PROGRAM

2015 NAIS PoCC|SDLC
DECEMBER 3–5 | TAMPA, FL

LEARNING TO LISTEN AND LISTENING TO LEARN
THE ART OF DIALOGUE AND THE SCIENCE OF LIVING JUSTLY

PoCC.NAIS.ORG  #NAISPoCC | #NAISSDLC

28TH NAIS PEOPLE OF COLOR CONFERENCE
22ND STUDENT DIVERSITY LEADERSHIP CONFERENCE

ART
SCIENCE
SOUL
AND THE EQUITY
IMPERATIVE
Join the conversation using #NAISPoCC and #NAISSDLC. Share your stories, link to your blog posts, and communicate with other attendees at the conference.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>PoCC</td>
<td>SDLC Opening Ceremonies with Mae C. Jemison</td>
</tr>
<tr>
<td>9:30 – 10:00 AM</td>
<td>Book Signing with Mahzarin Banaji</td>
<td>More Info, Page 43</td>
</tr>
<tr>
<td>10:00 – 11:30 AM</td>
<td>Workshop Session A</td>
<td>More Info, Page 29</td>
</tr>
<tr>
<td>11:30 AM – 12:45 PM</td>
<td>Film Screening: Selma: The Bridge to the Ballot</td>
<td>More Info, Page 7</td>
</tr>
<tr>
<td>1:00 – 3:00 PM</td>
<td>Affinity Group Session 1</td>
<td>More Info, Page 35</td>
</tr>
<tr>
<td>3:15 – 4:30 PM</td>
<td>Workshop Session B</td>
<td>More Info, Page 35</td>
</tr>
<tr>
<td>4:45 – 6:00 PM</td>
<td>PoCC General Session with Howard C. Stevenson</td>
<td>More Info, Page 41</td>
</tr>
<tr>
<td>8:00 – 9:30 PM</td>
<td>Film Screening: Defamation</td>
<td>More Info, Page 7</td>
</tr>
<tr>
<td>9:00 PM – 12:00 MIDNIGHT</td>
<td>Club PoCC</td>
<td>More Info, Page 10</td>
</tr>
</tbody>
</table>

*School Visits* | More Info, Page 21

*Preconference Equity Seminars* | More Info, Page 18

*PoCC Affinity Group Training* | More Info, Page 27

**Tampa Convention Center**

**PoCC HUB HOURS**

**THURSDAY, DECEMBER 3**

9:15 AM – 4:30 PM

**FRIDAY, DECEMBER 4**

9:00 AM – 5:30 PM

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*Buses will pick up from the Tampa Convention Center, Front Drive*

*Ticketed Event*
Thank you for joining us at the 28th NAIS People of Color Conference. This year’s theme — *Art, Science, Soul, and the Equity Imperative* — will guide us as we learn together. Creative expression, the latest data, and cutting-edge research will fuel us to build bridges across the academic disciplines of art and science. Soul will inspire us to share our stories as meaningful takeaways, whether in the form of a learning experience or an inspirational win. The equity imperative will unite us in shared focus as independent school professionals working toward greater equity and inclusion in our communities. The concepts in our theme are woven and networked together just as we are.

PoCC provides a generative space to explore these commonalities — and just as importantly, our differences. Each year our numbers and impact grow. Independent school teachers, administrators, staff, and heads of schools feel empowered to effect change and implement new frameworks to improve our communities. These efforts affect students, families, faculty, and staff. We encourage you to unlock new leadership skills, share your strengths, and contribute to improved teaching and learning outcomes for all.

Many of you know that NAIS holds equity as one of its four core values. The People of Color Conference is among the most visible ways our team in Washington puts that value, and the deep meaning it holds for us, into practice. Our organization’s mission is to support independent schools and the students they serve. This starts with providing you — our top-notch teachers, administrators, trustees, and supporters — with programming that matters and speakers who inform, energize, and engage.

The continuing support and hard work of the dedicated PoCC Local Committee and the SDLC Leadership Team make this experience possible. We are thrilled to share with you the conference around which we have collaborated for more than a year. Together we look forward to continuing our work to advance diversity, equity, and inclusion in all of our schools.
The Sunshine State has always exhibited the qualities people equate with paradise. As we gather for the 2015 NAIS People of Color Conference, take time to reflect on Florida’s rich history of cultural diversity.

In the 16th century, Florida provided a model of diversity and inclusion. Explorer Ponce de León traveled with the first identified African to set foot in North America—as an equal. Later, when Indians and enslaved people fled southern states seeking refuge, Florida offered sanctuary. During the late 20th century, 125,000 Cubans arrived at the shorelines in the Mariel Boatlift seeking safety and freedom. Now, more than 20 percent of Florida’s population is foreign born.

Our state embodies a rich mix of cultures, from black, Cuban, and Seminole, Spanish, French, and many more. Visitors from across the country also know they will find sanctuary and acceptance in Florida. Throng of people flock to Daytona over spring break; families vacation in Orlando; and nearly everyone enjoys a fun night out in Ybor City.

Our true spirit or soul is entrenched in what lies at the core of our state, geographically and figuratively: Eatonville, the first black incorporated city in the United States. The hometown of author and folklorist Zora Neale Hurston, Eatonville embodies the equity imperative as it allowed even the exiled to chart their own destinies.

We think Tampa is the perfect place for this year’s conference because our community is so expansive. People commonly shop in Brandon, dine in St. Petersburg, and catch a show in downtown Tampa, while a family may spend the day on beautiful Siesta Key and later attend the Strawberry Festival in Plant City. Our sense of community has expanded to include and elevate the rich diversity of our environs.

This year’s theme, Art, Science, Soul, and the Equity Imperative, speaks to the creativity and innovation of our great state of Florida, where people from all walks of life come together with a critical need for justice.

Welcome to Tampa, our community, and our sanctuary!
OVERVIEW

The Destination
PoCC programming takes place at the Tampa Convention Center and SDLC programming takes place primarily at the Tampa Marriott Waterside Hotel & Marina. We encourage conference participants to enjoy Tampa’s attractions, including the Riverwalk, dolphin watching cruises, Florida Aquarium, Lowry Park Zoo, Museum of Science and Industry, Tampa Theatre, Sunshine Skyway Bridge, Segway tours, Lettuce Lake Regional Park, Tampa Electric Manatee Viewing, Henry B. Plant Museum, and much more. Nearby Clearwater and St. Petersburg offer many more options, too.

Make the Most of the NAIS People of Color Conference
For 28 years, PoCC has nurtured and sustained people of color in independent schools. Participant acceptance of cherished community norms helps make creation of this unique experience possible. Speakers, affinity group work, and workshop presenters not only inform participants but also challenge them to think in new and different ways. Further, conference attendees have the opportunity to network and build connections with others who remain committed to building and sustaining independent school communities in which people of color can thrive.

