ADVANCING HUMAN AND CIVIL RIGHTS
FULFILLING THE DREAM TOGETHER

DREAMING OUT LOUD WAKING UP TO A NEW ERA OF CIVIL RIGHTS

2016 NAIS PoCC|SDLC
PROGRAM DECEMBER 8–10 | ATLANTA
GEORGIA WORLD CONGRESS CENTER | OMNI CNN CENTER HOTEL

PoCC.NAIS.ORG #NAISPoCC #NAISSDLC
Did you know...

- Over 20% of CS&A's active candidate pool self-identify as persons of color.
- CS&A has placed more candidates of color in independent schools worldwide than any other organization.

Mark Your Calendar!
We will be hosting our third-annual Diversity Hiring and Leadership Development Forum in Philadelphia, PA on January 28, 2017.

Carney Sandoe & Associates
CARNEYSANDOE.COM
617.542.0260
Welcome to Atlanta and the 2016 NAIS People of Color Conference and Student Diversity Leadership Conference! We are delighted that you have chosen to join us for the upcoming days of renewal, connection, collaboration, and learning.

This year’s theme — *Advancing Human and Civil Rights: Fulfilling the Dream Together* — pairs well with our location, which is steeped in history. Inspired by the world-changing legacy of Dr. Martin Luther King, Jr., NAIS and the conference co-chairs are united in a desire to invoke King’s dream as remembrance, aspiration, and motivation for the work of equity, diversity, and social justice in our schools. Calling attention to both civil and human rights invites critical thinking about the complex and interdependent world in which we live. It also pays homage to the depth and comprehensiveness of King’s fight for justice and social equality. Similarly, the theme recognizes and pays tribute to leaders of every hue, age, and creed who have forged pathways toward liberation for untold numbers here and abroad.

The 2016 conference theme also reminds us that collaboration across real and perceived difference is fundamental to innovation and problem solving. Because so many of the challenges we face are vexing and seemingly intractable, educators, administrators, and students must come together to solve them. Together we can and will address implicit and explicit bias and the structural racism that prevents individuals from reaching their full potential.

We invite you to take full advantage of the conference. Attend the workshops and affinity group sessions. Participate in the activities, including wellness events and film screenings. Learn and network in the PoCC Hub. We hope you will come away feeling empowered to effect change within your community long after our programming comes to a close.

This conference is among the most visible ways the NAIS team puts one of our core values — equity — into practice. Our organization’s mission is to support independent schools and the students they serve. This starts with providing you, our teachers, administrators, trustees, supporters, and student leaders, with conference topics and features that matter and speakers who inform, energize, and engage.

We extend warm thanks to the dedicated PoCC local committee and SDLC leadership team who help to make all of this possible. And we also thank each of you for sharing this experience with us. Together we will advance diversity, equity, and inclusion in all of our schools.
Thank you for joining us at the 2016 NAIS People of Color Conference. We are excited to host you in our home city, a metropolis with a complex and rich history that provides a meaningful backdrop to this year’s theme, *Advancing Human and Civil Rights: Fulfilling the Dream Together*.

Atlanta was the site of many pivotal events during the American civil rights movement of the 1960s, and we hear echoes of the words of Dr. Martin Luther King, Jr., throughout the city today. His legacy stays with us, many years later.

What words come to mind when you think about advancing human and civil rights? What ideas will keep us motivated as we strive to fulfill the dream together? As you make your way through this year’s conference, we hope you’ll meditate on these questions and add your voice to the chorus of change agents fighting for equity and inclusion.

We also hope you’ll feel the **POWER**, **LOVE**, and **PURPOSE** emanating from the conference speakers, the workshop presenters, and your colleagues. Take **HOPE** and **DIGNITY** back to your school with you as you grow and strengthen your own diversity work. Move **FORWARD** into a new era of human and civil rights, and help us **CHANGE** for the better. None of us can do it alone. But together, we are unstoppable.

Welcome to Atlanta!

**LOCAL COMMITTEE CO-CHAIR WELCOME**

**OMAN FRAME**  
Junior High Diversity Coordinator and Homebase Teacher  
The Paideia School (GA)

**NISHANT N. MEHTA**  
Head of School  
The Children’s School (GA)

**MARCIA PREWITT SPILLER**  
Vice President and Dean for Academic Affairs  
Woodward Academy (GA)

**SYLVIA RODRIGUEZ VARGAS**  
Assistant Head of School and Academic Dean  
Atlanta Girls’ School (GA)

**CONFERENCE HISTORY**

Each year, the host city and conference theme have given PoCC and SDLC a unique character and cultural perspective.
MAYORAL PROCLAMATION

As Mayor of the City of Atlanta, it is my pleasure to extend a warm welcome to the National Association of Independent Schools (NAIS) and the 2016 NAIS People of Color Conference and Student Diversity Leadership Conference attendees as you host your 2016 People of Color Conference & Student Diversity Leadership Conference.

As the national voice of independent pre-collegiate education, NAIS promotes high standards of educational quality and ethical behavior. I salute the attendees of the 2016 People of Color Conference & Student Diversity Leadership Conference for working diligently to be at the forefront of their profession. I am confident this conference will provide members with an important forum to network, empower and innovate.

While in our city, we encourage attendees to explore the many attractions Atlanta has to offer, including the Dr. Martin Luther King, Jr. Center, the Georgia Aquarium, the World of Coca-Cola, CNN Center, Centennial Olympic Park, Woodruff Arts Center, Atlanta Botanical Garden, Children’s Museum of Atlanta, National Center for Civil and Human Rights, College Football Hall of Fame and many more. We invite you to share in our Southern hospitality, sample cuisine at our many fine restaurants and enjoy the rich and diverse heritage of our city.

On behalf of the people of Atlanta, I extend best wishes to you for a remarkable and exciting event.

Sincerely,

MAYOR KASIM REED

1993 ST-PAUL
Seeing Beyond — Becoming Advocates for Creating Multicultural Educational Institutions

1994 ALBUQUERQUE
Los Colores de la Educación — Continuing to Build Environments in Independent Schools That Address the Needs and Issues of Children and Adults of Color

1995 PHILADELPHIA
Lighting the Way to the Millennium: Our Selves, Our Children, Our Schools

1996 BALTIMORE
A Vision for Building New Alliances

1997 ST-LOUIS

1998 SAN JUAN
Puerto Rico — The Caribbean: Encounter History, Culture, and Self
THE DESTINATION
PoCC programming takes place at the Georgia World Congress Center (GWCC). SDLC programming is a short walk away at the Omni CNN Center. We hope you will also take some time to enjoy Atlanta’s attractions, including the Center for Civil and Human Rights, the Georgia Aquarium, the Martin Luther King, Jr., National Historic Site, the Jimmy Carter Presidential Library, and more—all in downtown Atlanta.

MAKE THE MOST OF THE NAIS PEOPLE OF COLOR CONFERENCE
For 29 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 can also create connections with others who remain committed to building and sustaining independent school communities in which people of color can thrive.

PoCC’s norms invite you to lean into discomfort and accept conflict as a catalyst for self-reflection and change. You are further encouraged 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 depart PoCC renewed, re-energized, and recommitted.

PoCC REGISTRATION
WEDNESDAY, DECEMBER 7
7:00 AM – 8:00 PM

THURSDAY, DECEMBER 8
7:00 – 7:30 AM
9:15 AM – 6:00 PM

FRIDAY, DECEMBER 9
7:00 AM – 1:00 PM
OVERVIEW

DOWNLOAD THE 2016 CONFERENCE APP

Search for NAIS PoCC in your app store and download the app to stay up to date about what’s going on at the conference. You’ll be able to set a custom schedule for yourself, connect with your fellow attendees, and see the day’s highlights each morning.

PoCC WORKSHOPS
During the conference you can select workshops in four time blocks, including a condensed block on Saturday morning. Workshops are organized in the following tracks:

+ Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
+ Equity and Inclusion Exemplars: Programs, Models, Best, Promising, Next Practices
+ Leadership and Management for Equity and Inclusion
+ Organizational Development and Institutional Change
+ Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
+ Self-Efficacy and Empowerment: Mind, Body, Spirit

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

+ Affinity Group Sessions
+ State and Regional Meetings
+ Adult-Student Dialogue

PoCC At the Crossroads: Deepening Perspectives of the Cultural Kaleidoscope
PoCC Nourishing Ourselves for the Swim Upstream
SDLC Upstream, Uphill, Up to Us
PoCC Learning from the Past, Leading for the Future
SDLC The Time is Now
PoCC Music for Life. Food for Thought. Friendships That Sustain
SDLC Preserving Self, Building Community, and Sustaining Change
PoCC Moving Mountains: Mining Within
SDLC Mine, Yours & Ours: The Responsibility to Navigate the Rapids of Change
PoCC Catching the Tides of Change, Riding the Waves of Opportunity
SDLC Coast 2 Coast, Seek to See

#NAISPoCC | #NAISSDLC
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. Convened 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 of affinity group members;
+ 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
+ modeling a structure that acknowledges the complexity of race and ethnicity by encouraging affinity groups to affirm, explore, and examine intersectionality (e.g. race and gender, race/ethnicity and sexual orientation), within each community.

WHICH AFFINITY GROUP DO I ATTEND?

Affinity groups are designed specifically to encourage interaction among individuals from 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 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 “I” and “we” perspective. To preserve the safety and integrity of the 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 L. Sanchez serves as the lead facilitator for the affinity group work. She is an organization development consultant, trainer, and speaker focused on diversity and inclusion, large system change, team building, and coaching.

NEW! NURSING MOTHERS’ ROOM

Find a quiet, peaceful space during the conference to meet the needs of nursing mothers. The rooms will include refrigerators, electrical outlets, and other accommodations. Please pick up a key to access the room at the registration booth.

WEDNESDAY
GWCC, Room A306

THURSDAY, FRIDAY, AND SATURDAY
GWCC, Room B307
CONFERENCE SPEAKERS

THURSDAY

BRYAN STEVENSON 8:00 – 9:15 AM
Bryan Stevenson is the founder and executive director of the Equal Justice Initiative and one of the most acclaimed lawyers in the nation. His memoir, Just Mercy, is the story of a young lawyer fighting on the front lines of a country in thrall to extreme punishments and careless justice.

JOHN PALMER 10:15 – 11:15 AM
John Palmer is the chair of the department of educational studies at Colgate University and the author of The Dance of Identities: Korean Adult Adoptees Reflect Upon Their Identity Journeys. His specialties include racial and ethnic identity development and education’s social and cultural foundations.

DAVID J. JOHNS 3:30 – 4:45 PM
David J. Johns is executive director of the White House Initiative on Educational Excellence for African Americans. He has served as an advisor on education, low-income and minority students, neglected youth, and early childhood education in both the U.S. Senate and House of Representatives. Committed to improving literacy among adolescent minority males, Johns has been named to the Root 100 and the Ebony Power 100.

RINKU SEN 5:00 – 6:15 PM
Rinku Sen is the president and executive director of Race Forward: The Center for Racial Justice Innovation and the publisher of the award-winning news site Colorlines. One of the leading voices in the racial justice movement, she builds upon the legacy of civil rights by transforming the way we talk about race.

BOOK SIGNING EVENT
SPONSORED BY STRATÉGENIUS

BOOK SIGNING EVENT
SPONSORED BY EDUCATOR’S ALLY
RICHARD BLANCO
8:00 – 9:15 AM
Richard Blanco is the fifth inaugural poet in U.S. history—the youngest and also the first Latino, immigrant, and gay person to serve in such a role. Born in Madrid to Cuban exiles and raised in Miami, he has created a body of work concerning the negotiation of cultural identity and place.

BOOK SIGNING EVENT
SPONSORED BY GENE BATISTE CONSULTING

ZAK EBR AHIM
8:30 – 9:30 AM SDLCKEYNOTE
5:15 – 6:30 PM POCCKEYNOTE
Zak Ebrahim is the author of The Terrorist’s Son: A Story of Choice. When Ebrahim was a child, his father co-masterminded the 1993 bombing of the World Trade Center. Ebrahim spent the rest of his childhood hiding his identity from those who knew of his father. He now dedicates his life to speaking out against terrorism and spreading his message of peace and nonviolence.

BOOK SIGNING EVENT

CRISTINA HENRIQUEZ
10:15 – 11:15 AM
Notable author of many books including The Book of Unknown Americans, Cristina Henriquez brings immigrant stories to life through her writing. After growing up half-American, half-Panamanian, she is able to draw on her own experiences to speak about identity and address common narratives about immigration.

BOOK SIGNING EVENT
WIRELESS INFO
You can access complimentary Wi-Fi with the following credentials:
NETWORK NAIS PoCC
PASSWORD pocc2016

PoCC NETWORKING
COFFEE BREAKS
THURSDAY AND FRIDAY
9:30 – 10:00 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.

STATE AND REGIONAL MEETINGS
FRIDAY
3:45 – 5:00 PM
Take advantage of this dedicated time to meet with others from your state and regional associations. Connect, meet, plan, network, and more. During these self-organized and self-directed gatherings, you will have an opportunity to interact with colleagues; learn more about diversity, equity and social justice initiatives, and programming taking place in your state and regional associations; and collaborate in service to improved outcomes for all.

LGBT SOCIAL HOUR
FRIDAY
6:30 – 7:30 PM

CLUB PoCC
FRIDAY
9:00 PM – 12:00 AM

BLACK MECCA OF THE SOUTH TOURS
WEDNESDAY
1:00 – 3:00 PM (TOUR #1)
SATURDAY
4:15 – 6:15 PM (TOUR #2)
TICKET REQUIRED $45
Each tour limited to 50 participants.
A local historian will lead attendees on a comprehensive tour of historic sites around Atlanta. Attendees will visit the birth home of Dr. Martin Luther King, Jr., the Sweet Auburn Avenue Historic District, the Alonzo Herndon Museum and Mansion, and much more.

MASTER CLASS WITH DAVID J. JOHNS
FRIDAY
10:15 AM – 12:15 PM
TICKET REQUIRED
This PoCC master class is an opportunity for diversity professionals and other change agents to engage with a noted authority on timely concerns in equity, diversity, and social justice. Join your colleagues for an inspiring, provocative conversation with David J. Johns, executive director of the White House Initiative on Educational Excellence for African Americans. The initiative’s mission is to “restore the country to its role as a global leader in education” by reversing and disrupting the policies, practices, and systems that have stunted educational progress for African American students. Take lessons from this master class back to your school to improve outcomes for African American and other historically underserved students.

SPONSORED BY CARNEY, SANDOE & ASSOCIATES
COMMUNITY ENGAGEMENT INITIATIVE
The NAIS Equity and Justice Team has created the Community Engagement Initiative to establish a more permanent relationship with each PoCC host city and to advance each region’s specific educational equity, diversity, and inclusion needs and interests. Visit the Atlanta Community Engagement Initiative booth in the PoCC Hub, and learn more at pocc.nais.org.

