ROOM:** ACC North, 163

## **What's in a Name? Identity 101**

"Your Identity should be so secure that when someone walks away from you, they don't take you with them!" Our names and sharing the history of our names are powerful ways to create purpose and a sense of pride, confidence, and inclusiveness in our classrooms. Creating thoughtful learning communities and opportunities for young children to engage in courageous conversations is the primary role of the teacher committed to creating inclusive spaces for lifelong learning. Highlight ways to

honor cultural identity and recognize names as affirmations. Examine white privilege and the roots of linguistic bigotry by exploring the impact of white teachers who mispronounce the names of students of color. This is a session for the authentic educator ready to take your practice to another level, not only for students but also for yourself!

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

**PRESENTERS:** Jeff Menzise, Morgan State University; Maati Wafford, The Barrie School (MD)

**ROOM:** 210D

**12:15 – 1:30 PM**

**PoCC NETWORKING LUNCH IN THE PoCC HUB**

**ACC North, Level 1**

**12:15 – 1:30 PM**

**CHOIR REHEARSAL**

**ACC North, Level 2**

**1:45 – 3:45 PM**

**AFFINITY GROUP SESSION 2**

- Asian, Asian Pacific Islander Affinity Group  
**ACC North, Room 162**
- Black, African Heritage Affinity Group  
**Ballroom ABC**
- First Nations Heritage Affinity Group **203A**
- Greater Middle Eastern Heritage Affinity Group **202A**
- International Affinity Group **202B**
- Latinx Heritage Affinity Group  
**ACC North, Room 156**
- Multiracial Heritage Affinity Group  
**ACC North, Room 152**
- Transracially Adopted Affinity Group **203B**
- White, European Heritage Affinity Group  
**Ballroom DE**

**3:45 – 4:15 PM**

AFTERNOON COFFEE BREAK

PoCC Hub, ACC North, Level 1

**4:00 – 4:45 PM**

CHOIR REHEARSAL

ACC North, Level 2

**4:30 – 5:15 PM**

STATE/REGIONAL MEETINGS

- Bermuda, Hawaii, Puerto Rico, Virgin Islands, and International **208B**
- Colorado **202B**
- Connecticut **210B**
- Florida **208A**
- Maryland **204A**
- Midwest (OH, MI, MN, MO, IN, IL, WI, KS) **207D**
- New England (MA, NH, VT, RI) **ACC North, Room 160**
- New Jersey **203B**
- New York **207ABC**
- North Carolina **203A**
- Northern California **Ballroom ABC**
- Pacific Northwest (WA, OR, UT, ID) **210C**
- Pennsylvania & Delaware Valley **210D**
- South (AL, SC, GA, MS, KY) **ACC North, Room 153**
- Southern California and SoCal POCIS **Ballroom DE**
- Southwest (LA, AZ, TX, NV, NM) **210A**
- Tennessee **202A**
- Virginia **209A**
- Washington, DC **209B**

**5:30 – 6:45 PM**

PoCC GENERAL SESSION



**MARIA TERESA KUMAR**

Performance by Sage Hill Poetry Club, Sage Hill School (CA)

ACC North, Level 2

**6:45 – 7:45 PM**

LGBT SOCIAL HOUR

ACC, 204A

**9:00 PM – 12:00 AM**

CLUB PoCC

ACC North, Level 2 Katella Patio

SPONSORED BY CALWEST EDUCATOR'S PLACEMENT

# SATURDAY

DECEMBER 2

## 6:00 – 7:00 AM

### WELLNESS ACTIVITIES

Run, Walk, Roll: **Meet in Hilton Lobby**

Zumba: **Hilton, Palisades**

Yoga: **Hilton, Avila A-B**

## 7:00 – 8:00 AM

### CHOIR REHEARSAL

**ACC North, Level 2**

## 8:30 – 9:45 AM

### AFFINITY GROUP SESSION 3

- Asian, Asian Pacific Islander Affinity Group  
**ACC North, Room 162**
- Black, African Heritage Affinity Group  
**Ballroom ABC**
- First Nations Heritage Affinity Group **203A**
- Greater Middle Eastern Heritage  
Affinity Group **202A**
- International Affinity Group **202B**
- Latinx Heritage Affinity Group  
**ACC North, Room 156**
- Multiracial Heritage Affinity Group  
**ACC North, Room 152**
- Transracially Adopted Affinity Group **203B**
- White, European Heritage Affinity Group  
**Ballroom DE**