In order to maximize the conference experience, please lean into discomfort and accept conflict as a catalyst for change. Suspend judgment of yourself and others to help support full presence, and listen and think before speaking from personal perspectives. By committing to honor confidentiality, we cultivate a respectful community. In all, conference norms help ensure full participation and allow you to depart PoCC renewed, reenergized, and recommitted.

Overview
Tampa Convention Center, East Hall Registration
WEDNESDAY, DECEMBER 2
7:00 AM – 8:00 PM
THURSDAY, DECEMBER 3
7:00 – 7:30 AM
9:15 AM – 6:00 PM
FRIDAY, DECEMBER 4
7:00 AM – 1:00 PM

PoCC | SDLC
REGISTRATION
PoCC WORKSHOPS
You may select workshops offered in four time blocks during the conference, including a new condensed block Saturday morning. Flip to page 29 to browse workshops and use the 2015 PoCC app to plan your workshop attendance. This year we’ve shown workshops as 75 minutes or 90 minutes long and categorized them in the following tracks:

- Equity and Inclusion Exemplars: Programs, Models, Best, Promising, Next Practices
- Intercultural Dialogue, Facilitation, and Conversational Leadership
- Leadership, Management, and Organizational Change
- Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches
- Self-Efficacy and Empowerment: Mind, Body, and Spirit
- Teaching to Transform: Classroom-Based Innovations

DIALOGUE
In addition to three affinity group sessions during PoCC, students will lead an Adult-Student Dialogue session on Saturday. We encourage PoCC attendees to join these state and regional meetings, during which SDLC attendees use skills cultivated during their conference to share insights and strategies they intend to take back to school. This session empowers students as allies and advocates for diversity, multiculturalism, equity, and justice. Adult attendance proves vital to the success of this session, as does willingness to let the student delegates lead.

FOLLOW PoCC AND SDLC ON TWITTER USING #NAISPoCC AND #NAISSDLC.
AFFINITY GROUP WORK AT PoCC

Affinity group sessions are uniquely designed to help you explore your own racial/ethnic identity through the PoCC conference theme. A qualitative difference exists between PoCC affinity groups and other aspects of the conference, where access to programming is largely unrestricted. Affinity groups are not open to all. These special sessions provide an opportunity for you to share and connect your lives and experiences within safe and supportive spaces defined by your membership in a specific racial/ethnic identity group. Supported by a team of trained facilitators, affinity groups offer opportunities to celebrate successes, share challenges, and engage freely. The overarching vision for PoCC affinity group work includes:

- Facilitating opportunities for affirming, nurturing, and celebrating;
- Discussing issues related to racial/ethnic identity development in a safe environment with others who share racial/ethnic identities; and
- Community-building for stronger professional networks, support, and empowerment.

Which Affinity Group Do I Attend?
Affinity group conversations are designed for the singular lens of individual racial/ethnic identity. Although we may lay claim to multiple identities, PoCC affinity group sessions call you into community based on your racial and ethnic identity. You know you are in the right affinity group if you can say in the circle, “I am ______,” and speak to that group’s experience from the “I” perspective. To preserve the safety and integrity of affinity group space, you should attend only those sessions that match the racial and ethnic identity to which you belong.

Anita L. Sanchez serves as the lead facilitator of our affinity group work. She is an organizational development consultant, trainer, and speaker focused on diversity and inclusion, large system change, team building, and coaching.
FILM SCREENINGS

SELMA: THE BRIDGE TO THE BALLOT
Film Screening
THURSDAY, DECEMBER 3
11:30 AM – 12:45 PM
Tampa Convention Center, Ballroom D

TICKET REQUIRED

THIS EVENT REQUIRES A TICKET. THERE IS NO COST, BUT YOU MUST PREREGISTER TO ATTEND.

This documentary film tells the story of a courageous group of students and teachers who along with other activists fought a nonviolent battle to win voting rights for African Americans in the South. An important resource for teaching about the long struggle to secure the vote for all citizens, this film intends to promote civic participation among students as it explores a vitally important era in our nation’s history. By highlighting the little-known story of the role young people played in the struggle for African-American voting rights, thedocumentarians hope to inspire all students to see themselves as active members of a community with the power to effect change.

DEFAMATION
THURSDAY, DECEMBER 3
8:00 – 9:30 PM
Tampa Convention Center, Ballroom D

TICKET REQUIRED

AS OF PRINTING, THIS EVENT IS SOLD OUT.

SPONSORED BY CANAMAC PRODUCTIONS

Nationally acclaimed Defamation is a riveting courtroom drama that explores the highly charged issues of race, religion, gender, class, and the law with a twist: You, the audience, will be the jury. This professionally filmed version is more than a play, it’s a unique opportunity for attendees to engage in civil discourse about the most pressing social issues of our day.
MAE C. JEMISON
Astronaut, Physician, STEM Pioneer
PoCC | SDLC OPENING GENERAL SESSION SPEAKER
THURSDAY, DECEMBER 3
8:00 – 9:15 AM

Exploring the Frontiers of Human Potential
Mae C. Jemison, the first woman of color in the world to go into space, served six years as a NASA astronaut. She flew aboard the Space Shuttle Endeavour, STS-47 Spacelab-J mission in September 1992, and served as NASA’s first science mission specialist performing experiments in material science, life science, and human adaptation to weightlessness. As an environmental studies professor at Dartmouth College, Jemison taught sustainable development and technology design and ran The Jemison Institute for Advancing Technologies in Developing Countries. In her memoir Find Where the Wind Goes, she writes for teenagers about growing up on the South Side of Chicago, cultivating her aspiration to be a scientist, experiences as a medical student in Africa, and her history-making journey into space. She appeared on an episode of Star Trek: The Next Generation, hosted the Discovery Channel’s series World of Wonder, and was chosen one of People Magazine’s “World’s 50 Most Beautiful People” in 1993.

BOOK SIGNING EVENT
SPONSORED BY STRATÉGENIUS

HOWARD C. STEVENSON
Psychologist, Author, and Education Researcher
GENERAL SESSION SPEAKER
THURSDAY, DECEMBER 3
4:45 – 6:00 PM (PoCC)
FRIDAY, DECEMBER 4
8:30 – 9:30 AM (SDLC)

If Elephants Could Talk: Racial Literacy for Post-Racial Schooling
Howard C. Stevenson is the Constance Clayton Professor of Urban Education, professor of Africana Studies in the Graduate School of Education at the University of Pennsylvania. Stevenson’s research publications and clinical work involve developing culturally relevant, in-the-moment, strengths-based measures and therapeutic interventions that teach emotional and racial literacy skills to families and youth. His Success of African-American Students (SAAS) project identified the protective role of racial identity and racial socialization processes in the development of emotional coping strategies for African-American students and families in predominantly white independent schools. Stevenson’s recently published book, Promoting Racial Literacy In Schools: Differences that Make a Difference, focuses on how educators, community leaders, and parents can emotionally resolve face-to-face racially stressful encounters that reflect racial profiling in public spaces, fuel social conflicts in neighborhoods, and undermine emotional well-being and academic achievement in the classroom.