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)

PoCC CHOIR REHEARSAL SCHEDULE
GWCC, Exhibit Hall A3
THURSDAY 11:45 AM – 12:45 PM
FRIDAY 12:00 – 12:45 PM
4:00 – 5:00 PM
SATURDAY 7:00 – 8:00 AM

FILM SCREENINGS
TI TICKET REQUIRED

SHADEISM: DIGGING DEEPER
THURSDAY 8:00 – 9:30 PM
This film explores the issue of shadeism (that is, colorism)—the discrimination that exists among lighter-skinned and darker-skinned members of the same community. Director Nayani Thiyagarajah found that the idea that certain skin tones were considered “better” than others was never missing from the conversation while she was growing up. She felt the issue’s harmful presence in commentary among family and friends but did not have the language to name it. And so, in many ways, it was easier to ignore its presence, suppress its signs, and normalize its existence.

In 2009, a conversation with her then-3-year-old niece, Maanu, forced Thiyagarajah to face the fact that we cannot continue to ignore this issue. Silence would not save anyone from suffering. Through the eyes and experiences of her friends and family, Thiyagarajah finally dug deeper. She uncovered the roots and impact of shadeism on the women in her life, including herself, and attempted to recover and reimagine what beauty means for women of color globally. This film explores where the issue of shadeism comes from and how it directly affects individual women. Then, ultimately, it begins to explore how we can move forward together.

SPONSORED BY: ATLANTA GIRLS’ SCHOOL; ATLANTA INTERNATIONAL SCHOOL; THE CHILDREN’S SCHOOL; DARLINGTON SCHOOL; THE GALLOWAY SCHOOL; HOLY INNOCENTS’ EPISCOPAL SCHOOL; THE HOWARD SCHOOL; THE LOVETT SCHOOL; MARIST SCHOOL; OAK MOUNTAIN ACADEMY; PACE ACADEMY; THE PAIDEIA SCHOOL; SWIFT SCHOOL; TRINITY SCHOOL; THE WESTMINSTER SCHOOLS; WOODWARD ACADEMY (ALL IN GA)

BEYOND GLADIATORS: BLACK ATHLETES AND PRIVATE EDUCATION
FRIDAY 11:30 AM – 12:45 PM
This documentary presents a roundtable discussion that examines the athletic, academic, and social challenges and successes of 10 championship student-athletes over a 50-year span at the highly competitive Cathedral High School in Indianapolis. It speaks strongly about embracing education, overcoming obstacles, building community, knowing allies, cultivating minority families and legacies, and learning to give one’s best while giving back to the community. In essence, the film makes it clear that being competitive has meaning far beyond the playing fields!

SPONSORED BY: ATLANTA GIRLS’ SCHOOL; ATLANTA INTERNATIONAL SCHOOL; THE CHILDREN’S SCHOOL; DARLINGTON SCHOOL; THE GALLOWAY SCHOOL; HOLY INNOCENTS’ EPISCOPAL SCHOOL; THE HOWARD SCHOOL; THE LOVETT SCHOOL; MARIST SCHOOL; OAK MOUNTAIN ACADEMY; PACE ACADEMY; THE PAIDEIA SCHOOL; SWIFT SCHOOL; TRINITY SCHOOL; THE WESTMINSTER SCHOOLS; WOODWARD ACADEMY (ALL IN GA)
The PoCC Hub is 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 companies and nonprofits that value diversity and social justice, and offer cutting-edge products and services in the education space. Check the conference app and visit pocc.nais.org often for information about new programs and events in the Hub.

**LEARNING LAB**
Participate in a quick session that offers tricks of the trade and insider tips from experts in the field.

**PoCC MAKERSPACE**
Experience innovation and creativity in action. This vibrant space hosts discussions, demonstrations, workshops, and resources that support the creation and use of makerspaces as opportunities for increased equity and diversity at your school.

**WELLNESS ZONE**
Take time to participate in important screenings, such as blood pressure, diabetes, and cholesterol. You can also take related resources back to your school to share with colleagues.

**TECH SPOTLIGHT**
Ask yourself: Are you using technology equitably? How do you leverage tech to create equity? How might you increase representation of students of color in tech in your school? The PoCC Tech Spotlight offers attendees opportunities to share ideas about advancing racial and ethnic diversity in education technology, and learn about new and relevant technology during our Appy Hours!

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**GRAB SOME POPCORN IN THE PoCC HUB ON FRIDAY FROM 3:00 – 3:30 PM.**
**POPCORN IS SPONSORED BY ATLIS.**
BOOK SIGNING EVENTS

BRYAN STEVENSON
THURSDAY, DECEMBER 8
9:30 – 10:00 AM

JOHN PALMER
THURSDAY, DECEMBER 8
11:30 AM – 12:00 PM

RINKU SEN
THURSDAY, DECEMBER 8
6:30 – 7:00 PM

RICHARD BLANCO
FRIDAY, DECEMBER 9
9:30 – 10:00 AM

CRISTINA HENRIQUEZ
FRIDAY, DECEMBER 9
11:30 AM – 12:00 PM

ZAK E布拉HIM
FRIDAY, DECEMBER 9
6:45 – 7:15 PM
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.

AMERICORPS VISTA
Booth 117
www.nationalservice.gov
(202) 606-6855
Liz Jung, ejung@cns.gov

CARNEY, SANDOE & ASSOCIATES
Booth 105
www.carneysandoe.com
(617) 542-0260
kgarner@carneysandoe.com

BOLD SUMMIT
Booth 114
www.gallowayschool.org/BOLD
(404) 252-8389 x107
jschatz@gallowayschool.org

DEBBY IRVING RACIAL JUSTICE EDUCATOR & WRITER
Booth 112
www.debbyirving.com
(617) 851-0676
debby@debbyirving.com

CALWEST EDUCATORS PLACEMENT
Booth 102
www.calwesteducators.com
(818) 906-2972
fleisch@calwesteducators.com

EDUCATOR’S ALLY
Booth 109
www.educatorsally.com
(914) 666-6323
aglover@educatorsally.com

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EXHIBITORS IN THE
PoCC HUB
CONTINUED

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.

SEARCH ASSOCIATES
Booth 103
searchassociates.com
(717) 712-6930
admin@searchassociates.com

STRATÉGENIUS
Booth 104
www.strategenius.org
(510) 685-0861
Orpheus@strategenius.org

TRANSCEND
Booth 118
www.transcendeducation.org
lavada@transcendeducation.org

WHITE PRIVILEGE CONFERENCE
Booth 111
www.whiteprivilegeconference.com
(313) 486-6890
mjones@theprivilegeinstitute.com

TEACHER TRANSFORMATION INSTITUTE
Booth 116
www.MyTeacherTransformation.com
(770) 309-6664
chikeakua@gmail.com

WOLFMAN PRODUCTIONS
Booth 110
wolfmanproductions.com
(203) 262-8627
scott@wolfmanproductions.com
Gain powerful strategies to help you advance to the next level of leadership. This seminar, tailored for people of color and women, will employ the Everything DiSC Work of Leaders Profile. It’s a premier research-based skills inventory that will provide you with a deeper understanding of your individual leadership strengths and style.

This year’s seminar will also introduce Rootstrong, a dynamic, research-based leadership model that illuminates how your cultural roots inform your strengths. You’ll discover how competencies ranging from professional excellence to cultural humility prove critical for local, organizational, and global leadership.

The seminar will include in-depth reflection on independent school leadership and the specific differences for leaders of color and women. You will engage in facilitated dialogue with education leaders who will share milestones from their career paths as proven steps for building a career of long-term leadership and personal and professional growth. Topics will include working effectively with a mentor, acquiring the critical skills heads of school wish they had before assuming their positions, and developing professional growth plans. You’ll also come away with tips for incorporating session takeaways to further your own leadership development.

**SPONSORED BY CALWEST EDUCATOR’S PLACEMENT**
Seeking Cultural Competence in Hiring: Practical Methods and Strategies for Identifying the Administrators, Staff, and Faculty Needed in 21st Century Independent Schools

CRISTINE CLIFFORD CULLINAN
ALIVE: Actual Leadership in Vital Equity

RUTH JURGENSEN
Francis W. Parker School (IL)

KATHRYN KAISER
The School at Columbia University (NY)

STEVE MORRIS
San Francisco School (CA)

BELINDA NICHOLSON
The School at Columbia University (NY)

GWCC, A404

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.

This seminar is designed to provide you with effective tools to adapt to your own school. Working with other participants, you will identify various dimensions of cultural competence and focus on the ones that represent the most critical needs for positions in your particular school. You will also learn practical methods and strategies, including ways to design appropriate advertisements, improve paper screening procedures, and write effective interview and reference questions.
From Access to Success: Using Cognition, Culture, Design Thinking, and Instructional Practice to Improve Equitable Outcomes for Diverse Students

KAPONO CIOTTI  
Wai'alae Elementary Public Charter School (HI)  

What does success for students look like in an era of focus on student access? This question is of vital importance as schools begin and nurture diversity initiatives. Diversity cannot just be about admitting a diverse student body. It must involve establishing truly equitable programs that ensure success for all students. How can your school leverage different cognitive styles and cultural backgrounds to create more successful pathways to student success? Which instructional practices best create multiple pathways to that success? This pre-conference experience will leverage the diverse backgrounds and expertise of Kapono Ciotti, CEO and head of Wai'alae School, and Jennifer Klein, director of professional development at the World Leadership School. Bring your own experiences, successes, and challenges to the table as you engage in a design lab setting. You will explore a new framework for education and apply instructional strategies such as design thinking and project-based learning to create multiple pathways to student success. You'll also explore principles related to cultural competencies and learn how these critical skills are foundational for every educator.

Not in My School! How White Supremacy and White Privilege Undermine Best Intentions

EDDIE MOORE, JR.  
The Privilege Institute  

How do current racial events and tensions drive school communities apart? How can you use them instead as teachable, community-building moments? The recent surge in highly visible racial incidents and a deeply polarized hate-filled political landscape affect students differently along racial lines. Your independent school has a unique opportunity to deepen understanding and campus engagement. This interactive and challenging session explores how today's headline stories relate to the impact of power, privilege, and oppression on student and family engagement, teacher preparation, curriculum development, and everyday campus interactions.

In this seminar, you will explore a new tool to analyze racial and other systems of oppression; engage in activities to deepen understanding of the origin of differences, their manifestation in recent events, and how they obstruct efforts of equity; and expand your confidence in engaging in systemic school change to increase a positive school environment, particularly for students of color in independent schools. You'll also prepare an action plan to create tangible goals—short and long term, personal and systemic.

Advancing Human and Civil Rights Through Effective Listening: A Social Justice Imperative

JOHN IGWEBUIKE  
Alcorn State University  

Educators spend extensive time and resources instructing learners to read, speak, and write. But how much time do they devote to enabling students to truly listen to and understand other human beings with dignity and respect? This seminar explores the rarely discussed art, skill, and practice of effective listening. It acknowledges listening as a radical social justice tool to advance human dignity, understanding, and respect. It is for anyone interested in doing a deep dive to understand radical listening and start a listening revolution that creates a just, empathetic, and respect-based society.

The session uses experiential activities and exercises that focus on alertness, awareness, and attention. You will identify personal listening habits that inhibit or enhance social justice; learn to critically spot exclusive language, stereotypes, and biases; and practice amplifying the voice of others through active listening strategies and techniques. You will also co-construct policies and solutions that spur listening equity within organizations, including your school.
PRE-CONFERENCE EVENTS

FULL-DAY EQUITY SEMINARS
CONTINUED

WEDNESDAY, DECEMBER 7
8:30 AM - 4:30 PM
T TICKET REQUIRED

Education for Transformation: The Keys to Releasing the Genius of African American Students
CHIKE AKUA
Teacher Transformation Institute
GWCC, A408

What methods do master teachers use to reach and teach African American students? What role do teachers' and students' cultural knowledge play in producing excellence in African American students? How can you use culture as a bridge rather than a barrier to produce excellence in all students?

Educational research is clear and compelling: Culture is the key—the critical mediating factor in increasing achievement for African Americans and other students of color. This session is carefully designed to help educators and leaders move from cultural consciousness to cultural competence. You will be introduced to proven strategies that connect culture and learning and lead to greater student interest, engagement, and achievement.

Your presenter is award-winning educator, author, and international speaker Chike Akua. She will draw on her best-selling book, Education for Transformation: The Keys to Releasing the Genius of African American Students. Take a deep dive into engaging students in new ways that will make them more critical, analytical, and reflective about the world around them and within them. You'll leave with practical strategies and resources to take your teaching to the next level.

HALF-DAY EQUITY SEMINAR

WEDNESDAY, DECEMBER 7
8:30 AM - 1:00 PM
T TICKET REQUIRED

Beyond the Why and Into the How: Inclusive Classroom Practices
ROSETTA LEE Seattle Girls’ School (WA)
GWCC, A409

We know about the startling opportunity gap in education and society. We've learned about identity, culture, communication, and power and how they bring privilege to some and disenfranchise others. We are convinced why diversity and inclusion are important. But we are unsure about how intention transforms itself into positive impact on student lives. How do we turn commitment into action? What are some strategies and best practices to help us become the educators with whom all children thrive? Come to this session and find out.
**SCHOOL VISITS**

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 allow participants and hosts to engage in an idea exchange about the ways equity, diversity, and multicultural education are manifested in school life and culture. You may choose one school to visit.

**Atlanta Girls’ School with Atlanta Speech School (Shared campus)**

Atlanta Girls’ School’s curriculum and culture emerge from a distinct vision of what girls must learn, individually and collectively, to become thoughtful and capable leaders. The school achieves this by using proven and emerging educational techniques tailored to how girls learn, and by integrating big-picture thinking, high expectations, and leading-edge technologies.

Positioned at the intersection of brain science and social science, the Atlanta Speech School brings about transformative change in the lives of children and adults through research-based practices, innovation, advocacy, and partnerships with other organizations. The goal is to help each child at the school and every child in Georgia acquire the language and literacy abilities essential for deciding their own futures.

**Atlanta International School**

Atlanta International School sets out to meet the challenges and opportunities of a fast-changing world. It develops students to be responsible citizens and to have flexible intellectual competence, self-discipline, and a global outlook. AIS provides an independent, international, and multilingual education within the framework of the International Baccalaureate (IB) curriculum. The school offers STEM- and STEAM-endorsed and bilingual diplomas in addition to the prestigious IB diploma.

**The Children’s School**

This is a progressive school serving students from age 3 through sixth grade in a diverse community in midtown Atlanta. Grounded in principles of excellence, innovation, and play, the school believes a diverse community is an educational imperative. It also believes that children value the multiple perspectives they receive from peers who bring experiences shaped by differences in race, ethnicity, family structure, socioeconomic status, religion, and other cultural identifiers.