## 10:00 – 11:00 AM

### WORKSHOP BLOCK F

#### **Act Local: Creating a Statewide Diversity Network for Independent Schools**

Working in an independent school does not mean that you have to work independently. By creating a network of schools in your region or state, you can be part of something bigger, gaining and providing support for crucial progress in underresourced inclusion work. Discover how to start and sustain a flexible and responsive nonprofit organization that caters to the specific professional development needs of the schools in your area and just around the corner. From regular faculty of color socials to intensive, day-long workshops with influential leaders and thinkers in equity work, your state needs you to look beyond the confines of your school's triumphs and challenges and start a team with long-term goals—goals that independent schools can reach together.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Erica Coffey, Collegiate School (VA); Kiki Davis and Cynthia Loetz, St. Catherine's School (VA)

**ROOM:** 207B

#### **All Bodies Are Good Bodies: Helping Girls of Color Develop Positive Body Image**

Schools around the country and world are grappling with how to support the needs of their gender-nonconforming children. Explore supporting children of color (3 to 10-ish years of age), families of color, and staff of color in navigating the gender needs of our children in independent schools. Take home resources that are culturally competent, share your best resources, get tools to help your school continue moving forward, and explore stories of kids of color and the ways schools can consider and support their needs.

**TRACK:** Self-Efficacy & Empowerment: Mind, Body, Spirit

**PRESENTER:** Courtney Marshall, Phillips Exeter Academy (NH)

**ROOM:** 207D

#### **America's Promissory Note and MLK: Native People's Perfected Security Interest**

This interactive session will begin with an examination of this idea: Eventually, any conversation regarding social justice, racial justice, and reparations must necessarily center on the native people of North America. Underpinning the conversation will be texts from Dr. Martin Luther King, including the bad check metaphor in his "I Have a Dream" speech. You'll consider the relationship between the pernicious injustice that created America's debt to native people and the equally evil injustice that put America in arrears with black Americans. Ultimately, you'll participate in a conversation about the most efficient ways to repay America's moral debt to all.

**TRACK:** Racial and Social Justice Activism from the Classroom to the community

**PRESENTER:** Gyasi Ross, Author

**ROOM:** 204B

# SATURDAY

**10:00 – 11:00 AM**

WORKSHOP BLOCK F (continued)

## **Beyond Black and White: Using Multiracial and Asian American Voices to Complicate the Racial Binary**

In our political conversations, on our media outlets, and even in our classrooms, when we speak about race and racism in this country, we tend to rely on a black/white binary that erases the voices of those who do not fall neatly on one side of that binary, and through that erasure, reifies white supremacist oppression. Through a focus on three texts that move beyond that binary—Danzy Senna’s *Caucasia*, Celeste Ng’s *Everything I Never Told You*, and Gene Yang’s graphic novel *American Born Chinese*—this workshop will empower participants to teach multiracial and Asian-American voices in order to generate more robust, meaningful, and inclusive conversations about racial identity and racial justice in our high school and middle school classrooms. Using an anti-racist approach, the workshop will share age-appropriate strategies, activities, and discussion questions that will help our students appreciate these novels both for their literary and artistic merit as well as for the crucial lessons they teach about the complicated nature of our nation’s racial history, present, and future.

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

**PRESENTER:** Deborah Katz, Georgetown Day School (DC)

**ROOM:** 210A

## **Brown Voices in Suburban White Space: Cross-cultural Conversation, Conflict, and Deliberate Curriculum in Elementary Schools**

Even in schools with a diverse staff, voices of students and faculty of color often go unheard and underground. In the absence of significant work and ongoing dialogue, schools become institutions that replicate the dominant culture. When multiple cultures coexist in schools, many assumptions are made about the ways in which business should be conducted—some voices are privileged while others are silenced. Learn about the ways one elementary school has worked to open up conversations in all classrooms and among adults to provide spaces for students and faculty to discuss identity, perspective, bias, privilege, power, and oppression and move toward social activism through the creation of a Dismantling Racism curriculum. With the increased volume and tenor of racist, homophobic, and anti-Muslim remarks and actions in our society, becoming an active antiracist school takes a commitment on the part of all teachers to actively teach to dismantle racism. Our times create an urgency for our adults and students to have these conversations now!