BOOK SIGNING EVENT
SPONSORED BY EDUCATOR’S ALLY

MAHZARIN BANAJI
Public Intellectual and Best-Selling Author
PoCC GENERAL SESSION SPEAKER
FRIDAY, DECEMBER 4
8:00 – 9:15 AM

Blindspot: Hidden Biases of Good People
Mahzarin Banaji is an award-winning Indian-American social psychologist whose teaching credits include Yale and Harvard universities. Well-known for creating the Implicit Association Test that measures unconscious bias, Banaji studies unconscious thinking and feeling as they unfold in a social context. She has primarily studied social attitudes and beliefs in adults and children, relying on multiple methods including cognitive/affective behavioral measures and neuroimaging. With these she explores the implications of her work for questions of individual responsibility and social justice in democratic societies. For her work and research in unconscious bias, Banaji has garnered numerous awards, accolades, and fellowships. The American Psychological Association recognized her career contributions with a Presidential Citation in 2007. She received the Carol and Ed Diener Award for Outstanding Contributions to Social Psychology in 2009. She is the coauthor of the book, Blindspot: Hidden Biases of Good People, with Anthony Greenwald.

BOOK SIGNING EVENT
MASTER CLASS TICKETED EVENT
ROSA CLEMENTE
Activist, Lecturer, Journalist
PoCC FEATURED SPEAKER
FRIDAY, DECEMBER 4
9:45 – 11:00 AM

Afro-Latinidad: The Construction of Race and Power
A trailblazer of the hip-hop generation, Rosa Clemente has worked as a community organizer, independent journalist, and activist for more than 20 years. After growing up in South Bronx, NY, Clemente went upstate to study at University of Albany and Cornell University, where her academic work focused on research of national liberation struggles within the United States, with a specific focus on the Young Lords Party and the Black Liberation Army. In 1995, Clemente developed Know Thy Self Productions, which has since produced four major community activism tours and consults on such issues as hip-hop activism, voter engagement among youth of color, and intercultural relations between African Americans and Latinos. She is currently a doctoral student in the W.E.B. Du Bois department of University of Massachusetts, Amherst, and a visiting scholar at California State University, Los Angeles. Clemente famously ran for U.S. vice president in the 2008 election on the Green Party ticket. Along with running mate Rep. Cynthia McKinney (D-GA), the pair became the first women of color ticket in U.S. history.

GYASI ROSS
Father, Author, Storyteller
PoCC GENERAL SESSION SPEAKER
FRIDAY, DECEMBER 4
4:45 – 6:00 PM

We’re in This Together: Retaining Hope for Racial Justice in Light of Rapid City, Ferguson, and Other Evidence of Continued Caveman Behavior
Gyasi Ross is an essayist, poet, speaker, activist, and lawyer who has written for The Huffington Post, Indian Country Today, Deadspin, and Gawker. Through a life of service, listening, and living within Native American communities, Ross profoundly understands the needs of his people and has dedicated his life to forging change within his communities. He has discussed the intersection between Native American life and politics, sports, and pop culture on television. Additionally Ross has spoken at dozens of campuses nationwide on topics related to Native America, as well as broader discussions on race, racism, and white privilege. Whether taking a more nuanced perspective on the Redskins controversy, encouraging self-worth in the community, or defending the civil rights of those who can’t fight for themselves, Ross keeps part of his mission to raise the profile of the reservation populace, as well as instill a sense of pride among the people. Ross released his second book, How to Say I Love You in Indian, in early 2014.

SARAH KAY
Spoken Word Poet
PoCC | SDLC CLOSING GENERAL SESSION SPEAKER
SATURDAY, DECEMBER 5
11:30 AM – 1:00 PM

The Art of Storytelling (OR) Considering Breakthrough
Sarah Kay began performing her spoken-word poetry when she was only 14 years old and quickly became a fixture at the famous Bowery Poetry Club in New York. She has since gone on to perform her poetry in venues across the United States, including Lincoln Center, the TriBeCa Film Festival, and the United Nations, where she was a featured performer for the launch of the 2004 World Youth Report. Kay served as a featured speaker at the 2011 TED Conference on “The Rediscovery of Wonder,” watched by more than 2 million people on YouTube. Kay also founded and co-directs Project V.O.I.C.E., a charitable organization that celebrates and inspires self-expression in youth through spoken-word poetry. Through her involvement with the organization, Kay teaches spoken-word poetry to students of all ages, in classrooms and workshops around the globe.

#NAISPoCC | #NAISSDLC
HIGHLIGHTS

NAIS BOOKSTORE HOURS
THURSDAY, DECEMBER 3
9:15 AM – 4:30 PM
FRIDAY, DECEMBER 4
9:00 AM – 5:30 PM
Tampa Convention Center, PoCC Hub

PoCC NETWORKING COFFEE BREAKS AND BOOK SIGNINGS
Tampa Convention Center, PoCC Hub (Ballroom BC, Level 1)
Following the opening ceremonies and general sessions, grab a cup of coffee and network before heading off to the next conference activity.

STATE AND REGIONAL MEETINGS
FRIDAY, DECEMBER 4
3:15 – 4:30 PM
Tampa Convention Center
SEE PAGE 49 FOR ROOMS.
Take this dedicated time to meet with others from your state and regional associations. Connect, plan, network, and more.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER (LGBT) SOCIAL HOUR
FRIDAY, DECEMBER 4
6:15 – 7:15 PM
Tampa Convention Center, Meeting Room 21

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER (LGBT)
SOCIAL HOUR
FRIDAY, DECEMBER 4
6:15 – 7:15 PM
Tampa Convention Center, Meeting Room 21

MASTER CLASS EVENT WITH MAHZARIN BANAJI
FRIDAY, DECEMBER 4
10:00 AM – 12:00 NOON
Tampa Convention Center, Ballroom A

SPOONRED BY NEMNET MINORITY RECRUITMENT

CLUB PoCC
FRIDAY, DECEMBER 4
9:00 PM – 12:00 MIDNIGHT
Tampa Marriott Waterside, Grand Ballroom
Club PoCC lets you keep the conversations and camaraderie flowing in a more relaxed setting. Network with colleagues or simply kick back and dance in a club-style atmosphere featuring great music, light refreshments, and fun.

SPONSORED BY NEMNET MINORITY RECRUITMENT

Implicit Bias in the Mind and in the Classroom
Everyone has biases, yet in 2015, conceptions that we are “post” prejudice and bias can be heard in classrooms, the media, and other discursive spaces. But what happens when this misconception is exposed? How do we work with the science of bias to help illuminate our “blind spots” and dissemble practices and policies that inhibit performance and flourishing?