**Woodward Academy**

Now in its second century of fostering excellence, character, and opportunity, Woodward Academy is the largest independent school in the continental United States. It has 2,700 students spanning two campuses on 133 acres in metro Atlanta. Students develop a deep respect for difference as they collaborate with peers from more than 100 ZIP codes and a broad array of religious, ethnic, and cultural backgrounds.

**WEDNESDAY, DECEMBER 7**

8:30 AM – 1:00 PM

**TICKET REQUIRED**

(Departures will take place from the GWCC, Building A, Main Entrance)
With excitement, warmth, passion, and purpose, we welcome you and your students to Atlanta for the 23rd annual NAIS 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 SDLC is an extension of that support. SDLC is known for its positive impact on the students who participate and the schools they represent. They use the techniques of dialogue, experiential learning, and cross-cultural and interpersonal exchange that have characterized SDLC over nearly a quarter of a century.

In Atlanta, our theme Dreaming Out Loud: Waking Up to a New Era of Civil Rights will call us to explore the rich history of civil rights as inspiration for grappling with the modern issues of inclusion that face our schools, our nation, and our world today. SDLC stands in strong partnership with the common mission of all of our schools: to educate students for global citizenship and ethical leadership. By developing students who practice empathy in action and seek wisdom from meaningful interaction across multiple perspectives, SDLC’s faculty of adult educators and college activists (who are also SDLC alumni!) are pleased to serve your student delegates over our three days together.

More than 80 years ago, Atlanta gave birth to Dr. Martin Luther King, Jr., and his legacy of motivating youth to take positive and peaceful action. We now go to that place and seek the source of that energy, reminded of Dr. King’s famous adage, “The time is always right to do what is right.” We look forward to our time together.

We are so glad you’re here.
<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY DECEMBER 7</th>
<th>THURSDAY DECEMBER 8</th>
<th>FRIDAY DECEMBER 9</th>
<th>SATURDAY DECEMBER 10</th>
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<tbody>
<tr>
<td>6:00 – 6:45 PM</td>
<td>SDLC Chaperone Orientation I (Choose one)</td>
<td>SDLC Chaperone Orientation III (Choose one)</td>
<td>7:00 – 7:45 AM</td>
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<td>6:00 – 10:00 PM</td>
<td>Peer Facilitator Training for Wednesday Night</td>
<td>Peer Facilitator Training for Wednesday Night</td>
<td>8:00 – 8:30 AM</td>
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<tr>
<td>9:15 – 10:00 PM</td>
<td>SDLC Chaperone Orientation II (Choose one)</td>
<td>SDLC Opening and Silent Movement</td>
<td>8:30 – 9:30 AM</td>
<td>Affinity Group Session 3 (PoCC and SDLC combine for adult/student discussions)</td>
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<tr>
<td>7:00 – 7:45 AM</td>
<td>SDLC Chaperone Orientation III (Choose one)</td>
<td>PoC/SDLC Opening Ceremonies with Bryan Stevenson</td>
<td>9:45 – 10:30 AM</td>
<td>10:00 – 11:15 AM</td>
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<td>8:00 – 9:15 AM</td>
<td>PoC/SDLC Opening Ceremonies with Bryan Stevenson</td>
<td>PoC/SDLC Opening Ceremonies with Bryan Stevenson</td>
<td>8:30 – 9:30 AM</td>
<td>Affinity Groups</td>
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<td>9:30 – 10:45 AM</td>
<td>SDLC Opening and Silent Movement</td>
<td>SDLC Keynote Presentation with Zak Ebrahim</td>
<td>9:45 – 10:30 AM</td>
<td>Student-Led Adult/Student Dialogues (by State/Region)</td>
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<td>Student-Led Adult/Student Dialogues (by State/Region)</td>
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<td>5:30 – 6:15 PM</td>
<td>Family/Home Groups</td>
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<td>8:30 – 9:30 PM</td>
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<td>Student Dinner</td>
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<tr>
<td>8:30 – 9:45 PM</td>
<td>SDLC Closing Ceremonies</td>
<td>SDLC Closing Ceremonies</td>
<td>Student Dinner</td>
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<td>9:45 – 10:00 PM</td>
<td>Regional Groups</td>
<td>Regional Groups</td>
<td>Student Dinner</td>
<td>Student Dinner</td>
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<tr>
<td>10:00 PM</td>
<td>Students Dismissed to Chaperones</td>
<td>Students Dismissed to Chaperones</td>
<td>Student Dance (Games option provided)</td>
<td>Students Dismissed to Chaperones</td>
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<tr>
<td>11:00 PM</td>
<td>Hotel Curfew</td>
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WEDNESDAY, DECEMBER 7

**PoCC AT A GLANCE**

- **8:30 AM – 1:00 PM**
  - School Visits
  - Pre-Conference Equity Seminars
  - PoCC Affinity Group Training

- **1:00 – 3:00 PM**
  - Black Mecca Tour #1

- **6:00 – 7:00 PM**
  - PoCC First-Time Attendee Orientation

**SDLC AT A GLANCE**

- **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)

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**7:00 AM – 8:00 PM**

**PoCC|SDLC REGISTRATION**
GWCC, Registration A Foyer

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**8:30 AM – 1:00 PM**

**HALF-DAY EQUITY SEMINAR**
Ticket required.

*Beyond the Why and Into the How: Inclusive Classroom Practices*
PRESENTER: Rosetta Lee, Seattle Girls’ School (WA)
GWCC, A409

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**8:30 AM – 1:00 PM**

**SCHOOL VISITS**
Ticket required.
On-site registration is not available.
Bus pick-up from GWCC, Building A, Main Entrance
See more information on page 21.

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**8:30 AM – 4:30 PM**

**PoCC AFFINITY GROUP TRAINING**
GWCC, A303
8:30 AM – 4:30 PM
FULL-DAY EQUITY SEMINARS

Ticket required.

The PoCC Leadership Institute for People of Color and Women

PRESENTERS: Amani Reed, The School at Columbia University (NY); Joe-Joe McManus, Rootstrong
GWCC, A410

SPONSORED BY CALWEST EDUCATORS PLACEMENT

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; Ruth Jurgensen, Francis W. Parker School (IL); Steve Morris, San Francisco School (CA); Kathryn Kaiser and Belinda Nicholson, The School at Columbia University (NY)
GWCC, A404

From Access to Success: Using Cognition, Culture, Design Thinking, and Instructional Practice to Improve Equitable Outcomes for Diverse Students

PRESENTERS: Kapiro Ciotti, Wai‘alae Elementary Public Charter School (HI); Jennifer D. Klein, World Leadership School (CO)
GWCC, A402

Not in My School! How White Supremacy and White Privilege Undermine Best Intentions

PRESENTERS: Eddie Moore, Jr., The Privilege Institute; Debbie Irving, Educator and Author
GWCC, A403

Advancing Human and Civil Rights Through Effective Listening: A Social Justice Imperative

PRESENTER: John Igwebuike, Alcorn State University
GWCC, A406

Education for Transformation: The Keys to Releasing the Genius of African American Students

PRESENTER: Chike Akua, Teacher Transformation Institute
GWCC, A408

1:00 – 3:00 PM
BLACK MECCA TOUR #1

Ticket required.
Bus pick-up from GWCC, Building A, Andrew Young International Blvd. Entrance

6:00 – 6:45 PM
SDLC CHAPERONE ORIENTATION I

Attend just one of three orientations offered.
Omni, International Ballroom AB

6:00 – 7:00 PM
PoCC FIRST-TIME ATTENDEE ORIENTATION

GWCC, A302

6:00 – 10:00 PM
SDLC PEER FACILITATOR TRAINING

Dinner provided
Omni, Grand Ballroom AB

9:15 – 10:00 PM
SDLC CHAPERONE ORIENTATION II

Attend just one of three orientations offered.
Omni, International Ballroom AB
## PoCC AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 – 7:00 AM</td>
<td>Wellness Events</td>
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<tr>
<td>7:00 – 7:30 AM</td>
<td>PoCC Registration</td>
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<td>8:00 – 9:15 AM</td>
<td>PoCC</td>
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<td>9:15 AM – 4:45 PM</td>
<td>PoCC Hub Open</td>
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<td>9:15 AM – 6:00 PM</td>
<td>PoCC Registration</td>
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<tr>
<td>9:30 – 10:00 AM</td>
<td>Networking Coffee Break</td>
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<td>10:15 – 11:15 AM</td>
<td>Book Signing with Bryan Stevenson</td>
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<td>10:15 – 11:30 AM</td>
<td>Featured Speaker: John Palmer</td>
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<tr>
<td>11:30 AM – 12:00 PM</td>
<td>Workshop Session A</td>
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<td>11:45 AM – 12:45 PM</td>
<td>Choir Rehearsal</td>
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<td>1:00 – 3:00 PM</td>
<td>Affinity Group Session 1</td>
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<td>3:30 – 4:45 PM</td>
<td>Workshop Session B</td>
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<td>3:30 – 4:45 PM</td>
<td>PoCC Featured Speaker: David J. Johns</td>
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<td>5:00 – 6:15 PM</td>
<td>PoCC General Session with Rinku Sen</td>
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<td>6:30 – 7:00 PM</td>
<td>Book Signing with Rinku Sen</td>
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<td>8:00 – 9:30 PM</td>
<td>Film Screening: <em>Shadeism: Digging Deeper</em></td>
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## SDLC AT A GLANCE

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<th>Time</th>
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<tr>
<td>7:00 – 7:45 AM</td>
<td>SDLC Peer Facilitator Training for Wednesday Night Late Arrivals</td>
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<td>7:00 – 7:45 AM</td>
<td>SDLC Chaperone Orientation Session III (Choose one)</td>
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<td>9:30 – 10:45 AM</td>
<td>SDLC Opening and Silent Movement</td>
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<td>11:00 – 11:45 AM</td>
<td>Family Group Opening</td>
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<td>12:00 – 12:45 PM</td>
<td>Student Luncheon</td>
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<td>1:00 – 5:15 PM</td>
<td>Family/Home Groups</td>
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<td>3:00 – 3:45 PM</td>
<td>Snack Break</td>
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<td>5:30 – 6:15 PM</td>
<td>Student Dinner</td>
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<td>6:30 – 8:15 PM</td>
<td>Family/Home Groups</td>
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<td>11:00 PM</td>
<td>Hotel Curfew</td>
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6:00 – 7:00 AM
WELLNESS EVENTS
Join fellow attendees for yoga, Zumba, or a fun run/walk/roll.

Run/Walk/Roll
Omni, Meet in South Tower Lobby
Yoga
Omni, Maple A
Zumba
Omni, Pine Room

7:00 – 7:30 AM
PoCC REGISTRATION
GWCC, Registration Hall A–B Foyer

7:00 – 7:45 AM
SDLC PEER FACILITATOR TRAINING
For Wednesday Night Late Arrivals
Omni, Grand Ballroom AB

7:00 – 7:45 AM
SDLC CHAPERONE ORIENTATION SESSION III
Attend just one of three orientations offered.
Omni, International Ballroom A

8:00 – 9:15 AM
PoCC|SDLC OPENING CEREMONIES

9:15 AM – 4:45 PM
PoCC HUB
GWCC, Registration Hall A–B
Join fellow attendees in the PoCC Hub for special events, the NAIS Member Resource Center, PoCC Makerspace, Tech Spotlight, the NAIS Bookstore, Wellness Zone, and more.

9:15 AM – 6:00 PM
PoCC REGISTRATION
GWCC, Registration Hall A–B Foyer

9:30 – 10:00 AM
BREAK
Book Signing with Bryan Stevenson and Networking Coffee Break
GWCC, Registration Hall A–B

10:15 – 11:30 AM
WORKSHOP SESSION A
All workshops take place in Georgia World Congress Center (GWCC).

AIM to Create Change: Using AIM and Other NAIS Resources to Create Institutional Change
Graland Country Day School has taken NAIS’s Assessment of Inclusivity and Multiculturalism (AIM) twice in an effort to create systemic change in its community. In this workshop, you will hear how the data and information the school gained from the AIM process helped bring about changes and influenced its strategic plan for the next five years. You’ll also learn how the professional development NAIS provided helped Graland administrators feel confident about taking their next steps toward organizational and developmental change. This workshop is designed for diversity practitioners, senior administrators, heads of school, and other school leaders.

PRESENTER: James Foreman, Graland Country Day School (CO)
TRACK: Organizational Development and Institutional Change
Room: B308

Baggage Check
Women of color are invited to share personal experiences in this workshop, where the main objective is to check our proverbial baggage—an encounter with racism, the perception of a gender-based glass ceiling, or something else. Collectively, we’ll analyze each item and discuss its purpose in both our personal and professional lives. Shall we place these experiences back in our bag and carry them with us to work each day, or leave them at home, or put them on the shelf?

PRESENTERS: Suzanna Jemsby and Cutia Blunt, The Galloway School (GA)
TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit
Room: A409

10:15 – 11:15 AM
PoCC FEATURED SPEAKER

10:30 – 11:00 AM
BOOK SIGNING EVENT
GWCC, Sidney Marcus Auditorium

11:30 AM – 12:00 PM
Registration Hall A–B

BRYAN STEVENSON
MUSICAL PERFORMANCE BY Unity Ensemble [Atlanta Girls’ School (GA), The Children’s School (GA), The Paideia School (GA), and Woodward Academy (GA)]
INTRODUCTION BY Marcia Prewitt Spiller, Woodward Academy (GA)
GWCC, Exhibit Hall A3
SPONSORED BY STRATÉGENIUS

JOHN PALMER
INTRODUCTION BY Ellice Hawkins, The Lovett School (GA)
GWCC, Sidney Marcus Auditorium

#NAISPoCC | #NAISSDLC
Blogging Beyond the Classroom: Online Engagement for Professional and Personal Growth

This panel discussion features three independent school educators of color who actively blog—not only on educational practice but also on political developments, social justice, and cultural trends. Through their engagement in social media, they have built both audiences and networks that have contributed significantly to their professional and personal development. Listen as they describe their respective journeys to edublogging and weigh in on the benefits and risks so far, both online and within their institutions. Then consider your own online engagements and reflect on how these satisfy your desire for professional growth and personal agency.

**PRESENTERS:** Sherri Spelic, American International School Vienna (Austria); Christopher Rogers, Greene Street Friends School (PA); Marcy Webb, Watkinson School (CT)

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

**Room:** A410

The Case of the Carlisle Indian School’s Only “Porto Rican” Graduate: Genealogy for Identity Research

It’s essential to discover, research, and preserve family stories in a timely manner before the ability to communicate with older generations is lost. In this workshop, we will start with one such story of lost identity. Then we’ll move toward an in-session attempt at using genealogical research to rescue, document, and analyze students’ ancestry so they can better understand who they are and what forces have shaped their paths. Our goal: to share the process, trials, and triumphs of this endeavor.