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

**PRESENTERS:** Mary Antón and Jaime Smith, Bowman School (MA)

**ROOM:** 203A

### Connecting Civil Rights and Global Competence for Powerful Learning: Tools, Strategies, and Building Buy-in

As educators who build reasoning and analytical skills, illuminate historical experiences, and strengthen empathy across perspectives, our role feels more critical than ever. At the same time, our internal structures, training, and social constructs constrain our ability to bridge crucial divides necessary for inclusive, culturally competent, and innovative learning. Too many school cultures limit diversity and global competence to separate silos, resulting in competing budgets, disconnected social groups, and limited impact for progress on both issue areas. Join global education thought leader Homa Tavangar for an interactive session that explores tools and strategies for bridging the divide between social justice, diversity, and global learning functions. Along the way, you will learn how to build allies and explore questions for moving diversity and global goals from the margins to core processes that can transform learning, identity, and social experiences.

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

**PRESENTER:** Homa Tavangar, Author and Global Education Adviser

**ROOM:** 210B

### Decolonializing Art Education

Deconstruct white supremacy in visual art education and explore ways to narrate a more inclusive and generative pedagogy. Considering visual art as a language subject, the fundamental core of a visual art education in K-12 is nurturing each student's way of seeing and process of making. Today in the U.S., art education is driven by the gaze and standards of modernity. Ideas of perspective, color theory, and composition are standardized by the profound technologies and philosophies of the Renaissance. Consequently, when students learn from these methods as the metrics of skill, their gazes become homogenized and perpetuate a white-supremacist hierarchy of beauty. How do art educators decolonize this circumstance when resources for teaching art are dominated by Western methodologies and students enter the class preconditioned that what appears to be like Velazquez, Manet, and Matisse is the height of fine art? How do we nurture the validity of their voice while also making it known that there are many ways to see and make—all of equal importance to Western modernity?

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

**PRESENTER:** Tammy Nguyen, The Berkeley Carroll School (NY)

**ROOM:** 208B

# SATURDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK F** (continued)

## **From Manhattan to Montgomery: The IDEAL School of Manhattan's Civil Rights Journey to Alabama**

The IDEAL School of Manhattan, the only inclusion independent school in New York City, was founded in 2005 by a group of parents looking for an elementary school for their children. Social justice and civil rights are at the heart of the school's mission, and we have been committed to teaching our students to be activists and upstanders from our inception. It is in this vein that we set out in May 2017 to take students on a civil rights journey to Birmingham, Montgomery, and Selma, Alabama—cities vital to the movement. Hear about the pre-planning and research conducted, cultural institutions and sites visited, and our next steps and take-aways learned from this inaugural journey. Find inspiration, take home resources, and begin devising your own plan of action to take back to your school community.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Tatesha Clark and Shobita Mampilly, The IDEAL School of Manhattan (NY)

**ROOM:** 207A

## **How Do We Listen Deeply When We Are Full Up With Our Own Feelings?**

The need to feel heard and understood is human and universal, and students of color are people in our lives who often do not feel heard, and look to us to meet this need within them. Yet, particularly when we are having a conversation that involves emotionally charged experiences related to race and identity, it can be difficult to hear

clearly over the din of our own feelings and stories. We get overwhelmed by what the student may be experiencing, so we give advice, try to “fix it,” offer our “wisdom” and reassurance—or top their identity story with our own! None of that is true listening. Focus on tools that can help you listen more deeply and compassionately. Come with a willingness to share so a colleague can practice listening, and a willingness to listen deeply so that person can feel heard. Both experiences feel good—and both will help you listen to your students of color when that is what they most need from you.