In this master class, examine more closely the nature of implicit bias and how it operates in individuals and organizations. Topics covered include understanding unconscious bias and stereotype threat, as well as techniques known to protect against these phenomena and ensure a truly equitable learning environment.
PERFORMING ARTS GROUPS
THURSDAY, DECEMBER 3
8:00 AM
A Violin Concerto, Canterbury School of Florida Strings
CANTERBURY SCHOOL OF FLORIDA (FLORIDA)

THURSDAY, DECEMBER 3
4:45 PM
Children’s Choral, Berkeley Preparatory Lower Division Choir
BERKELEY PREPARATORY SCHOOL (FLORIDA)

FRIDAY, DECEMBER 4
8:00 AM
Teen Choral, Tampa Prep Chamber Chorus
TAMPA PREPARATORY SCHOOL (FLORIDA)

FRIDAY, DECEMBER 4
4:45 PM
Spoken Word, Giving Voice: The Actors’ Studio of The Out of Door Academy
THE OUT OF DOOR ACADEMY (FLORIDA)

SATURDAY, DECEMBER 5
11:30 AM
A Capella, Mello Divas from Berkeley Preparatory School
BERKELEY PREPARATORY SCHOOL (FLORIDA)

PoCC CHOIR
The PoCC choir is directed by Charles Owens and is comprised of attendees who volunteer to raise their voices in song. Rehearsal times occur throughout the program. The choir will present a diverse song selection during the closing ceremonies, providing a wonderful celebration and sendoff.

PoCC Choir Rehearsal Schedule
All rehearsals are held in the Tampa Convention Center, East Hall.
THURSDAY, DECEMBER 3
11:30 AM – 12:45 PM
FRIDAY, DECEMBER 4
12:15 – 1:00 PM
SATURDAY, DECEMBER 5
7:00 – 8:00 AM

DOWNLOAD THE 2015 PoCC MOBILE APP
Enhance your conference experience with this free, easy-to-use, mobile app.

- Stay organized with up-to-the-minute event and speaker information.
- Use the My Schedule feature to plan your time.
- Receive real-time alerts from NAIS.
- Follow and join the conversation about the conference on Twitter and Facebook

Download the 2015 PoCC mobile app from your app store by searching for 2015 PoCC or visit pocc.nais.org for a link.

COMMUNITY ENGAGEMENT INITIATIVE
The NAIS Equity and Justice Team has created the Community Engagement Initiative to establish a more permanent relationship with the PoCC host city and advance each region’s specific needs regarding educational equity, diversity, and inclusion.

This year the PoCC Local Committee launches the Tampa Bay Area Independent School Diversity, Inclusion Network for Equity to help local schools embrace diversity as a foundation for healthy, prosperous, and inclusive communities. Objectives of this network include collaboration on professional development, advocacy for intentionality in the work, and facilitation of peer support. We hope that this platform will allow professionals within the community to increase communication and connect with a united vision.

EMERGENCY PLAN
In the case of a medical emergency, dial 0 from any house phone and state that you have a medical emergency. If you are in the Marriott then dial 1111 from any house phone. Services will be provided by the hotel or convention center. First aid services will also be provided for SDLC attendees throughout the conference. In case of an emergency such as a fire alarm, an alarm will sound. Please remain calm and wait for instructions. If it is necessary to evacuate, follow the instructions of the hotel, convention center, or NAIS staff.
The PoCC Hub, formerly the PoCC Expo Hall, is the central meeting place for attendees. In the Hub, you can join in a variety of educational programming and networking activities. You may also visit with representatives from various companies who value diversity and social justice to learn about cutting-edge products and services in education.

**PoCC Hub**

**Tampa Convention Center, Ballroom BC, Level 1**

**THURSDAY, DECEMBER 3**

9:15 AM – 4:30 PM

**FRIDAY, DECEMBER 4**

9:00 AM – 5:30 PM

**NAIS MEMBER RESOURCE CENTER**

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

**LEARNING LABS**

**THURSDAY, DECEMBER 3**

FRIDAY, DECEMBER 4

Learn tricks of the trade and insider tips at these 20-minute presentations offered by experts in the fields of hiring, leadership development, and more. See descriptions and specific times on page 15.

**NEW! WELLNESS ZONE PROGRAMMING**

Use this space to participate in 20-minute sessions on nutrition, work/life balance, financial wellness and other factors that contribute to healthy living. Resources will also be available so you can take what you learn back to school to share with your colleagues.

**PoCC CELEBRATION LUNCHEON**

**FRIDAY, DECEMBER 4**

11:30 AM – 1:00 PM

Join us for a complimentary lunch in the PoCC Hub to celebrate how important you are to the mission and vision of NAIS.

**SPONSORED BY**

Carney, Sandoe & Associates

**BOOKSTORE**

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

**PORTRAITS OF LIGHT**

Don't miss this special art exhibit from Carol Bowen of the Dalton School (New York). Find 10 portraits on display in the Hub.
NEED A REBOOT?
The Hub is the place to be! Find coffee breaks, lounges, and charging stations available to attendees.

EXHIBITORS
101 Canamac Productions
105 Carney, Sandoe & Associates
120 Connect with CalWest
114 Daff’s Specialties
106 Debby Irving
103 Educator’s Ally
115 Gene Batiste Consulting
109 Gay, Lesbian, and Straight Education Network (GLSEN)
104 John F. Kennedy School of Government at Harvard University
116 KL Webster & Associates
118 The Mycelium School
102 Nobis Project
113 Quiet Elegance
119 SpeakOut
117 StratéGenius
107 Teaching Tolerance
108 The White Privilege Conference
NEW! NAIS MAKERSPACE

THURSDAY, DECEMBER 3
9:15 AM – 4:30 PM
FRIDAY, DECEMBER 4
9:00 AM – 5:30 PM

90-MINUTE WORKSHOPS

THURSDAY, DECEMBER 3
10:00 – 11:30 AM
Exploring the Diversity Gap in Science and Technology
The availability of engineering and computer science positions is projected to grow exponentially. While emphasis has traditionally been on gender inequalities, a new report indicates poor representation of non-Asian people of color in the STEM workforce. Discuss what your school can do to encourage students of color to pursue these high-paying STEM careers.

THURSDAY, DECEMBER 3
3:15 – 4:45 PM
Maker Movement: Let’s Do It!
Curiosity is cousin to an innate ownership and agency over one’s learning. Making encourages inquiry and a constructive process. Harness that energy and reinforce content in your course with simple, easy to implement DIY and maker projects. Immerse yourself in a few hands-on activities: Learn by doing!

FRIDAY, DECEMBER 4
9:45 – 11:15 AM
Examining Diversity Through the Design Thinking Process
What does innovation mean to you? How does your institution solve problems? Critically analyze diversity practices through the use of design thinking, a creative problem-solving tool. Use design thinking to rigorously think through problems and develop thoughtful solutions for your institution. Get guidance on how to define the problem, ideate solutions, prototype, and more.