**PRESENTERS:** Angie Nevarez and Maura Large, Chadwick School (CA)

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

**Room:** A406

Changing the Race Dance Part 1

This workshop offers creative conversations that shift personal and group racism. By incorporating our human birthright practices of movement, voice, story sharing, and stillness, this workshop introduces an embodied education model called InterPlay that helps you both dignify and address the way racism injures and separates bodies. As we discover ways to breathe, shake out, move, sing, and share stories to liberate and transform the struggle, we find our way back to the wisdom of the body in the whole group, in smaller groupings, and in pairs. After playing, we’ll take time to notice and unpack what our bodies know and don’t know about racism.

*Part 2 takes place in Workshop Session B.*

**PRESENTERS:** Cynthia Winton-Henry and Soyinka Rahim, InterPlay

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

**Room:** B404

Creating Mentoring Programs for Black Girls’ Success

In this session, you will be given strategies to successfully implement a mentoring program for black girls in independent schools. Find out how mentoring programs at your school can help girls to thrive socially, emotionally, and academically.

**PRESENTER:** Kisha Webster, K.L. Webster and Associates

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

**Room:** A403
Culturally Responsive Pedagogy
This highly interactive workshop will examine teaching and learning strategies, concepts, and theories embedded in student-centered learning appropriate for diverse student populations in K-12 and college classrooms. The emphasis is on instructional rigor and relevance as they relate to culturally responsive pedagogy within the confines of diversity variables such as ability differences, age, gender, race, and ethnicity. You will explore how to actively engage all students in your classes and increase student achievement by identifying, nurturing, and utilizing the strengths students bring to school. You’ll also learn how to create a culturally responsive, well-managed classroom environment that contributes to exploration, discovery, higher order thinking, and depth of knowledge.

PRESENTER: Lana DuBose, Ravenscroft School (NC)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A404

Diversity Initiatives and Global Studies: Partners in Promoting Inclusion
Because they share a common goal to increase skill sets and student outcomes, diversity programs and global studies curricula can work in tandem to create a culturally competent environment at your school. Attend this workshop to discuss independent schools’ investment in, views of, and understanding of global studies and diversity. Our goal is to help you understand how an equitable partnership between the two areas can ensure cultural, academic, and community competency.

PRESENTERS: John Creeden, School Year Abroad; Nicole DuFauchard, The Advent School (MA)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A303

Diversity Leadership in NAIS Independent Schools: Model for Shifting from Diversity Toward Excellence Through Equity
This workshop will unpack a recent study of NAIS diversity leaders in the context of co-ed independent schools and the resulting theoretical model that explains what contributes to effective diversity leadership. The study was guided by a central research question: How does school leadership ensure educational equity for students from diverse class, racial, and ethnic backgrounds? This question concentrated the study on the work of diversity directors and other leaders; the role and efforts of school heads; students of color; and the practices that contribute to educational equity.

PRESENTER: Charesse Ford, The Agnes Irwin School (PA)
TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
Room: A313

Experiences of Faculty of Color in Boarding Schools
Curious about boarding schools—either because you have worked at one or you’re thinking about it? A panel of seasoned educators will share their experiences in various roles at boarding schools and explore the related benefits and challenges. They will also offer advice to colleagues considering a boarding school career.

PRESENTERS: Celeste Payne, Westtown School (PA); Lisa McGrath, Westminster School (CT); Donnie Smith, The Knox School (NY); Edna-Anne Valdepenas, George School (PA)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A312

Friend-Raising: Empowering Parents of Color in Your School’s Fundraising Culture
Families of color in independent schools often experience the fundraising culture and financial aid process through the lens of stereotype threat. Some parents of color will broadly demonstrate high socioeconomic status in an effort to dispel stereotypes—which can deeply complicate the experiences of families of color engaged with financial support. Come to this workshop to learn the joint perspectives of a director of annual giving and a director of diversity. They will share best practices in school transparency and ways to respond to the unique needs of families of color when you’re addressing who gives money, who receives money, and how those transactions take place.

PRESENTERS: Erica Corbin and Courtney Archer-Buckmire, The Chapin School (NY)
TRACK: Organizational Development and Institutional Change
Room: A408

Hidden Among Privilege: The Experience of Low SES Students in Our Schools
This workshop will share the results of an action research project that examined the ways socioeconomic status (SES) can exclude students from a school’s community and culture. Teachers and students collected data and developed recommendations to increase a sense of belonging for lower SES students. The resulting initiatives included an affinity group for lower SES students and a short film about the daily socioeconomic microaggressions that exclude non-wealthy students in subtle but profound ways. You’ll hear about some of the latest research, vocabulary, and best practices in addressing SES in independent schools.

PRESENTERS: Natalie Johnson, Lauren White, and LaToya Stallworth, Chadwick School (CA)
TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
Room: A402

#NAISPoCC #NAISSDLC
How Do We Break Down Racial Barriers in Independent School Communities?
Discover ways to change your school’s culture so it can be more inclusive of people of color. During this workshop, you will learn about implementing new student organizations and look at ways to increase recruitment and retention of both employees and students of color. Come ready to brainstorm and discuss academic program offerings that could help increase interest in your school among people of color.
PRESENTER: Laura Desai, The Lewis School of Princeton (NJ)
TRACK: Organizational Development and Institutional Change
Room: A407

In Formation: Supporting Adolescent Identity Development for Students of Color at Independent Schools
As part of the quest to create a diverse student population, talented minorities are given outstanding opportunities to accelerate their life trajectories. But what happens once they are plucked from the environment in which their skills flourished and placed in an entirely new space? This panel reflects on the challenges that students of color at independent schools may face during their stages of identity development and formation. Presenters will examine the impact of catering — and not catering — to the niche talents of minority populations, compounded by the need to adapt to the racial dynamics associated with attending secondary schools. You’ll learn strategies for empowering students of color to develop a healthy sense of self as they prepare for success within and beyond the independent school experience.
PRESENTERS: Anahita Homayoun, Green Ivy Educational Consulting; Dan-el Peralta, Stanford University; Allia Griffin, Santa Clara University; Lauren Linder, The Weather Channel
TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit
Room: A305

( In)Visibility of Asian American and Asian Pacific Islander Students in Independent Schools: A Self-Study at San Francisco University High School
The predominant race dialogue continues to be a black/white conversation in Hollywood, the media, politics, and even in our schools. This can often alienate other racial groups, including the Asian American/Asian Pacific Islander (API) community, thus creating divisions rather than solidarity. We will use both qualitative and quantitative data from San Francisco University High School to examine why APIs continue to be invisible in our communities. Then we’ll explore how we educators can create visibility and opportunities to empower our API students around these issues.
PRESENTERS: Rochelle Reodica, Joanna Ro, and Stan Lau, San Francisco University High School (CA)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A304
LGBTQ People of Color: The Intersection of Race, Gender, and Sexual Orientation in Independent Schools Part 1

Join a discussion led by two LGBTQ men of color about the complex intersection of identities. LGBTQ teachers of color at independent schools have noted that their dual status provides various lenses through which to address stereotypes and raise awareness across areas of oppression. People of color find that they can invoke their sexual orientation as a shared identity with the white LGBTQ community, but the impact of race on sexual orientation often leads to a heightened sense of awareness about marginalized groups and issues of inclusion. For most of the people of color who identify as LGBTQ, race is viewed as an additional identity to incorporate into an overall identity as a teacher.

Part 2 takes place in Workshop Session B.

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

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

**Room:** B408

Murphy’s Law: The Realities of Your First Year in School Leadership

Many educators who aspire to leadership roles believe their teaching experience is preparation enough. But on top of the multifaceted educational responsibilities that come with leadership, unexpected situations with students, faculty, and governance bodies are inescapable. Increased accountability to parents has also magnified the need for a broader skill set. This session will investigate the cultural dynamics that affect leaders of color; guide you through a personal skills inventory and case study debriefs; and let you role-play scenarios to analyze the process of managing the challenging situations newly appointed school leaders face.

**PRESENTERS:** Sean Hamer and Byron Davis, Germantown Friends School (PA)

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

**Room:** A316

“Ouch!” Lessons to Teach Elementary Students About Microaggressions and Managing Moments That Hurt

Microaggressions, the everyday offenses marginalized people experience, affect us all. Children are not immune to the American experience, in which middle class white standards are presented as the norm. They may act on assumptions that hurt people who do not look, sound, dress, or speak the same way. As educators, we should address this problem and improve the way people engage with one another. In this workshop, you will learn one approach to teaching students about how to prevent microaggressions and how to respond when they do occur. Presenters will share lesson content as well as background information to build community and students’ understanding of the impact of their words.

**PRESENTERS:** Meryl Heyliger, Kay Miller, and Angela Sandford, Georgetown Day School (DC)

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

**Room:** A311

Parent and Trustee Engagement on Navigating Tough Cultural Conversations and Increasing Cultural Awareness

Now more than ever, schools are assessing how ready their faculty and parents are to discuss tough cultural topics—especially in light of events involving bias toward Muslims and immigrants, transgender identity, and police killings of African American males. Would your alumni join in singing chants using the N-word? Do they feel confident and comfortable with their own cultural identity as they navigate and communicate with other cultural groups? How well do you prepare parents to have tough cultural conversations with their children? Hear from a parent and trustee on effective strategies to increase cultural responsiveness, ways to engage all parents, and action steps you can take at your school.

**PRESENTER:** Tiffany Taylor Smith, Newark Academy (NJ)

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

**Room:** B401

The Rooster’s Egg: Beyond the Dominant Narrative and Empowering Students Through Counterstories

Counterstories—expressions of experience beyond the dominant narrative—can empower students, reposition teachers, and help guide institutional change. Learn how to craft interdisciplinary and team-taught curricula by triangulating and layering counterstories, including non-canonical fiction of the African diaspora, recovered slave narratives, and empowered student voices. Join two teachers who have different racial identities but matching goals for students. They’ll lead you to explore the potential of the counterstory to shift classroom conversation beyond the expected white normative voice and toward a meaningful engagement with the voices and experiences of people of color. Through reflection and engagement with frameworks from both critical race theory and racial identity development, you will prepare strategies for shifting curricula at your home school.

**PRESENTERS:** Kelena Reid, The Moses Brown School (RI); Nina Leacock, Bosque School (NM)

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

**Room:** A302

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#NAISPoCC | #NAISSDLC
Shielding My Race from the Blindness of Whiteness

Racial microaggressions are defined by Derald Wing Sue as “the brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile or derogatory racial slights and insults to people of color.” How do people of color shield themselves from these insidious remarks and educate white people about the damage of racial microaggressions? In this session, you’ll hear about the scholarly work of Derald Wing Sue, work in small groups, share within the larger group, and come to a better understanding of how to recuperate from racial microaggressions and how best to address them when they occur. This workshop is open to people of color in all positions as well as white allies.

**PRESENTERS:** Sandra Chapman, Little Red School House and Elisabeth Irwin High School (NY)

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

**Room:** A405

Supernatural Phenomena in Black Literature and Media: Zombies, Ghosts, and Spaceships to a New Future

Explore ways to incorporate current popular culture trends into a secondary-level black literature or interdisciplinary course. We will discuss unit and lesson plans that expose students to Zora Neale Hurston’s anthropological work in Haiti, the Yoruba religion, and Vodou through contemporary music and film; cultural haunting in Toni Morrison’s *Beloved*; and Afrofuturism in Octavia Butler’s *Parable of the Sower*. We will also discuss ways to incorporate positive racial identity activities for students of diverse cultural backgrounds. You will leave with tangible resources to use in the classroom and ideas for curriculum building.

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

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

**Room:** B402
Supporting Our Asian American and Pacific Islander Students: Critical Race Theory, Affinity Groups, and More
Asian American and Pacific Islander (AAPI) students regularly hear comments and questions that perpetuate the model-minority myth and the view of Asian culture as monolithic. These assumptions often reflect a lack of awareness about the history surrounding AAPI racial, ethnic, and cultural identities. How can you help AAPI students experience positive identity development and empower them to engage in our nation’s dialogue about race? Explore these challenges through critical race theory, affinity groups, curricular representation, and other techniques to create an inclusive culture where AAPI students can thrive and strive for a more equitable, just society.

**PRESENTERS:** Ted Chen and Emily Chu, Lakeside School (WA); Howard Chang, Flint Hill School (VA)
**TRACK:** Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
**Room:** A401

Viewbook vs. Reality: Diversity, Equity, and Inclusion in the Admission Process
Charged with increasing the diversity of our schools, admission professionals have the opportunity to lead the way in conversations about the complexities of this goal. We will present a new model for understanding the roles of community, school, and self in creating and sustaining healthy, diverse school communities. In this interactive workshop, we’ll explore together how the admission office can partner with the school community to shape a message around diversity that balances aspirations and accuracy. We will also discuss best practices in the admission process, community demographics, obstacles, and implicit bias.

**PRESENTERS:** Kim Scott, Georgetown Day School (DC); Lisa Shambaugh, St. Andrew’s Episcopal School (MD)
**TRACK:** Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
**Room:** A314

Watching the Watcher: Articulating and Deconstructing the Authoritarian “White Gaze”
Using excerpts from ethicist Sharene Razack’s book *Looking White People in the Eye* while also analyzing contemporary cultural examples, this session provides a place to examine how the white gaze and the relentless fetishizing of the darker body creates spaces ripe to replicate oppressive behaviors. Examine the ways that watching the pain of oppressed people is often misused as a teaching tool to navigate and manage varying levels of racism. You will unpack these and related issues through small and large group discussions. In addition, you’ll take away critical tools to help understand and articulate how the white gaze operates in and beyond academic spaces.

**PRESENTER:** Stacey Gibson, Francis W. Parker School (IL)
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** B403

“We Want to Hire Leaders of Color — There Just Aren’t Any Candidates!” (Actually, There Are) Part 1
This workshop starts with a question: Why are leaders of color vital to our schools? Once we have a shared understanding of why, we will explore what responsibilities and opportunities exist to cultivate leaders of color. We will also identify effective practices to create community and institutional structures where leaders of color thrive. The presenters will share their own experiences, including their co-facilitation of professional learning communities for leaders of color. You can then reflect on your experiences, learn from colleagues, and draw on current research. You’ll identify systemic frameworks and implementable actions for cultivating, not just caring about, leadership of color in your school.