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

**PRESENTER:** Paula Chu, The Stanley King Counseling Institute (Brooks School) (MA)

**ROOM:** 203B

## **Increasing the Pipeline: People of Color's Pathway to Headship**

Because many heads of school plan to retire in the next few years, developing a pipeline of diverse candidates is growing more important. Come to this workshop for key strategies that are relevant to aspiring heads as well as others who play a role in pipeline development, including current heads, board members, and search firms.

**TRACK:** Organizational Development & Institutional Change

**PRESENTERS:** Ara Brown, Cranbrook Schools (MI); Dennis Bisgaard, Kingswood Oxford School (CT); Tony Featherston, Town School (NY); Jenn Foley Tolbert, Saint Mark's School (CA); Meera Ratnesar, Curtis School (CA); Karen Eshoo, Vistamar School (CA); Luthern Williams, New Roads School (CA)

**ROOM:** 207C

### **Intersectionality, Immigration, Segregation: Exploring Asian-American and African-American Solidarity**

Asian-American students comprise one of the largest groups of people of color in our independent schools. It is imperative that the history of Asians be taught in our schools to better understand 21st century racism and racial segregation, immigration, scapegoating, and exclusion. Of particular importance is the undertaught history of Chinese exclusionary laws of the late 1800s that targeted a specific ethnic group to prevent them from immigrating to the United States. The stories of Asian-Americans, African-Americans, Latinos, and Native Americans are often taught as separate histories, and yet the experiences of each of these groups are deeply influenced by white supremacy. Join two middle school humanities educators with three decades of teaching experience (one Filipino-American and one African-American) to explore intersections and parallels to the Muslim ban, the segregation of African-Americans in the Jim Crow South, and the anti-immigrant threat of a U.S. border wall as we attempt to make sense of America's complicated history with immigrants.

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

**PRESENTERS:** David Harris, Catherine Cook School (IL); Ricco Siasoco, Ethical Culture Fieldston School (NY)

**ROOM:** 209A

### **(Myth)nomer: Building Identity Through Literary Windows and Mirrors**

Myths represent powerful window-mirror texts that can trigger deep reflection and self-actualization. It is important to foster identity through window-mirror texts. In his article "Windows and Mirrors: Why We Need Diverse Books," Chad Everett describes how "[w]ith access to mirror texts, students are able to see that their narrative matters, and... students learn to understand and appreciate the narratives of others." Define effective mirror-window texts and discover how to use mythology, both ancient and personal, as a means of affirming identity. Using mythology, this middle school workshop outlines how to proactively promote cultural competency, self-actualization, and critical thinking. After defining mirror-window texts and identifying how to use them effectively in the classroom, access alternative canons that provide a fresh lens for study and identity building. Review less familiar myths to reveal nuanced perspectives, metaphors, and themes that may not ordinarily surface in a traditional curriculum. Work to incorporate fresh mythology in an organic way, and take home next-steps and best practices for implementing our ideas.

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

**PRESENTER:** Ivy Anastasia Alphonse Leja, Collegiate School (NY)

**ROOM:** 202A

# SATURDAY

**10:00 – 11:00 AM**

**WORKSHOP BLOCK F** (continued)

## **Put Data to Work for Equity and Inclusion**

Learn about the tools available from NAIS to inform and support your work for equity and justice. Join your colleagues from other independent schools and associations to identify how the data labels for racial, ethnic, and gender identities can be made more inclusive.

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

**PRESENTER:** Hilary LaMonte, NAIS

**ROOM:** 202B

## **Supporting Children of Color Navigating the Gender Journey**

Schools around the country and world are grappling with how to support the needs of their gender-nonconforming children. This workshop will explore supporting children of color (3–10-ish years of age), families of color, and staff of color in navigating the gender needs of our children in independent schools. The workshop will provide resources that are culturally competent, invite in group members to share their best resources, offer tools to help schools continue moving forward, and explore stories of kids of color and the ways in which schools can consider and support their needs.