The Maker Movement is taking the education world by storm. Makerspaces integrate different disciplines as students produce tangible items and creative solutions to real problems.

The NAIS Makerspace in the PoCC Hub strives to help school administrators and teachers better understand this new initiative and how it can serve a school’s equity and inclusion goals. Participants will explore the possibilities for addressing equity and diversity issues within their campus and community through these spaces and programs. The space will be a blend of information, making, workshops, and examination of STEM and how schools can reduce disparities and increase opportunity in these fields of study.

Check out the following zones in the makerspace:

- 3D Printing,
- Robotics,
- Electronics,
- Programming/Coding/Prototyping,
- Cardboard Building,
- Poster Boards,
- E-Textiles, and
- Student Work.

Thank you to the following schools for contributing to the space:

- Berkeley Preparatory School (Florida)
- Canterbury School (Florida)
- The School at Columbia University (New York)
- Shorecrest Preparatory School (Florida)

The NAIS PoCC
#NAISPoCC | #NAISSDLC
What’s Your Online Presence? How Having a Presence Online Is Important for a Job Search

What’s one of the first things potential employers do before they decide who to call for an interview? They Google you. Having an online presence is really important for a job search. In addition, being comfortable in front of a camera is more important than ever for interviewing—learn why.

SPEAKER: Sarah Pease-Kerr, Carney, Sandoe & Associates

THURSDAY, DECEMBER 3
12:10 – 1:00 PM

Transitioning to Independent Schools: Things I Wish I’d Known

Join CalWest Educators Placement and Online School for Girls to brainstorm successful transitions for faculty new to independent schools. How can you empower newer faculty to share their voices and impact their communities? What nuggets of wisdom would you share to increase the odds of someone having a great first year?

SPEAKERS: Chris Fleischner, CalWest Educators Placement; Brad Rathgeber, Online School for Girls (MD)

FRIDAY, DECEMBER 4
9:15 – 9:35 AM

You Never Get a Second Chance to Make a First Impression: Tips for a Winning Job Search

From résumé advice to interview strategies, let experienced independent school placement counselors help you ensure your search is set up for success as you explore teaching and administrator opportunities in independent schools. Use this expertise to show yourself in the best possible light and avoid pitfalls that can derail a job search.

SPEAKERS: Abby Glover and Lisa Lovering, Educator’s Ally
PoCC HUB

EXHIBITORS

Canamac Productions

Canamac Productions
Table 101
www.DefamationThePlay.com,
(773) 368-5166, defamationtheplay.
kimm@gmail.com
Canamac Productions is sponsoring a screening of Defamation, which explores the highly charged issues of race, religion, gender, class, and the law with a twist: The audience is the jury.

Carney, Sandoe & Associates

Carney, Sandoe & Associates
Table 105
www.carneysandoe.com, (617) 542-0260,
recruitment@carneysandoe.com
CS&A provides faculty and administrator recruitment, leadership search, and strategic consulting services to independent, international, and like-kind schools. Founded in 1977, CS&A is recognized as the preeminent recruiter of teachers and administrators.

Connect with CalWest

Connect with CalWest
Table 120
www.CalWestEducators.com, (818) 906-2972,
CWCW@CalWestEducators.com
CalWest supports educators at every stage of their independent school experience. Our Connect with CalWest professional development offerings enhance your ability to impact your current school.

Daff's Specialties

Daff's Specialties
Table 114

Debby Irving

Debby Irving Racial Justice Education & Consulting
Table 106
www.debbyirving.com, (617) 851-0676,
debby@debbyirving.com
Keynotes, workshops, and consulting designed to support, inspire, and educate community members, especially those who are white, to engage in diversity, inclusion, and equity initiatives.

Educator’s Ally

Educator’s Ally
Table 103
www.educatorsally.com, (914) 666-6323,
info@educatorsally.com
Educator’s Ally connects teachers and administrators with independent schools. Since 1975, EA’s highly personalized approach to recruiting has been valued by schools and candidates alike.

Gene Batiste Consulting

Gene Batiste Consulting
Table 115
genebatistecfulting.com,
genebatiste@icloud.com
Drawing on 20 years of experience and expertise in helping leaders and groups create value, Gene Batiste Consulting focuses on supporting the visualization and realization of building and sustaining diverse, inclusive, and equitable independent school communities.

Meet with representatives from the following companies and organizations that strive to help you find solutions to advance your efforts toward diversity and inclusion in your school.
Gay, Lesbian, and Straight Education Network (GLSEN)
Table 109
www.glsen.org, (212) 727-0135, chapters@glsen.org
GLSEN is the leading national education organization focused on ensuring safe schools for all students, regardless of their sexual orientation, gender identity or gender expression.

John F. Kennedy School of Government at Harvard University
Table 104
www.hks.harvard.edu/degrees/diversity, (617) 496-1093, publication-OSDI@hks.harvard.edu
Harvard Kennedy School offers degree programs designed to meet the needs of students at various stages of their academic and professional careers.

KL Webster & Associates
Table 116
www.KLWebster.com, (410) 627-1339, iamkishawebster@gmail.com
We support our clients in creating climates that are welcoming and inclusive. We facilitate real, engaging, and judgment-free conversations and trainings around race, gender, sexual orientation, and socioeconomic status.

The Mycelium School
Table 118
www.mycelium.is, (828) 450-8667, ashley@mycelium.is
Mycelium is an intergenerational, learning, networking, evolving education with socially relevant programming and consulting in learning innovation, social entrepreneurship, and collaborative action.

Nobis Project
Table 102
www.nobisproject.org, (912) 403-4113, info@nobisproject.org
We provide educators with the tools, knowledge, and confidence to engage students in social-justice thinking, as well as globally focused, service learning projects.

Quiet Elegance
Table 113
www.quietelegancedesigns.com, (407) 256-5712, quietelegance@gmail.com
Visit our booth for a unique shopping experience with a wide selection of exotic accessories. Our high-quality jewelry is handcrafted locally or from free-trade specialty imports.

SpeakOut
Table 119
www.speakoutnow.org, (510) 601-0182, info@speakoutnow.org
SpeakOut is dedicated to the advancement of education, racial and social justice, cultural literacy, leadership development, and activism. Our network of speakers and artists provides experiential learning opportunities through lectures, workshops, film screenings, performances, and curriculum development.

StratéGenius
Table 117
www.strategenius.org, (510) 685-0861, orpheus@strategenius.org
StratéGenius specializes in placing exceptional administrators and faculty of color nationally in independent and charter schools proven to value diversity and inclusion.

Teaching Tolerance
Table 107
www.tolerance.org, (334) 956-8236, editor@tolerance.org
Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for our nation’s children.