**PRESENTER:** Alison Park, Blink Consulting; Steve Morris, The San Francisco School (CA); Percy Abram, The Bush School (WA)
**TRACK:** Leadership and Management for Equity and Inclusion
**Room:** B405

Who We Are: Racial and Ethnic Identity Development for Educators and Youth Part 1
How do we learn about our various group identities, such as African American, Asian, Native American, Latino, and white? What messages have we internalized? Why do some of us love our identities while others have own-group shame and hatred? Learn how to co-author the identity development of youth and adults to the benefit of all. Part 1 of this two-part session will focus on our own identities and experiences. Part 2 will build upon that knowledge to focus on others and how we show up in relation to others, particularly students.

**PRESENTER:** Rosetta Lee, Seattle Girls’ School (WA)
**TRACK:** Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
**Room:** B409
11:00 – 11:45 AM
SDLC FAMILY GROUP OPENING
Omni, Various locations

11:45 AM – 12:45 PM
CHOIR REHEARSAL
GWCC, Exhibit Hall A3

12:00 – 12:45 PM
SDLC LUNCH
Omni, Atrium A and Grand Ballroom DE

1:00 – 3:00 PM
AFFINITY GROUP SESSION 1
All Affinity Group meetings are in the Georgia World Congress Center (GWCC).

Black, African Heritage Exhibit Hall A2
Asian, Asian Pacific Islander Heritage A302
First Nations Heritage A401
Greater Middle Eastern Heritage A303
International A304
Latinx Heritage A305
Multiracial Heritage B405
Transracially Adopted A409
White, European Heritage Exhibit Hall A3

1:00 – 5:15 PM
SDLC FAMILY/HOME GROUPS
Omni, Various locations

3:00 – 3:30 PM
AFTERNOON COFFEE BREAK
GWCC, Registration Hall A-B

3:00 – 3:45 PM
SDLC SNACK BREAK
Omni, Various locations

3:30 – 4:45 PM
PoCC FEATURED SPEAKER
DAVID J. JOHNS
INTRODUCTION BY Bobby Edwards,
McLean School (MD)
GWCC, Sidney Marcus Auditorium

3:30 – 4:45 PM
WORKSHOP SESSION B
All workshops take place in Georgia World Congress Center (GWCC).

Asian Privilege and Its Discontents
Historically, Asian Americans have been labeled the “model minority” who work hard to excel academically and professionally. In this workshop, we will explore the many aspects of privilege that Asian Americans experience due to their unique positioning within the United States’ racial hierarchy — but also the discontents associated with this status. We will examine how Asian Americans can make use of this privilege within predominantly white institutions in the service of equity for all. And we will discuss how Asian Americans suffer from a lack of recognition and respect from other racial minority groups, and how to build a stronger sense of interracial solidarity.

PRESENTERS: Drew Ishii, Sage Hill School (CA); Radhika Khandelwal, Brentwood School (CA); Steven Lee, Edmund Burke School (DC); Cheryl Ting, Redwood Day School (CA)
TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
Room: A405
Auxiliary Workers: Portraits of Microaggressions Faced by Invisible Teachers and Their Work in Independent Schools

Independent schools often subtly exclude auxiliary workers by virtue of the design and limitations of their work. A school community may routinely overlook their overall contributions, talents, and stories for reasons that are varied and complex. This workshop is designed to encourage you to examine and assess your school’s community and culture regarding auxiliary workers. You will gain new insight for multicultural education, curriculum development, community building, and school leadership.

**PRESENTER:** Francoise Saint-Clair, The School at Columbia University (NY)

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

**Room:** A305

Building a Gender-Inclusive Community from the Bottom Up and the Top Down

In its 2015–2020 strategic plan, Prospect Sierra School envisioned a community where “everyone thrives.” The school has made significant strides toward becoming an identity-safe community for everyone, with a specific focus on gender. In this session, you'll hear stories to inspire you to act and learn strategies you can take back to school leadership to effect change. Learn how Prospect Sierra has increased identity safety in the school and the community through ongoing professional development, the active middle school gender and sexuality awareness group, and administrative commitments to build gender-neutral bathrooms. Also hear about how running its first summer day camp for gender-diverse kids has broadened Prospect Sierra’s work in the greater community.

**PRESENTERS:** Britt Anderson, Katherine Dinh, Sandra Collins, and Jessica Walker, Prospect Sierra School (CA)

**TRACK:** Organizational Development and Institutional Change

**Room:** A301

Can Code Switching Go Too Far? An Exploration of Cultural Identity Development in Independent Schools

Code switching has commonly been defined as the practice of switching between languages or dialects, but the term can be applied more broadly to include all forms of verbal and physical communication. At this workshop, explore the connection between code switching and authenticity, as well as the rewards and costs of code switching to individuals within the cultural environment of independent schools.

**PRESENTERS:** Brandie Melendez, The Berkeley Carroll School (NY); Mariama Richards, Ethical Culture Fieldston School (NY)

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

**Room:** A316

Changing the Race Dance Part 2

In the second part of this workshop, we’ll continue to have creative conversations that shift personal and group racism. As in Part 1, we’ll incorporate movement, voice, story sharing, and stillness as we use an embodied education model called InterPlay to help ourselves both dignify and address the way racism injures and separates bodies.

**PRESENTERS:** Cynthia Winton-Henry and Soyinka Rahim, InterPlay

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

**Room:** B404
Creating Beloved Communities: The Mission of Justice in Faith-Based Schools
As seen through his mission to realize the beloved community, Martin Luther King Jr.'s particular religious identity demanded the pursuit of universal justice. What would it look like for faith-based schools to follow his lead? By examining case studies involving a humanities teacher, a chorus director, an admission head, and a chaplain, this session will discuss pedagogic and administrative strategies that help bring the work of justice and diversity into the foreground as a necessary expression of religious identity. Come participate in one of the small groups during this interactive workshop and exchange ideas on how your school can center its curriculum, chaplaincy, admission program, or administration around a faithful mission of justice.

**PRESENTERS:** Timothy Seamans, Beth-Sarah Wright, Keith White, and Joel Thompson, Holy Innocents' Episcopal School (GA)

**TRACK:** Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
**Room:** A315

Deep Diversity: Using Brain Science to Overcome Us vs. Them
What if your interactions with people whose races differ from yours are influenced by things happening below the radar of awareness, hidden even from yourself? Research demonstrates that—in spite of good intentions and fair-mindedness—our unconscious mind and automatic brain processes frequently favor those most “like us.” This creates racial blind spots and hard-to-see discrimination that is systemic, and it results in a society in which many hard-working people are unable to get ahead. Through this award-winning presentation, you will explore how influential the unconscious mind is in human interactions, the prejudice habits we’ve learned regarding racial differences, and the negative impact of racial blind spots in schools and the workplace. Using an interactive storytelling approach, you will explore the impact of racism and Islamophobia as well as the strategies that can reduce such biases.

**PRESENTER:** Shakil Choudhury, Anima Leadership

**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** A409

Elevating Equity in Education by Countering Characteristics of White Supremacy Culture
According to a nationwide poll conducted by CNN and the Kaiser Family Foundation, 49 percent of Americans believe racism is a big problem in our society. Meanwhile, a New York Times/CBS News poll shows that nearly four in 10 Americans think race relations are getting worse. As an educator who believes in leading racially just classrooms and schools, you must examine how your school's policies, practices, and values may uphold components of white supremacy culture. During this session, you’ll have the opportunity to learn how schools unknowingly promote white supremacy. You’ll also be able to develop short- and long-term goals to counteract this within your current role.

**PRESENTER:** Rachel Willis, Elevating Equity

**TRACK:** Organizational Development and Institutional Change
**Room:** A311

Examining School Discipline Data Through the Lens of Implicit Bias
This interactive workshop will encourage you to understand how to uncover implicit biases in your data-collection processes. You will role-play conversations with faculty around implicit bias, and you’ll also discuss real scenarios and ways to interrupt bias by establishing authentic relationships.

**PRESENTERS:** Khadija Fredericks and Christine Fairless, St. Paul’s Episcopal School (CA)

**TRACK:** Leadership and Management for Equity and Inclusion
**Room:** A304
Headed to the Top: New Study Reveals Ways to Increase Opportunity for People of Color and Women in NAIS Member Schools

How can school leaders and search firms ensure that candidates of color and women have equal opportunities to reach the top roles in independent schools? What recruiting dynamics help or hinder? What qualifications, levels of interest, barriers, and motivators exist among these aspiring leaders? Recent NAIS statistics show that just 7 percent of school heads are educators of color and only one-third are white women. Gain insight into the root causes of these disparities from a new NAIS study of search firms, search committees, and potential candidates. NAIS staff will share findings about the recruitment and selection process, the aspirations of people of color and women, and these candidates’ backgrounds and career paths. You’ll also hear strategies to ensure that your school’s next head search offers all candidates an equal and unbiased opportunity.

PRESENTERS: Amada Torres and Caroline Blackwell, NAIS
TRACK: Leadership and Management for Equity and Inclusion
Room: A407

How to Explain White Privilege to Skeptics in One Hour

Using a series of pointed questions, we will work together to create a graphic map of social groups based on locations and roles in U.S. history and society. You and your fellow participants will think together about which groups have not had access to rights, resources, and respect—ultimately revealing the social positioning and impact of white privilege and dispelling illusions of a level playing field. Once the graphic has been created, you will explore social dynamics, dominant cultural attitudes, and behaviors that perpetuate power and privilege patterns, even when best intentions are in play.

PRESENTER: Debby Irving
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A314

Is It Getting Better? Exploring #BlackLivesMatter and the Civil Rights Movement with Middle Schoolers (5th–8th Grades)

Too often, anti-bias education is limited to increasing students’ self-awareness and identity development. It is critical for students to understand the powerful impact of unchecked unconscious bias that results in violence and injustice. In this interactive workshop, middle school teachers will gain skills, language, and tools to design lessons and facilitate discussions that help students make connections between their own self-awareness and bias, the need for racial justice movements, and social activism. As a participant, you will act as both learner and teacher by engaging in small-group discussions and brainstorming how to adapt these materials and lessons to make them developmentally appropriate for grades 5 to 8.

PRESENTERS: Rebecca Yacono and Mellisha Culpepper, Shady Hill School (MA)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A302

Language, Labels, and Power: The Intersection of Learning Disabled and Students of Color in Independent Schools

Hear how one independent school that was established for students with learning differences educates its students, including students of color. Challenge your thinking about students of color who are labeled “learning disabled” and learn how they can be doubly affected by poor self-concept through the federal special education system. The speakers will explore scientific, historical, and political influences on special education. But they’ll also share their current practices in which differences such as ADHD and dyslexia are engines of innovative thinking and catalysts for empowering students of color and all students with differences.

PRESENTERS: Yvette Shepard, Robert Lane, and Christopher Lanier, The Lab School of Washington (DC)
TRACK: Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
Room: A401

LGBTQ People of Color: The Intersection of Race, Gender, and Sexual Orientation in Independent Schools Part 2

The second half of this two-part session gives you more opportunities to join a discussion led by two LGBTQ men of color about the complex intersection of identities—identities that include teacher.

PRESENTERS: Philip McAdoo, Sidwell Friends School (DC); Quinton Walker, University School of Nashville (TN)
TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
Room: B408
The Maker Revolution: Positioning the Learner as a Leader
This workshop will use a case study and a simulation to explore the main tenets of student-centered making. The emphasis will be on the student experience and the Four Rs: research, reasoning, recording, and reflection. You will be given a template to create a sample plan to design and complete a project using the Four Rs as a framework. At the end, you’ll have time to reflect on the exercise to encourage a deeper understanding of the process.
PRESENTERS: Markus Hunt, The Logan School for Creative Learning (CO); Christa Flores, Hillbrook School (CA)
TRACK: Self-Efficacy and Empowerment: Mind, Body, Spirit
Room: A313

¡No Más!: Integrating Topics of Social Justice into the High School Spanish Classroom
Attend this workshop to learn specific strategies to incorporate topics of social justice in your Spanish classes. We will discuss Afro-Latin identity, Argentina’s Dirty War, Pinochet’s dictatorship, Bolivia’s Water War, and immigration routes to the north. The two presenters will share tried-and-true techniques to enhance students’ understanding of past and current world events in the context of their language class.
PRESENTERS: Elena Tello and Ciara McGrath, University Preparatory Academy (WA)
TRACK: Equity and Justice Exemplars: Programs, Models, Best, Promising, Next Practices
Room: B403

Now That You’re Here, What Will Make You Stay?
Building from a study presented at the 2011 People of Color Conference in Philadelphia, this workshop will explore more data and stories about the path for people of color at independent schools. In addition to learning why retention rates remain low for faculty of color, you’ll discover support sources and ways in which your school can be proactive about retaining a diverse faculty. The data will be helpful if you are in a position to work on ways to retain faculty of color at your school, including by getting ahead of the reasons they leave.
PRESENTER: Johara Tucker, Cambridge School of Weston (MA)
TRACK: Organizational Development and Institutional Change
Room: A312

One of Few, Representing Many: The Cognitive Dissonance of People of Color in Independent Schools
What can happen to people of color who work in independent schools with only a handful of other people of color—or just one? What if few, or none, are in leadership positions? How does the system maintain white supremacy by operating on the idea that highly qualified people of color are rare and hard to find? What are the personal costs, pitfalls, dilemmas, and benefits of being one of a few in a majority white school? This interactive workshop will explore how being the token person of color can result in policing behaviors that injure both faculty and students of color. It will also provide suggestions for taking care of yourself while challenging and changing behaviors in your institution.
PRESENTERS: Patricia Matos, Greenwich Country Day School (NY); Gail Cruise-Roberson, National SEED Project
TRACK: Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
Room: A404
Parent-employee, Employee-Parent: Navigating Dual Roles Within Your School

This workshop is for teachers and administrators of color whose children attend their school, for those who teach or support the children of staff, and for anyone interested in the complexities that arise in these situations. This workshop will explore how parent-employees navigate the difficulties that present themselves when they must switch hats from faculty to parent. This panel of employee-parents will also provide best practices for faculty who wish to work with and communicate honestly with parent-employees.

**PRESENTERS:** Johanna Aeschliman, Brooklyn Heights Montessori School (NY); Frankie Brown, Sidwell Friends (DC); Alexis Wright, New City School (MO); Jose DeJesus, Packer Collegiate (NY); Carlisa Holliday, Chestnut Hill School (MA)

**TRACK:** Organizational Development and Institutional Change

**Room:** A403

Rebranding Diversity Day: Engaging Students, Faculty, and the Community in the 21st Century

Does your school set aside a day for students and faculty to deepen understanding of themselves and others through the lens of diversity and inclusion? Is it meaningful? Is it worth having? In this workshop, speakers from Colorado Academy will tell how a rebranding strategy won the support of administration, faculty, and students, and transformed Diversity Day perceptions, engagement, and buy-in. The new initiative is PlatFORUM, a full-day conference that encourages and models brave conversation around identity and social justice. You’ll walk away with relevant, realistic, and manageable strategies that can make celebrating and critiquing humanity a powerful, meaningful, and necessary experience.