**TRACK:** Anti-racist Teaching, Training, Activism & Allyship

**PRESENTER:** Nadirah Moreland, National Cathedral School (DC)

**ROOM:** 208A

## **Transforming Ghosts Into Ancestors: The Psychological Case for Reparations to Descendants of American Slavery**

In the June 2014 edition of *The Atlantic*, Ta-Nehisi Coates presented a compelling argument for the just provision of material reparations to descendants of American slavery, not just because of that history of enslavement, but also for discrimination that has ensued. His is a moral argument. We note that in addition to the moral imperative of reparations, there are powerful psychological reasons to pursue a policy of repairing a profound tear in the multicultural fabric of the country. In the absence of an “official apology” and the offering of “compensation” for damages, there exists a pervasive social toxicity that is powerful and invisible. This noxious, largely unconscious cultural dynamic invades the psyches of us all, contributing to challenges with anger, rage, terror, nihilism, anxiety, and social marginalization in African-Americans, and fear, anxiety, shame, and guilt in Caucasian-Americans protected by powerful denial. We describe how reparations can be the antidote for these psychological maladies for Caucasian-Americans as well African-Americans, and how the “ripple effect” would create collective benefits we can barely imagine.

**TRACK:** Racial and Social Justice Activism from the Classroom to the Community

**PRESENTERS:** Bryan Nichols, Bryan Nichols and Associates Psychological Services, Inc.

**ROOM:** 210C

## 10:00 – 11:00 AM

STUDENT-LED ADULT/STUDENT DIALOGUES (BY STATE/REGION)

- Bermuda, Hawaii, Puerto Rico, Virgin Islands, and International **304C**
- Colorado **303C**
- Connecticut **ACC North, Room 155**
- Florida **304B**
- Maryland **204A**
- Midwest (OH, MI, MN, MO, IN, IL, WI, KS) **210D**
- New England (MA, NH, VT, RI) **ACC North, Room 160**
- New Jersey **304A**
- New York **ACC North, Room 158**
- North Carolina **303A**
- Northern California **ACC North, Room 154**
- Pacific Northwest (WA, OR, UT, ID) **204C**
- Pennsylvania & Delaware Valley **ACC North, Room 157**
- South (AL, SC, GA, MS, KY) **ACC North, Room 153**
- Southern California and SoCal POCIS **ACC North, Room 163**
- Southwest (LA, AZ, TX, NV, NM) **ACC North, Room 161**
- Tennessee **303B**
- Virginia **209B**
- Washington, DC **ACC North, Room 151**

## 11:15 AM – 12:30 PM

PoCC/SDLC CLOSING CEREMONIES



### TA-NEHISI COATES

A moderated conversation focusing on Coates's work and newest book, *We Were Eight Years in Power*

ACC North, Level 2

# save the date

THANK YOU FOR BEING A PART OF PoCC@30!  
PLEASE JOIN US NEXT YEAR IN NASHVILLE,  
TENNESSEE, NOVEMBER 28-DECEMBER 1, 2018.

# WITH DEEP APPRECIATION TO...

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## DIVERSITY HIRING FAIR

Saturday, February 3, 2018

The Potomac School, a coeducational K-12 independent school, and Eastern Educational Resource Collaborative (East Ed), an organization that serves as a resource to schools to support the establishment of equitable, anti-bias, multicultural environments, invite all teachers and administrators interested in careers in independent schools to a

### Diversity Hiring Fair

at The Potomac School

1301 Potomac School Road, McLean, Virginia

More than 30 DC-area schools that enroll students from pre-K through 12<sup>th</sup> grade – including coeducational, single-gender, and faith-based schools – will participate!

### 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



For more information and to register, please visit  
[www.potomacschool.org/diversity-hiring-fair](http://www.potomacschool.org/diversity-hiring-fair)