The White Privilege Conference
Table 108
www.whiteprivilegeconference.com, (303) 369-1581, wpcinfo@theprivilegeinstitute.com
WPC is a conference that examines challenging concepts of privilege and oppression and offers solutions and team building strategies to work toward a more equitable world.
Fostering Intercultural Competency Through Design Thinking and Project-Based Learning

KAPONO CIOTTI Wai'alae Elementary Public Charter School
JENNIFER KLEIN World Leadership School

Meeting Room 2

As the 21st century presents an increasingly complex and interconnected world, human progress demands increasingly nuanced global knowledge and intercultural skills, particularly for our young leaders and innovators. The educational landscape has seen significant shifts in pedagogical approaches and educational philosophies, based on the recognition that student-driven, skill-based education must be incorporated alongside core content knowledge to best prepare students for our ever-changing world—and for the intercultural challenges students encounter inside their communities as well. In particular, the increased popularity of experiential pedagogies like design thinking and project-based learning in independent schools provides an opportunity not only for more student-centered learning to take place but also for the intentional development of intercultural skills among students and adults in our schools.

This full-day workshop includes experimentation with both of these highly complementary strategies; the morning includes a quick look at various frameworks for defining the goals of intercultural competency, followed by a dive into a design thinking experience intended to develop ideas for intercultural skill-building projects to be implemented with students and/or faculty/staff. In the afternoon, explore the design strategies of project-based learning, and take the opportunity to plan one project based on the ideas that came out of the morning session. By the end of this experience, you will have practiced both methods and have an actual project ready for implementation with students or adults in their communities.

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

CRIS CULLINAN Co-Chair, National Advisory Council for the annual National Conference on Race and Ethnicity in Higher Education (NCORE); founder, ALiVE: Actual Leadership in Vital Equity
DANIELLE SOLOMON HR Director, NAIS
CRISSY CÁCERES Assistant Head of School for Equity and Social Impact, Georgetown Day School (DC)

Meeting Room 4

Independent schools can no longer afford to hire faculty, administrators, and other staff who are not culturally competent. Hiring without cultural competence in mind leads directly to problems with retention since a lack of shared responsibility for inclusion and equity often causes the overworked few to leave as soon as other opportunities are available. Lack of cultural competence on the part of teachers, staff, and administrators directly impacts the environment for students, leading to lower achievement rates for underrepresented students, as well as miseducation and poor role modeling for all students. As NAIS President John Chubb said in the summer 2014 issue of Independent School, “Equity and justice are among our community’s core values, not just because they are ‘the right thing to do’ but also because they are mission critical.”
Reflect in-depth on head leadership and specific differences for heads of color and women. Hear several sitting heads share their path to headship, emphasizing the steps to building a career of long-term leadership and successfully navigating personal and professional growth in independent schools. Learn how to work effectively with a mentor, sharpen skills heads wish they had prior to assuming their first headship, and develop professional growth plans. Take home suggestions and examples of ways to further leadership development.

SPONSORED BY CALWEST EDUCATORS PLACEMENT

Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine Best Intentions
EDDIE MOORE, JR. The Privilege Institute
DEBBY IRVING Educator and Author
Meeting Room 8

How can events in Ferguson, Staten Island, Norman, Baltimore, and McKinney drive our school communities apart? How can they be used as teachable, community-building moments? As the recent surge in highly visible racial incidents affects students along racial lines, independent schools have a unique opportunity to deepen the dialogue, understanding, and campus engagement. Explore how these headline stories relate to the effects that power, privilege, and oppression have on student and family engagement, teacher preparation, curriculum development, and everyday campus interactions. While exploring history, white supremacy, and the manifestation of oppression in recent events, develop skills and insights for effective personal and institutional transformation.

Gain effective tools you can adapt for use at your own school. Work together to identify various dimensions of cultural competence and focus on those that represent the most critical needs for positions in your particular school. Learn practical methods and strategies, including ways to design appropriate advertisements, improve paper screening procedures, and write effective interview and reference questions.

Leadership Seminar for People of Color and Women
AMANI REED Head of School, The School at Columbia University (New York)

PANELISTS
NICOLE DUFUAUCHARD Head of School, The Advent School (NY)
RANDALL DUNN Head of School, The Latin School of Chicago (IL)
TONY FEATHERSTON Head of School, The Town School (NY)
MARTHA HAAKMAT Head of School, Brooklyn Heights Montessori School (NY)
DOREEN OLESON Consultant, Resource Group 175
JAY RAPP Vice President for Professional Development, NAIS
Meeting Room 6

Tailored for people of color and women, this seminar employs the Everything DiSC Work of Leaders Profile, a premier, research-based, skills inventory that provides you with a deeper understanding of your individual leadership strengths and style. A team of nationally recognized education leaders offers state-of-the-art leadership development strategies, in-the-moment leadership coaching, and peer exchange and feedback—all in an encouraging and transformational atmosphere designed to nurture and propel a compelling vision for fulfilling your career goals.
Asking the Right Questions — Strategic Planning for Diversity, Equity, and Inclusion
TIA BROWN MCNAIR Associate Vice President, Office of Diversity, Equity, and Student Success, American Association of Colleges & Universities
Meeting Room 9

Developing an effective and sustainable strategic plan for diversity, equity, and inclusion starts with asking the right questions and engaging in “courageous conversations” that foster learning and student success. This workshop will help you utilize an inquiry-based process for designing a strategic framework for advancing and measuring diversity, equity, and inclusion. Content for this workshop will be based on NAIS’ Assessment of Inclusivity and Multiculturalism and the Association of American Colleges and Universities’ self-study and planning guide for Committing to Equity and Inclusive Excellence. By showing the alignment of the two approaches from independent schools and higher education, you will be able to create a strategic plan that supports seamless pathways for students and enhances preparation for post-secondary and lifelong success.

Where’s the Race in Independent Schools?
H. RICHARD MILNER IV Helen Faison Professor of Urban Education, Professor of Education, Professor of African Studies, and Professor of Social Work, University of Pittsburgh
Meeting Room 10

What role does race play in understanding students and family in mostly white schools? How do educators facilitate productive conversations and construct rigorous and responsive instructional practices related to race in classrooms to promote social and academic success among students?

Address “tough” conversations around race and poverty/socioeconomic status with students, parents and communities in your school. Address realities outside of school regarding race that can shape students’ experiences inside of school. Place particular attention on students’ experiences, teachers’ instructional practices, and leaders’ capacity to build inviting and welcoming school cultures that honor all students in independent schools. You will leave with specific action steps to move discourse into powerful action.
Berkeley Preparatory School, PreK–12
Berkeley Preparatory School is committed to being an inclusive and diverse learning environment that encourages values that recognize we are all unique individuals who make positive contributions to the world. Guided by its identity as an independent Episcopal school and its core cultural norms where kindness and respect are placed in the highest regard, Berkeley represents a welcoming environment where people from all backgrounds will not only fit in, but thrive. Berkeley is dedicated to attracting and retaining a culturally diverse faculty of demonstrated professional excellence with an unwavering commitment to delivering an education of unsurpassed quality and breadth. An emphasis on academic excellence combined with a spirit of social responsibility engenders in students a newfound confidence and shared sense of purpose. Students exchange ideas, study virtues and explore ethics as they define their attitudes and values. A diverse student population brings many cultures together, fostering the sharing of traditions in a safe forum. Through formal study of world religions, daily convocations and the rich and open discussion among peers, students learn to respect their heritage along with the customs of their neighbors.