**PRESENTERS:** Adrian Green and Michael Davis, Colorado Academy (CO)

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

**Room:** A406

Refugee and Immigration Stories: Strengthening Inclusive Community and Identity in a Polarizing Time

This workshop will explore how one independent school, one community organization, and one public school district came together to create curriculum and programming around understanding refugee and immigration issues. Presenters will share practical examples from across K-12 education that focus on building empathy in order to reframe discourse in one of the most politically divided counties in the nation. You will also have the opportunity to dive into a case study about how a fourth grade social studies unit on immigration in American history was transformed into a year-long service-learning and inclusion curriculum that empowered students as change makers.

**PRESENTERS:** Clare Sisisky and Carolyn Villanueva, Collegiate School (VA)

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

**Room:** A410

Relational Trust: Social Capital for Engaging Civil and Human Rights Work in Independent Schools

This workshop draws from a doctoral study of how four heads of independent schools built and leveraged relational trust with students, parents, and colleagues in their first year of school leadership. Although relational trust has been studied in public schools as an organizational dynamic, there is little empirical research on relational trust as a leadership trait, particularly for independent school leaders and teachers. This session will introduce you to this critical concept and engage you in strategizing unique new ways to increase your effectiveness as a leader.

**PRESENTER:** Gene Batiste, Gene Batiste Consulting

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

**Room:** B402

Rethinking How We Teach the Civil Rights Movement in History and Literature

The civil rights movement is frequently presented in classes as a triumphant series of marches and peaceful protests that turned the tide against racial segregation and discrimination in the South. However, recent scholarship offers us a number of ways to open up that interpretation. Teachers can include a longer span of black activism, a wider array of rights movements, and the need for continued action today. This workshop will make a case for reframing the civil rights movement and provide tools to go beyond the standard textbook narrative and deepen students’ understanding of these struggles.

**PRESENTERS:** Candace Chen, Benjamin Cullen, and Jason Chang, Bentley School (Lafayette Campus) (CA)

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

**Room:** A408

Speak Up, Not Over: Helping White Allies Move Beyond White Fragility to Real Solidarity

Explore how white allies can more thoughtfully engage in anti-racist work in post-Ferguson America. In this workshop, we will discuss how white educators’ tendencies to dominate conversations, monopolize emotional energy, and assume a “savior” stance can undermine effective allyship in our schools. Informed by current research and interviews, this session provides a framework for change and empowerment. The framework encourages white allies to break down barriers, build relationships, and create institutional climates that seek an end to racism in our schools and in ourselves.

**PRESENTER:** Candice Powell, Newark Academy (NJ)

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

**Room:** A402

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Strategies for Strengthening Self-Efficacy in African American Male Teachers
Self-efficacy is your belief in your ability to succeed in specific situations. It is a deciding factor in whether a teacher—especially an African American male teacher—will return to a specific position or reach for another inside a school. Teachers who feel competent, connected, and valued by their schools’ administrative teams report higher levels of job satisfaction. In this workshop, two African American male teachers with a combined 25-plus years of working in independent schools will discuss seven principles of self-efficacy. Additionally, they will provide practical strategies and insights around building self-efficacy that fosters a greater sense of belonging and worth. You will leave with ready-to-use resources to strengthen self-efficacy in African American male teachers at your school.

**PRESENTERS:** Ayodele Harrison, Community Build Ventures; Stephen Brown, The Lovett School (GA)
**TRACK:** Leadership and Management for Equity and Inclusion
**Room:** A303

Using Activist Assessment to Engage Students as Responsive Agents, Architects, and Partners in Their Learning Journey
Assessment practices are most effective when they help students become engaged self-assessors, capable of monitoring and regulating what and how they learn given specified expectations. This workshop introduces a holistic “self-in-context” assessment resource that helps learners—students and educators alike—develop the skills and perspectives to proactively engage in critical self-analyses, reflection, and reflexive praxis. You will explore who you’re perceived to be as an educator in relation to your students and your curricular/co-curricular content. You will also examine how you can better help your students and yourself employ internal and external feedback to make real-time adjustments in what you do (or don’t do) to improve teaching and learning. This session is geared to upper school teachers, curriculum specialists, academic deans, and other administrators.

**PRESENTER:** Hazel Symonette, University of Wisconsin-Madison
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** B401

“We Want to Hire Leaders of Color — There Just Aren’t Any Candidates!” (Actually, There Are) Part 2
Part 2 of this workshop will continue the conversation about hiring leaders of color in independent schools.

**PRESENTERS:** Alison Park, Blink Consulting; Steve Morris, The San Francisco School (CA); Percy Abram, The Bush School (WA)
**TRACK:** Leadership and Management for Equity and Inclusion
**Room:** B405

Who We Are: Racial and Ethnic Identity Development for Educators and Youth Part 2
In the first part of this workshop on how we learn about, internalize, and grow to love or hate group identity, we focused on our own identifies and experiences. In this second part, we build upon that knowledge to focus on others and how we show up in relation to others, particularly students.

**PRESENTER:** Rosetta Lee, Seattle Girls’ School (WA)
**TRACK:** Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
**Room:** B409
5:00 – 6:15 PM
PoCC GENERAL SESSION

RINKU SEN
MUSICAL PERFORMANCE BY Melanin Matters, Atlanta Girls’ School (GA)
INTRODUCTION BY Oman Frame, The Paideia School (GA)
GWCC, Exhibit Hall A3

BOOK SIGNING EVENT
SPONSORED BY EDUCATOR’S ALLY

5:30 – 6:15 PM
SDLC STUDENT DINNER

Omni, Atrium A and Grand Ballroom DE

6:30 – 7:00 PM
BREAK

Book Signing with Rinku Sen
GWCC, Registration Hall A–B

6:30 – 8:15 PM
SDLC FAMILY/HOME GROUPS

Omni, Various locations

8:00 – 9:30 PM
FILM SCREENING

Shadeism: Digging Deeper
Ticket Required
More information on page 11
GWCC, Sidney Marcus Auditorium

8:30 – 9:30 PM
SDLC AFFINITY GROUP SESSIONS

Omni, Various locations

9:45 – 10:00 PM
SDLC REGIONAL GROUPS

Northern California Omni: Dogwood AB
Maryland Omni Cottonwood AB
Washington, DC Omni: Redwood
New England (MA, NH, VT, RI)
Omni: Int’l CD
New York Omni: Int’l EF
North Carolina Omni: Juniper
Florida Omni: Cypress
Pacific Northwest (WA, OR, UT, ID)
Omni: Sycamore
Virginia Omni: Magnolia
Colorado Omni: Walnut
Tennessee Omni: Hickory
Southern California Omni: Grand Ballroom A
Southwest (LA, AZ, TX, NV, NM)
Omni: Grand Ballroom B
Pennsylvania and Delaware Valley
Omni: Grand Ballroom C
South (AL, SC, GA, MS, KY)
Omni: Maple AB
Midwest (OH, MI, MN, MO, IN, IL, WI, KS)
Omni: Pine Room
New Jersey Omni: Birch Room
Connecticut Omni: Spruce Room

10:00 PM
SDLC STUDENTS DISMISSED TO CHAPERONES

11:00 PM
SDLC HOTEL CURFEW

JOIN THE CONVERSATION ON TWITTER, FACEBOOK, AND INSTAGRAM.
USE #NAISPoCC AND #NAISSDLC!
FRIDAY, DECEMBER 9

PoCC AT A GLANCE

6:00 – 7:00 AM  Wellness Events
7:00 AM – 1:00 PM  PoCC Registration
8:00 – 9:15 AM  PoCC General Session with Richard Blanco
9:15 AM – 5:30 PM  PoCC Hub Open
9:30 – 10:00 AM  Coffee Break
10:15 AM – 12:15 PM  Master Class with David J. Johns
10:15 – 11:15 AM  PoCC Featured Speaker with Cristina Henriquez
10:15 – 11:30 AM  Workshop Session C
11:30 AM – 12:00 PM  Book Signing with Cristina Henriquez
11:30 AM – 12:45 PM  Film Screening: Beyond Gladiators: Black Athletes and Private Education
11:30 AM – 1:00 PM  PoCC Networking Lunch
12:00 – 12:45 PM  Choir Rehearsal
1:00 – 3:00 PM  Affinity Group Session 2
3:00 – 3:30 PM  Afternoon Coffee Break
3:45 – 5:00 PM  State/Regional Meetings
4:00 – 5:00 PM  Choir Rehearsal
5:15 – 6:30 PM  PoCC General Session with Zak Ebrahim
6:30 – 7:30 PM  LGBT Social Hour
6:45 – 7:15 PM  Book Signing with Zak Ebrahim
9:00 PM – 12:00 AM  Club PoCC

SDLC AT A GLANCE

7:00 – 7:45 AM  Breakfast with Chaperones
8:00 – 8:30 AM  Morning Clearing
8:30 – 9:30 AM  SDLC Keynote Presentation with Zak Ebrahim
9:45 – 10:30 AM  Talent Show
10:45 AM – 12:15 PM  Affinity Groups
12:30 – 1:30 PM  Student Luncheon
1:45 – 3:45 PM  Family/Home Groups
3:45 – 4:00 PM  Snack Break
4:00 – 5:15 PM  Family/Home Groups Continue
5:30 – 6:15 PM  Student Dinner
6:30 – 8:15 PM  Family Groups
8:30 – 9:45 PM  SDLC Closing Ceremonies
10:00 – 11:30 PM  Student Dance (Games option provided)
11:30 PM  Students Dismissed to Chaperones
12:00 AM  Hotel Curfew
6:00 – 7:00 AM
WELLNESS EVENTS
Join fellow attendees for a fun run/walk/roll, yoga, or Zumba classes.

Run/Walk/Roll Omni, Meet in South Tower Lobby
Yoga Omni, Maple ABC
Zumba Omni, Pine Room

7:00 – 7:45 AM
SDLC BREAKFAST WITH CHAPERONES
On Your Own: Breakfast Not Provided

7:00 AM – 1:00 PM
SDLC MORNING CLEARING
GWCC, Sidney Marcus Auditorium

8:00 – 8:30 AM
SDLC MORNING CLEARING
GWCC, Registration A Foyer

8:00 – 9:15 AM
SDLC MORNING CLEARING
GWCC, Sidney Marcus Auditorium

8:00 – 9:15 AM
PoCC GENERAL SESSION

RICHARD BLANCO
MUSICAL PERFORMANCE BY The Galloway School Percussion Ensemble
INTRODUCTION BY Suzanna Jemsby and Roberta Osorio, The Galloway School (GA)
GWCC, Exhibit Hall A3
SPONSORED BY GENE BATISTE CONSULTING

8:30 – 9:30 AM
SDLC KEYNOTE PRESENTATION

ZAK EBRAHIM
GWCC, Sidney Marcus Auditorium

9:15 AM – 5:30 PM
PoCC HUB OPEN
Join fellow attendees in the PoCC Hub for special events, learning labs, the NAIS Member Resource Center, Tech Spotlight, the NAIS Bookstore, and more.
GWCC, Registration Hall A–B

9:30 – 10:00 AM
BREAK
GWCC, Registration Hall A–B

10:15 – 11:15 AM
PoCC FEATURED SPEAKER

CRISTINA HENRIQUEZ
INTRODUCTION BY Eddy Hernandez, The Paideia School (GA)
GWCC, B407

10:15 – 11:30 AM
WORKSHOP SESSION C
All workshops take place in Georgia World Congress Center (GWCC).

Are the Numbers Enough?
Imagine that your head of school has just asked you to lead a task force to assess your school’s practices in regard to equity and inclusion and also to measure the cultural competency of your school community (students, faculty/staff, parents, and more). Where do you begin? And what do you do when you’re told, “Our school is quite diverse. Why would we need a diversity practitioner?” In this session, find out how to get naysayers to see the value of focusing on the quality of a school community in addition to the quantity of diverse populations. You will walk away with tools and resources to take back to your school that delineate what’s included in a diverse and inclusive campus climate.
PRESENTERS: Terri Wallace, Quest Academy (IL); Jackie Wells, Maumee Valley Country Day School (OH)
TRACK: Organizational Development and Institutional Change
Room: A406
Beyond Curry and Cows: Teaching South Asia
Engage in interactive activities to explore the rich cultural diversity of South Asia. Discuss curriculum resources on geography, history, religion, language, and the arts. The presenter will also address some of the complexities of teaching a culture that is “your own” vs. one that is not, as well as student perceptions of teacher knowledge.

**PRESENTER:** Nayantara Mhatre, Bank Street School for Children (NY)

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

**Room:** A305

The Children Are Watching: Developing Principled Relationships Between People of Color and White Colleagues
Given the long legacy of racism in schools, how do you ensure that the working relationships between people of color and white colleagues are based on respect and promote equity? This workshop’s presenters will share a case study about their 13-year partnership as well as examples from other teacher-administrator cross-racial relationships. You will examine the contexts, pitfalls, and transformations that can happen when you learn to speak with and not for your colleagues. You will also look at how teaching is enhanced by authentic connections based in both an understanding of and respect for racial identities and how they influence teaching and learning.

**PRESENTERS:** Elizabeth Denevi, Mid West Ed (IL); Mariama Richards, Friends Central School (PA)

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

**Room:** A405

Colorism in Islam: #BlackintheMSA #BlackMuslim
For the last 15 years, society has focused so much on Islamophobia from the Arab and South Asian perspective that we often forget that African and African American individuals make up 25 percent of Muslims in the United States. In this workshop, we will explore exclusion of African Americans from this religion by Arabic and South Asian Muslims. We will examine how these unconscious biases play a major role on independent school campuses and communities.

**PRESENTER:** Khadijah-Ali Campbell, Phillips Exeter Academy (NH)

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

**Room:** A311

A Conversation: The Fluidity of Gender, Racial, and Sexual Identities in Young People Today — A Session for Educators of Color
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 this interactive conversation about the implications of these emerging identities and ideas in a school community.

*This workshop is offered in two tracks: this one for educators of color (Friday) and one for white educators (8:30 AM Saturday).*

**PRESENTERS:** Morgan Darby, San Francisco University High School (CA); Vanessa Savas, Cambridge Friends School (MA)

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

**Room:** A407
Developing Strategies to Support Students and Families of Color Through the College Admission Process
This session will help school administrators and college counselors develop programming for students and families of color, including first-generation individuals who have limited experience with college admission. Drawing on their wide range of experience working with diverse populations at the secondary and post-secondary levels, the presenters will focus on managing expectations and dispelling myths. You’ll explore topics such as developing productive partnerships with community-based organizations, finding appropriate school fit so that students thrive, and understanding the realities and misperceptions surrounding affirmative action policies in college admission.