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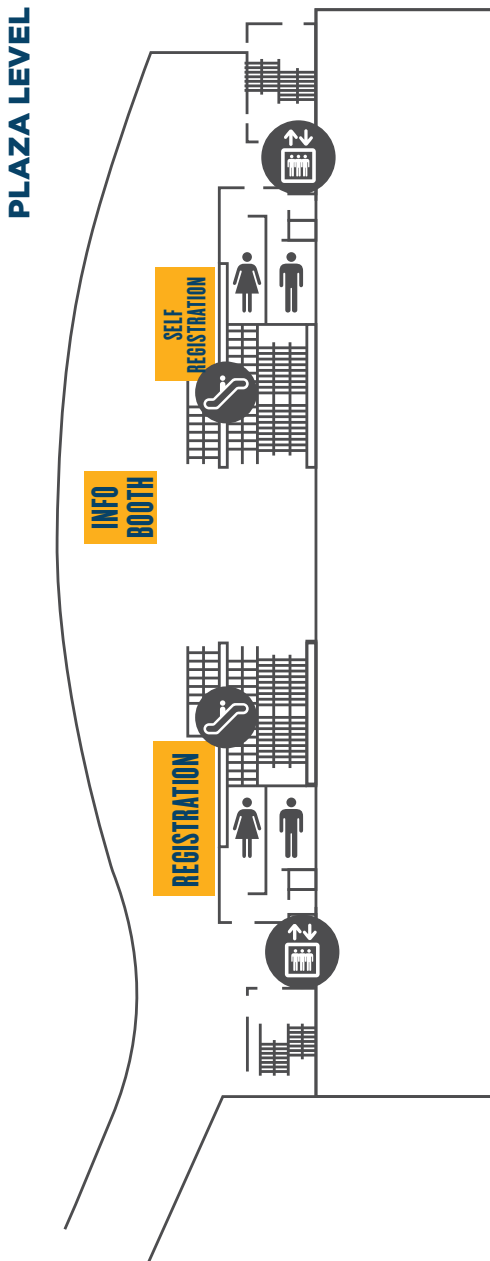
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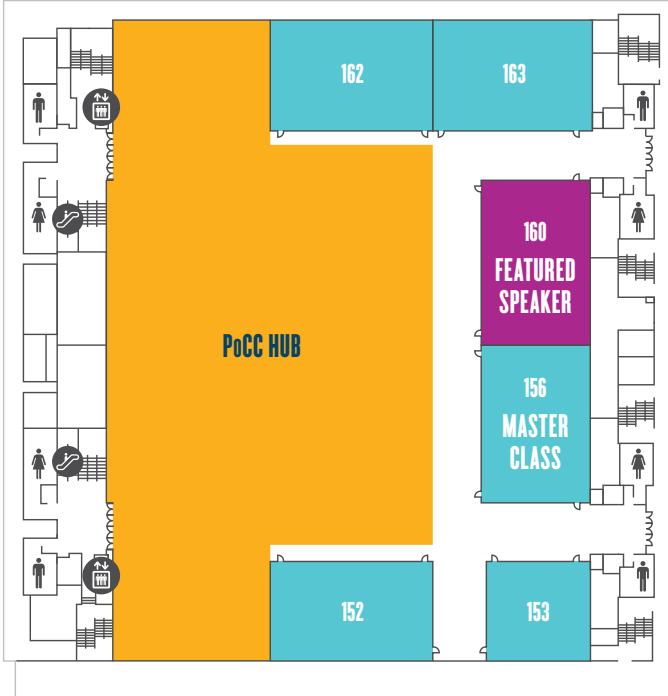
# FLOOR PLANS