Tampa Preparatory School, 6–12, and Academy Prep Center of Tampa, 6–8
Tampa Preparatory School works closely with Academy Prep Center of Tampa both on a programmatic level and in the education of Academy Prep graduates. Academy Prep Center of Tampa is a rigorous private middle school for students qualifying for need-based scholarships. Academy Prep students attend school 11 hours a day, 6 days a week, 11 months a year. Academic classes are taught separately by gender. Its mission is to inspire and empower students qualifying for need-based scholarships to become future community leaders through a rigorous middle school program coupled with ongoing graduate support. Tampa Preparatory School’s rich academic tradition, along with a commitment to arts, athletics and a focus on producing well-rounded citizens, has made Tampa Prep one of the best schools in Tampa for 40 years. Tampa Prep’s educational philosophy instills values of fairness, decency, honor, diligence and academic curiosity. The school stresses the development of self-confidence, a sense of worth and the importance of having fun in the pursuit of one’s goals.

St. Paul’s School, K–8
Saint Paul’s Clearwater’s Independent School is committed to preparing students academically, emotionally and socially for the 21st century. Its academic program challenges students to go beyond mastering basic facts and skills, to think creatively, to reflect critically, to design collaboratively and to lead confidently. For 45 years, their Episcopal roots have helped them develop a cohesive, inclusive sense of community and sensitivity and an awareness of the rich diversity in the world around us.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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| 7:00 AM – 7:45 AM | SDLC Chaperone Orientation III (Choose one.)  
Peer Facilitator Training for Wednesday Night  
Late Arrivals MORE INFO, PAGE 25 |
| 8:00 AM – 9:15 AM | PoCC/SDLC Opening Ceremonies with Mae C. Jemison MORE INFO, PAGE 29 |
| 9:30 AM – 12:00 PM | SDLC Opening Ceremonies and Family Groups |
| 12:15 PM – 1:15 PM | Student Luncheon |
| 1:30 PM – 3:45 PM | Family/Home Groups |
| 6:00 PM – 10:00 PM | Peer Facilitator Training (Dinner provided.) MORE INFO, PAGE 25 |
| 9:15 PM – 10:00 PM | SDLC Chaperone Orientation II (Choose one.) MORE INFO, PAGE 25 |
| 10:00 PM – 11:30 PM | Student Dance  
(Board game options provided.) |
| 11:00 PM | Hotel Curfew |
| 7:00 AM – 7:45 AM | Breakfast with Chaperones |
| 8:00 AM – 8:15 AM | Morning Clearing |
| 8:30 AM – 9:30 AM | SDLC Keynote Presentation with Howard C. Stevenson |
| 9:45 AM – 11:45 AM | Family/Affinity Groups |
| 10:00 AM – 11:15 AM | Student-Led Adult-Student Dialogues (by state/region) MORE INFO, PAGE 53 |
| 11:30 AM – 1:00 PM | PoCC/SDLC Closing Ceremonies with Sarah Kay MORE INFO, PAGE 53 |
| 12:00 PM – 1:45 PM | Student Luncheon and Talent Show |
| 6:00 PM – 10:00 PM | Student Dinner, Family Groups, and SDLC Closing Ceremonies |
| 1:30 PM – 3:45 PM | Family/Home Groups |
| 3:45 PM – 4:00 PM | Snack Break |
| 4:00 PM – 5:45 PM | Family/Affinity Groups |
| 5:45 PM – 6:00 PM | Family/Home Groups |
| 6:00 PM – 10:00 PM | Student Dinner |
| 7:00 PM – 10:15 PM | SDLC Family/Home Groups by Region |
| 7:00 PM – 8:15 PM | Breakfast with Chaperones |
| 8:30 PM – 9:45 PM | Affinity Group Session 3 MORE INFO, PAGE 51 |
| 10:00 PM – 11:15 PM | Student-Led Adult-Student Dialogues (by state/region) MORE INFO, PAGE 53 |
| 11:30 PM – 1:00 AM | PoCC/SDLC Closing Ceremonies with Sarah Kay MORE INFO, PAGE 53 |

Tampa Marriott Waterside Hotel
In 1993, who could have imagined that a student gathering from humble beginnings and great intentions would grow to become what we now lovingly call SDLC, one of the largest, most diverse, and most impactful gatherings of private school students nationwide? Who could have known the individual and institutional change that would come from the work of more than 15,000 students who have been served by its program? SDLC began with a small group of students coming together to talk about changing their schools to better meet the needs of every student. Through that conversation 22 years ago, SDLC continues to practice its purpose of using dialogue and experience within community as transformative tools. This year’s theme, Learning to Listen and Listening to Learn: The Art of Dialogue and The Science of Living Justly, honors our intentional roots.

Students at SDLC deepen their “I” perspective by engaging in a curriculum centered on cultural identifiers, working in affinity groups, and connecting with others from their region to create a strong network for their continued leadership at their schools. Peer facilitators play a critical role in moving and shaping the dialogue that happens on-site, or they may engage in an advanced group called Diversity 201. Past participants have taken what they learned back to their schools to open conversation, jumpstart regional efforts, and educate their peers. This is a network of some of the most committed student leaders in the country.

In education, one of the hallmarks of the early years of academic development is the transition from learning to read, to reading to learn. In social justice education, a hallmark of becoming an effective ally is the transition from learning to listen, to listening to learn. Let’s open up our ears to the experiences of others as we push our minds open in the spirit of equity and inclusion.

RODNEY GLASGOW
Head of Middle School and Chief Diversity Officer, St. Andrew’s Episcopal School (Maryland)
SDLC CHAIR AND LEAD CURRICULUM FACILITATOR

OSCAR GONZALEZ
Director, Teacher and Program Development, Rocky Mountain Prep
SDLC LEAD LOGISTICS FACILITATOR

COLLINUS NEWSOME
Policy Advisor, Office of the Superintendent, Aurora Public Schools (Colorado)
SDLC LEAD FACULTY FACILITATOR

#NAISPoCC #NAISSDLC
The Student Diversity Leadership Conference (SDLC) is an inclusive, multiracial, and multicultural gathering of upper school student leaders (grades 9–12) from around the country that focuses on self-reflection, allyship, and community building. Led by a diverse team of trained adult and peer facilitators, participants develop an appreciation of their own identities, build effective cross-cultural communication skills, better understand the nature and development of effective strategies for social justice, and practice expression through the arts, all while networking with their peers.