**PRESENTERS:** Khaliah Williams and Carolyn Middleton, The Berkeley Carroll School (NY)

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

Room: A404

“A Face Like Mine”: Structurally Including Asian Americans in Racial Justice
As issues of justice and equity become increasingly important, we as educators must build capacity for activism and engagement. Like our schools, we play an important role in advancing racial justice for Asian Americans, being aware of the racialized journey of Asian Americans, and building cohesion among marginalized communities. Together in this session, we will explore our individual journeys toward racial justice and our professional journeys in support of these issues at our schools.

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

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

Room: A410

Family Leave Policies: Challenges and Opportunities for Working Parents in Independent Schools
How can family leave policies in independent schools create a more equitable climate for faculty and staff? In addition to providing data on current practices and policies relevant to working parents, this workshop is designed to be a safe forum for sharing resources and affinity group conversation. Through large and small group discussions, you will be encouraged to share your experiences, suggestions, and support for each other. As two working moms in independent schools, we are interested in improving the climate for our own families as well as yours.

**PRESENTERS:** Angela Miklavcic, The Episcopal Academy (PA); Priscilla Morales, The Park School of Baltimore (MD)

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

Room: A314

Fulfilling the Dream: The History of Black Greek Leadership and the People of Color Conference
Thirty years ago, five educators (all members of Black Greek Letter Organizations) heeded a call to action when the need arose for formal support of the roles, values, and voices of people of color in independent schools. Now we hope you’ll join us to commemorate the 30th anniversary of the first National Conference for Teachers and Administrators of Color in Independent Schools. Hear the stories, triumphs, and trials directly from those who were there. Learn why they are committed to preserving the history and legacy of PoCC, the successor to that conference and the flagship of NAIS’s commitment to equity and justice in teaching and learning.

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

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

Room: A313
How Collaborative Leadership Supports Organizational Change, Strategies, and Conversations in a Diverse School

The ability to collaborate within diverse groups is a skill our students must master to thrive in our rapidly changing world. But how can we teach this fundamental skill if we are unable to consistently use collaboration ourselves in our daily work? This workshop will present a way to understand and engage in institutional collaboration using a principle-based leadership approach, the Collaborative Operating System. You can use these principles and collaborative framework to better engage the collective intelligence of any diverse team’s thinking, engagement, and strategic problem-solving ability.

**PRESENTERS:** Joanne Chu and Carri A. Carver, Woodward Academy (GA)

**TRACK:** Organizational Development and Institutional Change

Room: A301

Let’s Get Real: Exploring Race, Class, and Gender Identities in the Classroom

Two teachers, a black man and white woman, developed a method to facilitate healthy identity formation in the context of a diverse learning community. They offer a series of teaching strategies to encourage conversation and personal reflection, enabling students to think creatively, rather than stereotypically, about difference. Find out how this model helps students learn to safely explore their race, class, and gender identities; share stories and thoughts with peers; learn more through reading and research; and ultimately take action to affect social change in their communities. Through empathetic listening, positive peer acceptance, the inclusion of diverse ideas, and critical collaboration, students can learn more about themselves, each other, and the world they live in. The outcome: Individuality and diversity flourish simultaneously.

**PRESENTERS:** Martha Caldwell and Oman Frame, The Paideia School (GA)

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

Room: B404

Moving Up: Career Advancement for Educators of Color

Discover a process to create your own path to a fulfilling career and make intentional decisions about growth in your current job. This session will guide you in identifying the right people to provide support, feedback, and inspiration for your development. Through role plays and scenario simulations, you will practice navigating conversations about augmenting your current job. Most important, you’ll gain a better understanding of when it’s time to move on from your current role or school. You will leave the session with a personal career map to guide you in important career decisions.

**PRESENTERS:** Pearl Rock Kane, The Klingenstein Center; Mark Reed, Charlotte Country Day School (NC)

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

Room: B402
**The New Face of African American Literature: Teaching a Post-Blackness Curriculum**

In a world where schools increasingly face discussions of race relations and #BlackLivesMatter, our students—both white and black—need the tools to understand and discuss the experience of being black in America. This workshop will look at strategies for making an African American literature curriculum feel more immediately relevant, using literature as a springboard to looking at blackness from a sociological standpoint. Come prepared to discuss what your school’s current curriculum looks like and learn about tools for upper school educators to implement partial or whole curricular change. One central focus of this workshop is how to safely move students from thinking to feeling.

**PRESENTER:** Malikah Goss, Lakeside School (WA)

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

**Room:** B401

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**No Ways Tired: Graduates of NAIS’s Fellowship for Aspiring Heads Share the Road to Headship**

Explore the stories of three female African American senior administrators who rose to school headships. They will share their experiences with the NAIS Fellowship for Aspiring Heads. In addition, they’ll describe their personal and professional journeys to developing a solid professional profile, building relationships with hiring consultants, and dealing with the inequities faced by women of color in the hiring process. Hear their strategies for embracing a leadership mindset, bracing for denial and defeat, and staying the course to headship.

**PRESENTERS:** Donna Lindner, The Agnes Irwin School (PA); Brenda Crawley, Sandy Spring Friends School (MD); Kimberly Ridley, The Gordon School (RI)

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

**Room:** B308

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**Okay Ladies, Now Let’s Get in Formation! Enhancing Ethnic Identity Development of African American Adolescent Girls**

Increase your knowledge of ethnic identity development in African American female students and explore how academic and social environments directly affect their overall health. Dive into related theories and empirical studies, which explore the correlation between ethnic identity development, academic achievement, and well-being. Come away equipped to integrate this knowledge into your pedagogical approach and incorporate curricula that improve ethnic identity development; reduce risk factors, poor self-concept, and self-defeating behaviors; and increase positive outcomes for your African American female students.

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

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

**Room:** A409

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**#POC4EachOther: Bridging Activism Between Communities of Color**

The powerful #BlackLivesMatter movement has transformed our cultural approaches to awareness, action, and advocacy. We see examples of solidarity and bridging communities of color in #AsiansforBlackLivesMatters and the historical work of Yuri Kochiyama. Why is it important to show up for each other? What do we do when others push back on race-centric movements? What does this look like in our schools? Join us to explore how we must apply an intersectional lens to our activist work and why the frameworks of whiteness and white supremacy created tensions in community-of-color organizing.

**PRESENTERS:** Liza Talusan, The Park School (MA); Tina Merriweather and Ricco Siasoco, Ethical Culture Fieldston School (NY); Rochelle Reodica, San Francisco University High School (CA)

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

**Room:** A304

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**The Right to Fulfill Their Dreams: Designing and Destigmatizing Support Services for Students of Color**

This workshop examines a case study highlighting the need for more professionals of color in independent school support services. Drawing on the perspectives of a learning specialist, an advocate for students of color, and a counselor, we will share and brainstorm best practices with you about changing practices and techniques to destigmatize support services and ensure that all students are comfortable reaching out for support.

**PRESENTERS:** Stephen Wright, Eleanor Maajid, and Pamela Buchanan Miller, Latin School of Chicago (IL)

**TRACK:** Equity, Inclusion, and Social Justice

**Room:** A403

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**The Rise of Islamo-racism: Understanding, Teaching, and Tackling Systemic Oppression of Muslims**

Students watch how we respond to terror attacks, the refugee crisis, the Israeli-Palestinian conflict, and the rise of hate crimes against Muslims and those perceived to be Muslim in the West. When we are silent, they learn from that silence—learning who to have empathy for and who gets our indifference. While the process of racializing Muslims is nothing new, it often goes unexamined. This workshop will give you tools to have more nuanced conversations about Muslims as a racialized group and propose ways to empower students to solve current world conflicts.

**PRESENTER:** Melissa Mirza, San Francisco University High School (CA)

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

**Room:** B403
Stories from Home: Inviting Everyone into a Diversity Conversation

Although it’s not always easy to identify with a particular affinity group, it seems that everyone can speak about the place(s) from which they come. In this workshop, we will demonstrate how to use the idea of “home” as the foundation for diversity work. We’ll guide you through a program that goes beyond storytelling; it uses project planning and tradition sharing to promote more authentic and open conversations about how we see ourselves, each other, and our schools. You will find a definition of home for yourself, use your personal exploration of home to better understand your students’ stories, find ways to move the conversation beyond the classroom, and reimagine the way diversity is discussed in your own school community.

**Presenters:** Angela Balcita and Ileana Imhoff, The Park School of Baltimore (MD)

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

**Room:** A408

Teaching American History Through the Lens of Critical Race Theory

So many recent events have drawn national attention to issues of racism and race—the deaths of Trayvon Martin, Eric Garner, Michael Brown, Tamir Rice, and Sandra Bland, as well as the rise of the Black Lives Matter movement. As teachers of American history, how do we best respond to this? We believe the goal of social studies education is to improve the human condition. Critical race theory allows us to guide our students to awareness, inclusion, equity, and empowerment for all. Critical race theory challenges the dominant narrative and promotes the voices of the marginalized and under-represented. By teaching a narrative that helps students see and navigate the world, we can empower them to seek change and justice.

**Presenters:** Ted Chen and Merissa Reed, Lakeside School (WA)

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

**Room:** A401

Technicolor: Sharing Our Experiences of Transitioning into Technology and Innovation

Are you involved in technology in independent schools? Would you like to pursue career options related to technology? Come listen to a panel of people of color who currently work in this empowering field. We will 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, we will talk about the potential impact we have on the lives of our students as people of color in this critical educational field.

**Presenters:** E. David Miller, Lakeside School—Middle School Campus (WA); Gina Marcel, The School at Columbia University (NY); Tye Campbell, Far Hills Country Day School (NJ); Camilla Calkins, Lakeside School (WA)

**Track:** Self-Efficacy and Empowerment: Mind, Body, Spirit

**Room:** A315

The “Trump Effect” in Independent Schools: Supporting Student Diversity After a Racially Divisive Election

Hateful rhetoric and attacks against people of color entered some of our independent school communities during the 2016 presidential election. As a result, students of color and student diversity initiatives have come under pressure. The way the media have rewarded the overt racism of the Donald Trump campaign has created an atmosphere where “political correctness” has been framed as a liberal tool to suppress free speech. Students who underscore microaggressions in juvenile humor are called hypocrites for allegedly being intolerant of conservative voices. This
You’ll discover how exposing students to cultural awareness and competency, executive functioning skills, and development for social-emotional learning, building sports, movement, and homework help. Additionally, we will cover the significance of accounting best practices. This would never happen, right? Then why does it happen when schools hire diversity leaders? This workshop will share a framework — grounded in best practices, diversity management research, and professional experience — that outlines five levels of diversity leadership in independent schools.

**PRESENTERS:** Eric Polite, Leadership for Educational Equity
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** A302

**Trustees and Heads Working for Diversity, Inclusion, and Equity**
An innovative grassroots program in the San Francisco Bay Area is bringing trustees and heads together to enhance governance efforts and resources surrounding diversity, equity, and inclusion. Attend this workshop to learn how this program has identified vital areas of responsibility for heads and boards and to discuss cultural competency needs within any board. Participate in a generative discussion about what it means to be a diversity, inclusion, and equity leader in independent schools.

**PRESENTERS:** Alison Park, Blink Consulting; Alex Wong, Town School for Boys (CA); Barre Fong, Katherine Delmar Burke School (CA)
**TRACK:** Organizational Development and Institutional Change
**Room:** B408

**Weaving Cultural Competence Through After-School Programming**
This workshop will explore ways in which after-school programs can accommodate children with different interests: visual arts, performing arts, technology, creative writing, makerspaces, sports, movement, and homework help. Additionally, we will cover the significance of after-school as a crucial time for social-emotional learning, building executive functioning skills, and developing cultural awareness and competency. You’ll discover how exposing students to different teaching styles and enrichment models can lead to a more authentic model of diversity.

**PRESENTERS:** Francoise Saint-Clair and Katy Saintil, The School at Columbia University (NY)
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** A302

**What About the Content? Revising Curricula for Educational Equity Through Human and Civil Rights**
Has teaching for social justice and educational equity penetrated core secondary school curricula? If we are to fully serve our students, the core academic coursework cannot remain unchanged. In this workshop, you will analyze selected independent school curricula for principles of human and civil rights, address questions of student inclusion and access, imagine an alternate vision of what your own school might teach in the future, and identify points of access to the process of curriculum revision.

**PRESENTERS:** Richard Kassissieh and E-chieh Lin, University Preparatory Academy (WA)
**TRACK:** Organizational Development and Institutional Change
**Room:** A303

**Women of Color in Independent Schools: Living Being Mary Jane Post-It Lives**
When *Being Mary Jane* debuted on BET in the summer of 2013, women viewers all over the country either fell in love with the lead character, Mary Jane, or wondered, “What is wrong with her?” For women of color in particular, the complexities of race, class, gender, and sexuality offered more varied and nuanced perspectives on the storylines that play out from week to week. The hallmarks of every episode of *Being Mary Jane* were the affirmations (and cautionary warnings) she wrote to herself on sticky notes as reminders of the life she wanted to live. Join us as we delve into our Post-It lives.

**PRESENTERS:** Veda Robinson, Edmund Burke School (DC); Stephanie Carrillo, Campbell Hall (CA); Danica Tisdale Fisher, Phillips Academy (MA)
**TRACK:** Self-Efficacy and Empowerment: Mind, Body, Spirit
**Room:** B409

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**ALL WORKSHOPS TAKE PLACE IN GEORGIA WORLD CONGRESS CENTER (GWCC).**

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#NAISPoCC | #NAISSDLC
Words of Wisdom: Voices of Women of Color in Leadership
A panel of women heads of school will share their leadership journeys in this interactive conversation about their pathways, their lived experiences, and purposeful steps to consider when pursuing leadership opportunities. The moderator is Sylvia Rodríguez Vargas, who will use her doctoral work as a framework for discussion. The panelists will share how their formative experiences inform their approaches to leadership within a framework that is culturally relevant. Cultural intelligence, cultural competency, and cross-cultural networking shape the ways in which many of these women navigate and exercise leadership. You’ll find that a central part of culturally relevant leadership involves practices that are centered on fluid, equitable relationships that encourage collaborative, reflective decision making and are sensitive to skills and behaviors appropriate in intercultural situations.

PRESENTERS: Ayanna Hill-Gill, Atlanta Girls’ School (GA); Joan Hill, The Lamplighter School (TX); Suzanna Jemsby, The Galloway School (GA); Marcia Prewitt Spiller, Woodward Academy (GA)

FACILITATOR: Sylvia Rodríguez Vargas, Atlanta Girls’ School (GA)

TRACK: Leadership and Management for Equity and Inclusion

Room: B405

Writing the Wrongs: Creating the Space for Important Conversations Through Slam Poetry
By design, private schools are exclusive spaces. As we groom our students to become critical thinkers, it is imperative to hear their voices and their experiences in order to transform these exclusive spaces into inclusive ones. This workshop will show how educators can create space for inclusive dialogues through slam poetry clubs and curricula. Performance poetry can create a vehicle for students to explore their own identity, connect with other students, and blossom into leaders and change agents. Ultimately, slam poetry can offer a megaphone to a group of marginalized voices that may otherwise go unheard.