## Anaheim Convention Center (ACC) NORTH

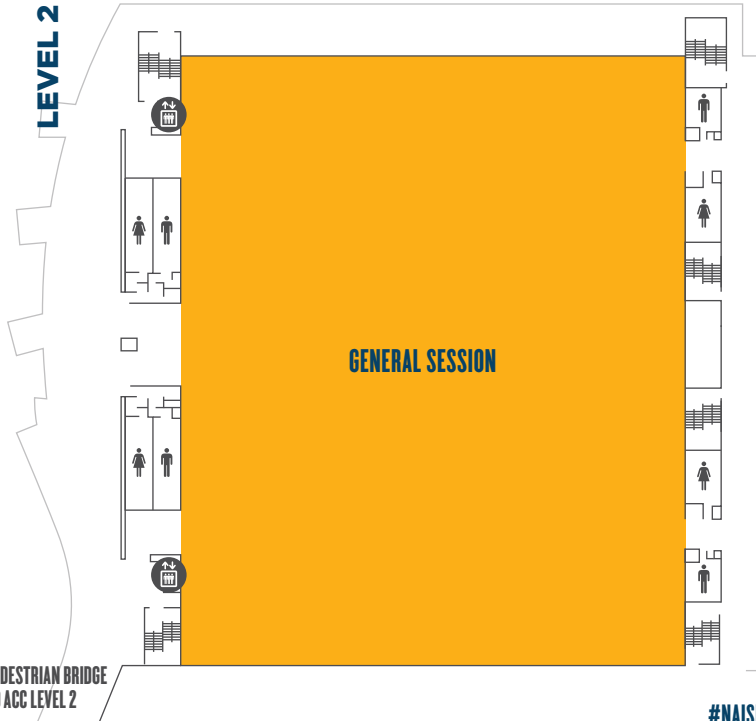




**LEVEL 1**

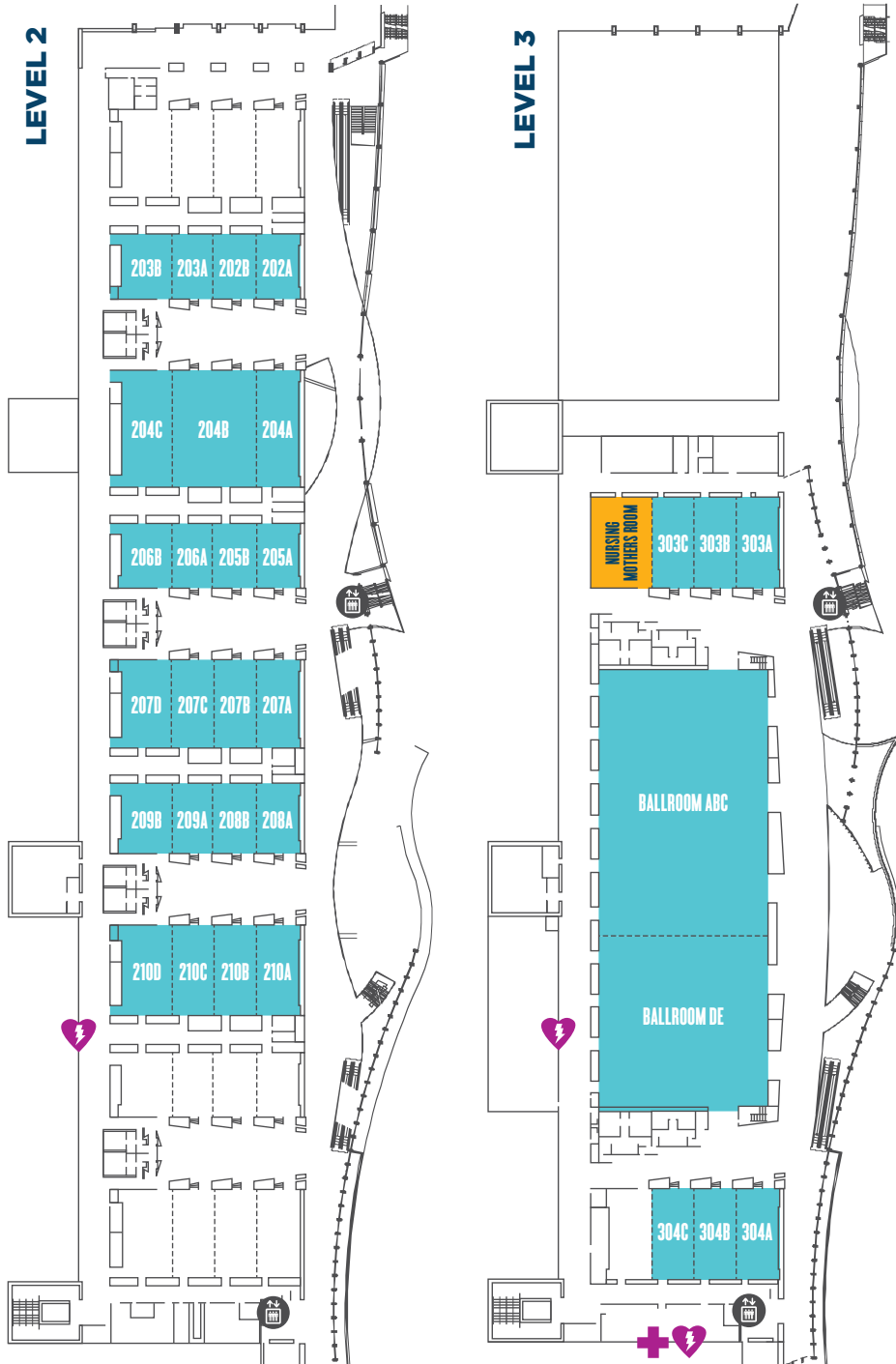


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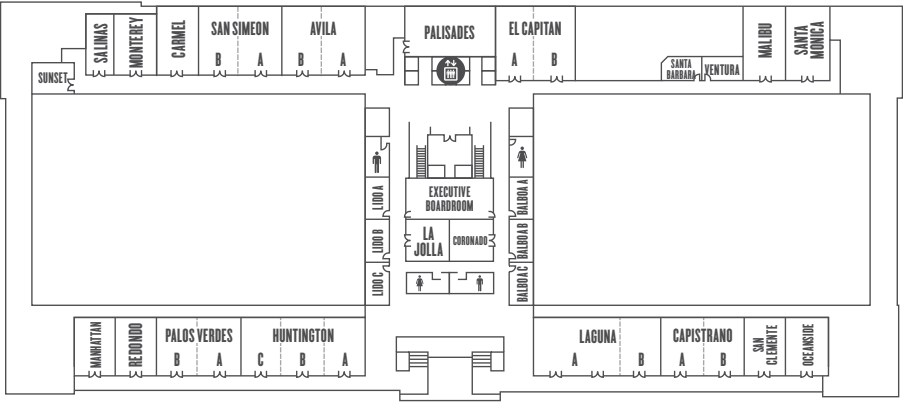