PRESENTER: Nina Candia, The Madeira School (VA)

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

Room: A402

10:45 AM – 12:15 PM

SDLG AFFINITY GROUPS

Omni, Various locations

11:30 AM – 12:00 PM

BREAK

Book Signing with Cristina Henríquez
GWCC, Registration Hall A–B

11:30 AM – 12:45 PM

FILM SCREENING

Beyond Gladiators: Black Athletes and Private Education
Ticket Required
More information on page 11
GWCC, Sidney Marcus Auditorium

11:30 AM – 1:00 PM

PoCC NETWORKING LUNCH

PoCC Hub, GWCC, Registration Hall A-B with seating in Thomas Murphy Ballroom 2–3
12:00 – 12:45 PM
**CHOIR REHEARSAL**
GWCC, Exhibit Hall A3

12:30 – 1:30 PM
**SDLC STUDENT LUNCHEON**
Omni, Atrium A and Grand Ballroom DE

1:00 – 3:00 PM
**AFFINITY GROUP SESSION 2**
All Affinity Group meetings are in the Georgia World Congress Center (GWCC).
- Black, African Heritage: Exhibit Hall A2
- Asian, Asian Pacific Islander Heritage: A302
- First Nations Heritage: A401
- Greater Middle Eastern Heritage: A303
- International: A304
- Latinx Heritage: A305
- Multiracial Heritage: B405
- Transracially Adopted: A409
- White, European Heritage: Exhibit Hall A3

1:45 – 5:15 PM
**STATE/REGIONAL MEETINGS**
Georgia Association of Independent Schools: GWCC A301
- Tennessee: GWCC A303
- Colorado: GWCC A304
- New York: GWCC A311/A312
- New England (MA, NH, VT, RI): GWCC A313–A314
- New Jersey: GWCC A315
- North Carolina: GWCC A316
- Florida: GWCC A402
- Washington, DC: GWCC A403
- Midwest (OH, MI, MN, MO, IN, IL, WI, KS): GWCC A410
- Virginia: GWCC A405
- Bermuda, Hawaii, Puerto Rico, Virgin Islands and International: GWCC A406
- Pacific Northwest (WA, OR, UT, ID): GWCC A407
- Northern California: GWCC B401
- Southern California and SoCal POCIS: GWCC B402
- Maryland: GWCC B403
- Pennsylvania and Delaware Valley: GWCC B404
- South (AL, SC, GA, MS, KY): GWCC B406
- Southwest (LA, AZ, TX, NV, NM): GWCC B408
- Connecticut: GWCC B409

3:00 – 3:30 PM
**AFTERNOON COFFEE BREAK**
GWCC, Registration Hall A–B

3:45 – 5:00 PM
**STATE/REGIONAL MEETINGS**
Georgia Association of Independent Schools: GWCC A301
- Tennessee: GWCC A303
- Colorado: GWCC A304
- New York: GWCC A311/A312
- New England (MA, NH, VT, RI): GWCC A313–A314
- New Jersey: GWCC A315
- North Carolina: GWCC A316
- Florida: GWCC A402
- Washington, DC: GWCC A403
- Midwest (OH, MI, MN, MO, IN, IL, WI, KS): GWCC A410
- Virginia: GWCC A405
- Bermuda, Hawaii, Puerto Rico, Virgin Islands and International: GWCC A406
- Pacific Northwest (WA, OR, UT, ID): GWCC A407
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- Maryland: GWCC B403
- Pennsylvania and Delaware Valley: GWCC B404
- South (AL, SC, GA, MS, KY): GWCC B406
- Southwest (LA, AZ, TX, NV, NM): GWCC B408
- Connecticut: GWCC B409

5:30 – 6:15 PM
**SDLC STUDENT DINNER**
Omni, Atrium A & Grand Ballroom DE

6:30 – 7:30 PM
**LGBT SOCIAL HOUR**
GWCC, A409

6:30 – 8:15 PM
**SDLC FAMILY/GROUPS**
Omni, Various Locations

6:45 – 7:15 PM
**BREAK**
Book Signing with Zak Ebrahim
GWCC, Registration Hall A–B

8:30 – 9:45 PM
**SDLC CLOSING CEREMONIES**
GWCC, Sidney Marcus Auditorium

9:00 PM – 12:00 AM
**CLUB PoCC**
Omni, Grand Ballroom BE

10:00 – 11:15 PM
**SDLC STUDENT DANCE**
Games option provided
GWCC, Exhibit Hall A3

11:30 PM
**SDLC STUDENTS DISMISSED TO CHAPERONES**

12:00 AM
**SDLC HOTEL CURFEW**

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**ZAK EBRAHIM**
MUSICAL PERFORMANCE BY At the Table with Dr. King (A national touring company selection)
INTRODUCTION BY Nishant Mehta, The Children’s School (GA)
GWCC, Exhibit Hall A3
SATURDAY, DECEMBER 10

PoCC AT A GLANCE

6:00 – 7:00 AM
Wellness Events

7:00 – 8:00 AM
Choir Rehearsal

8:30 – 9:45 AM
Affinity Group Session 3
(PoCC and SDLC combine for adult/student discussions within race/ethnicity and gender groupings)

10:00 – 11:15 AM
Workshop Session D

10:00 – 11:15 AM
Student-Led Adult/Student Dialogues (by State/Region)

11:30 AM – 1:00 PM
PoCC|SDLC Closing Ceremonies with Special Recognition of Atlanta-Area Civil Rights Leaders

4:15 – 6:15 PM
Black Mecca Tour #2

SDLC AT A GLANCE

7:00 – 7:45 AM
Breakfast with Chaperones

8:30 – 9:45 AM
Affinity Group Session 3
(PoCC and SDLC combine for adult/student discussions within race/ethnicity and gender groupings)

10:00 – 11:15 AM
Student-Led Adult/Student Dialogues (by State/Region)

11:30 AM – 1:00 PM
PoCC|SDLC Closing Ceremonies with Special Recognition of Atlanta-Area Civil Rights Leaders

6:00 – 7:00 AM
WELLNESS EVENTS

Join fellow attendees for a fun run/walk/roll, yoga, or Zumba classes.

Run/Walk/Roll Omni, Meet in South Tower Lobby
Yoga Omni, Maple A
Zumba Omni, Pine Room

7:00 – 7:45 AM
SDLC BREAKFAST WITH CHAPERONES

7:00 – 8:00 AM
CHORUS REHEARSAL

GWCC, Exhibit Hall A3

8:30 – 9:45 AM
AFFINITY GROUP SESSION 3
(PoCC and SDLC combine for adult/student discussions within race/ethnicity and gender groupings)
All Affinity Group meetings are in the Georgia World Congress Center (GWCC).

Black, African Heritage Exhibit Hall A2
Asian, Asian Pacific Islander Heritage B406–B407
First Nations Heritage A409
Greater Middle Eastern Heritage A407
International A406
Latinx Heritage A411
Multiracial Heritage A311–A312
Transracially Adopted A401
White, European Heritage Registration Hall A–B
10:00 – 11:15 AM
WORKSHOP SESSION D

All workshops take place in Georgia World Congress Center (GWCC).

**The Black Immigrant Student Experience as an “African American”**
Immigrant students of African descent are often identified as African Americans by well-intentioned white individuals and supportive African Americans. Whether immigrant students hail directly from the African continent or the Caribbean, they are besieged by a confusing and sometimes painful paradox; they experience an overwhelming desire to fit in as well as a contrasting need to prove they are different, more nuanced, and somehow better than African Americans. Learn how the manner in which adults in the community perceive and respond to this conflict can be the determining factor in how students can successfully reconcile the two.

**PRESENTER:** Princess Sirleaf Bomba, The Wheeler School (RI)
**TRACK:** Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
**Room:** A313

**A Conversation: The Fluidity of Gender, Racial, and Sexual Identities in Young People Today — A Session for White Educators**
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 this interactive conversation about the implications of these emerging identities and ideas in a school community.

*This workshop is offered in two tracks: one for educators of color (10:15 AM Friday) and this one for white educators (Saturday).*

**PRESENTERS:** Morgan Darby, San Francisco University High School (CA); Vanessa Savas, Cambridge Friends School (MA)
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** A412

**The Courage to Be Our Authentic Selves**
As people of color, we are conditioned to compartmentalize our identity, especially at work. There is an inherent conflict between our identities and our survival/endurance/growth/vitality at predominantly white institutions. Attend this workshop to hear from fellow people of color working in independent schools and predominantly white institutions. We'll explore together how we can be our complete, authentic selves at our jobs.

**PRESENTERS:** Min Pai, Westland School (CA); Cornelius Minor, Teachers College at Columbia University
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** A404

**Forging Ahead: Women in Educational Leadership**
In independent schools, 68 percent of teachers are women, but only 32 percent of heads of school are female, and less than 2 percent of those are women of color. Given this striking discrepancy, it’s vital to bring women’s talents to the forefront. Five female administrators of color will facilitate a candid, interactive workshop and provide you with a personal action plan to advance and lead in the independent school world.

**PRESENTERS:** Maria Arellano and Carlaina Bell, Montclair Kimberley Academy (NJ); Boni Luna, Morristown-Beard School (NJ); Nichole Foster-Hinds, Princeton Day School (NJ)
**TRACK:** Leadership and Management for Equity and Inclusion
**Room:** B405

**Dialogue Across Difference: Sharing Our Stories to Build Understanding and Connection**
We all know that meaningful dialogue is critical to making transformative change in schools and in communities, but how do we facilitate effective conversations? Join us to learn how to design dialogue across differences in race, class, gender identity and expression, sexuality, religion, culture, and more. Discover how Garrison Forest School has used this powerful approach to encourage difficult but important discussions with students, faculty, and staff. The school has even trained its young people to lead those conversations. Get ready to practice leading discussions during this session so you can best understand the many elements of dialogue facilitation and design.

**PRESENTER:** Jessy Molina, Garrison Forest School (MD)
**TRACK:** Building Capacity: Skills, Competencies, and Processes for Equity, Inclusion, and Social Justice
**Room:** B405
Got Leadership? Your Unique Path to Discovering a Fulfilling Leadership Role
Do you want to be challenged in your work, and are you ready for more responsibility? Discover ways to open your lens to scope out fields and organizations that aren’t currently on your radar and then find the right fit. After self-evaluation, hands-on activities, small-group work, and discussion, you will leave with deeper insights into what motivates you. You’ll also realize there are opportunities you hadn’t considered and recognize potential obstacles to overcome or avoid. Having risen to leadership roles from nontraditional experience and employment, the workshop presenters have extensive experience. They will lead you through the process of self-awareness, reflection, and strategies for change.

**PRESENTERS:** Ingrid Tucker and Rebecca Geary, Cambridge Montessori School (MA)

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

Room: A408

Navigating “Ouch” Moments: Dialogue and Listening Tools for Microaggressions
How do you navigate those incidents that offend or hurt, even though they may be unintended? Can you reduce defensiveness, preserve relationships, and also stop the behaviors? Learn some of the obstacles to authentic conversations. Then discover practical strategies for what to do or say when you are the target of, witness to, or agent of microaggressions.

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

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

Room: B407

So You’re an Administrator of Color! Now What?
Independent schools have made progress in diversifying their senior administrative teams. Yet in our first year, some of us find ourselves to be the only person of color with a seat at the table. This interactive workshop will help new administrators of color learn how to navigate leadership as “the only.” A panel of first-year senior administrators of color will share their experiences, challenges, and victories.

**PRESENTERS:** Carla Haith, Dedham Country Day School (MA); Tresa Wilson, The Hockaday School (TX); Jason Singleton, The Fessenden School (MA)

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

Room: A405
The White Women's Guide to Teaching Black Boys
Meet the forthcoming White Women's Guide to Teaching Black Boys. This online workbook was created to help white women teachers engage in concentrated, focused inquiry around their relationships with black male students and the impact that race and racism have on those relationships. Attend this experiential workshop—which uses video footage from interviews with both white female teachers and black men and boys—to see how it helps generate new avenues of reflection and action for white teachers.

PRESENTERS: Marguerite Penick-Parks and Eddie Moore, The Privilege Institute; Ali Michael, University of Pennsylvania Graduate School of Education

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

Room: B308

Wisdom of Life: An Inspiration from Ancient Chinese Philosophy
This workshop aims to change your perspective on yourself and the ways you view the world. Some revolutionary ideas from Confucius and Lao Tzu will be introduced and used as tools to help make decisions when you encounter challenges and difficulties. You will take part in three sessions with different activities: knowing yourself from a perspective of Confucianism, knowing the world through the lens of Chinese ink paintings, and learning how to deal with real-life situations by reacting “spontaneously”—blending your rational (mind) and emotional (heart) sides into one. It is a life-changing workshop.

PRESENTER: Jie Wu, Atlanta International School (GA)

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

Room: A314

10:00 – 11:15 AM
STUDENT-LED ADULT/STUDENT DIALOGUES (BY STATE/REGION)

Southwest and ISAS GWCC A301
Northern California GWCC A302
Tennessee and TAIS GWCC A303
Southern California GWCC A305
South and SAIS GWCC A311–A312
Virginia and VAIS GWCC A316
North Carolina GWCC A402
Colorado and ACIS GWCC A407
Bermuda, Hawaii, Puerto Rico, Virgin Islands and International GWCC A409
Pennsylvania and Delaware Valley GWCC A410
New England and POCISNE GWCC A411
Connecticut, CODIS and SPHERE GWCC B401
New Jersey and NJAIS GWCC B402
Florida and FCIS GWCC B403
Pacific Northwest and PNAIS GWCC B404
Midwest and ISACS GWCC B406
Maryland and AIMS MD/DC GWCC B408
Washington, DC, and Independent Education GWCC B409
New York and POCIS-NY GWCC Sidney Marcus Auditorium

11:30 AM – 1:00 PM
PoCC | SDLC CLOSING CEREMONIES with Special Recognition of Atlanta-Area Civil Rights Leaders

Honoring Civil Rights Leaders:
Christine King Farris, Henry Louis (Hank) Aaron, and Congressman John Lewis
CLOSING SPEAKER TO BE INTRODUCED BY
Sylvia Rodriguez Vargas, Atlanta Girls’ School (GA)

GWCC, Exhibit Hall A3

4:15 – 6:15 PM
BLACK MECCA TOUR #2

Bus pick-up from GWCC, Building A, Main Entrance

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