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TO ACC NORTH LEVEL 2

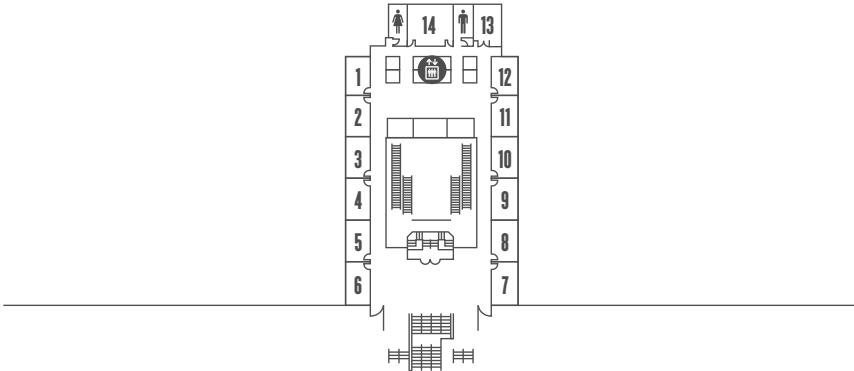


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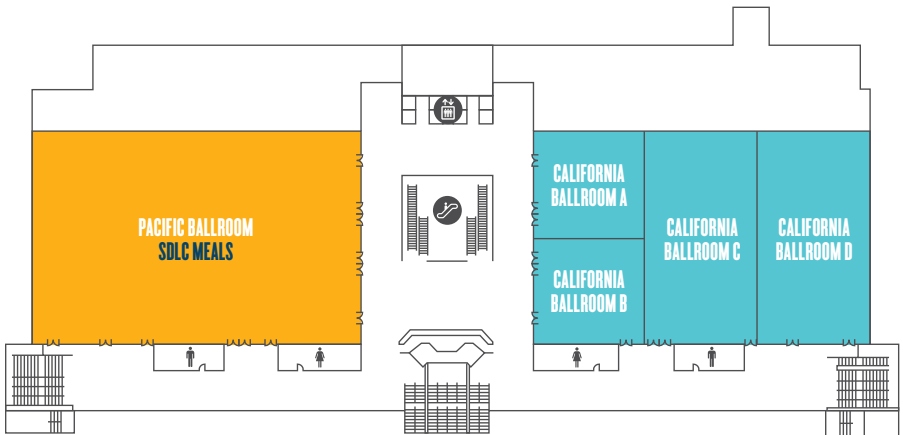
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