In addition to large group sessions, SDLC creates a safe, supportive environment by organizing participants into cross-sectional teams known as “family groups,” each of which is led by a team of adult facilitators. Each family group is further divided into small “home groups,” where intense dialogue and sharing take place, guided by trained peer facilitators, who take a critical role in moving and shaping the experience of all students.

SDLC participants join the NAIS People of Color Conference (PoCC) participants for the Thursday opening ceremonies and Saturday closing ceremonies. Culminating experiences include joining together on Saturday morning with PoCC attendees for student-facilitated dialogue sessions designed to explore concepts and themes of equity and justice in our schools. Everyone is encouraged to attend and support these opportunities for cross-generational work.
DIVERSITY 201
Returning students not serving as peer facilitators may join an advanced family group called Diversity 201. Diversity 201 is a specialized experience designed to allow returning participants an opportunity to dig deeper into issues of identity, power, privilege and allyship. Diversity 201 is limited to 100 participants with no more than two participants from the same school.

SDLC MEALS
Student delegates will receive lunch and dinner on both Thursday, December 3, and Friday, December 4. Thursday through Saturday, breakfast is not included. Chaperones are expected to have breakfast with SDLC delegates.

SDLC CHAPERONES
Chaperones are expected to:
• attend one of the chaperone orientation sessions on Wednesday, December 2, 6:00 – 6:45 PM, or 9:15 – 10:00 PM, or Thursday, December 3, 7:00 – 7:45 AM at the Tampa Marriott Waterside Hotel & Marina;
• ensure students attend all SDLC activities;
• arrange for students’ meals not included in the SDLC registration;
• be responsible for their students during designated free times;
• meet students at designated points and times;
• support and enforce the Student Conduct Agreement, including participation requirements and adherence to curfew; and
• be on call at all times during the conference.

SDLC DELEGATES
All SDLC participants, whether local or traveling, must abide by the same rules and expectations.

SDLC participants are expected to:
• Attend all conference sessions, activities, and meals.
• Sign and abide by the Student Conduct Agreement governing behavior throughout the conference.
• Cooperate with adult chaperones and with conference staff.

PEER FACILITATORS
Peer facilitators are trained to serve a vital role in our conference by leading their peers in small group dialogues. Peer facilitators receive on-site training for this role, learning and practicing skills that will aid them in their leadership at their schools. Students who would like to serve in this key role and/or have attended SDLC before are eligible to serve as peer facilitators. Peer facilitators will be trained on-site on Wednesday, December 2, 6:00 – 10:00 PM. Dinner is included. Students who sign up to be peer facilitators are not eligible to participate in the Diversity 201 family group. An additional training is scheduled on Thursday, December 3, 7:00 – 7:45 AM for late arrivals.
### PoCC

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 AM – 12:00 NOON</td>
<td>Half-Day Preconference Equity Seminars</td>
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<tr>
<td>8:30 AM – 1:00 PM</td>
<td>School Visits</td>
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<tr>
<td>8:30 AM – 4:30 PM</td>
<td>Full-Day Preconference Equity Seminars</td>
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<tr>
<td>8:30 AM – 4:30 PM</td>
<td>PoCC Affinity Group Training</td>
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<td>7:00 – 8:00 PM</td>
<td>PoCC Newcomer Orientation</td>
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### SDLC

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<tr>
<td>6:00 – 10:00 PM</td>
<td>SDLC Peer Facilitator Training (Dinner provided.)</td>
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<tr>
<td>6:00 – 6:45 PM</td>
<td>SDLC Chaperone Orientation I (Choose one.)</td>
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<tr>
<td>9:15 – 10:00 PM</td>
<td>SDLC Chaperone Orientation II (Choose one.)</td>
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7:00 AM – 8:00 PM  
PoCC/SDLC REGISTRATION  
Tampa Convention Center, East Hall Registration

8:30 AM – 4:30 PM  
PoCC AFFINITY GROUP TRAINING  
Tampa Convention Center, Meeting Room 16

8:30 AM – 12:00 NOON  
HALF-DAY EQUITY SEMINARS  
Ticket Required. On-site registration is not available. Individuals who registered for these seminars will participate in half-day learning in one of the following key areas:

**Asking the Right Questions:** Strategic Planning for Diversity, Equity, and Inclusion  
Tampa Convention Center, Meeting Room 9  
**PRESENTER:** Tia Brown McNair, Associate Vice President of Diversity, Equity, and Student Success, American Association of Colleges & Universities

**Where's the Race in Independent Schools?**  
Tampa Convention Center, Meeting Room 10  
**PRESENTER:** H. Richard Milner IV, Helen Faison Professor of Urban Education, Professor of African Studies, and Professor of Social Work, University of Pittsburgh

8:30 AM – 4:30 PM  
FULL-DAY EQUITY SEMINARS  
Ticket Required. On-site registration is not available. Individuals who registered for these seminars will participate in full-day learning in one of the following key areas:

**Fostering Intercultural Competency Through Design Thinking and Project-Based Learning**  
Tampa Convention Center, Meeting Room 2  
**PRESENTERS:** Kapono Ciotti, Wai'alaе Elementary Public Charter School; Jennifer Klein, World Leadership School

**Seeking Cultural Competence in Hiring: Practical Methods and Strategies for Identifying the Administrators, Staff, and Faculty Needed in 21st Century Independent Schools**  
Tampa Convention Center, Meeting Room 4  
**PRESENTERS:** Cris Cullinan, Co-Chair, National Advisory Council for the annual National Conference on Race and Ethnicity in Higher Education (NCORE), and founder, ALIVE: Actual Leadership in Vital Equity; Danielle Solomon, Director of Human Resources, NAIS; Crissy Cáceres, Assistant Head of School for Equity and Social Impact, Georgetown Day School (DC)

8:30 AM – 1:00 PM  
SCHOOL VISITS  
Ticket Required. On-site registration is not available. Bus pick-up from Tampa Convention Center Shuttle drop-off at Channel Entrance  
School visits allow independent and special-focus schools to host conference attendees, share each school's unique culture and mission, and exchange ways to make schools more inclusive.  
We thank the following Tampa area schools for hosting visits:

- Berkeley Preparatory School (FL) PREK-12  
- Tampa Preparatory School (FL) 6–12  
- Academy Prep Center of Tampa (FL) 6–8  
- Saint Paul’s School (FL) K–8

Leadership Seminar for People of Color and Women  
Tampa Convention Center, Meeting Room 6  
**PRESENTERS:** Amani Reed, Head of School, The School at Columbia University (NY), with panelists Nicole DuFauuchard, Head of School, The Advent School (NY); Tony Featherston, Head of School, The Town School (NY); Randall Dunn, Head of School, The Latin School of Chicago (IL); Martha Haakmat, Head of School, Brooklyn Heights Montessori School (NY); Doreen Oleson, Consultant, Resource Group 175; Jay Rapp, Vice President for Professional Development, NAIS  
**SPONSORED BY** CalWest Educators Placement

Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine Best Intentions  
Tampa Convention Center, Meeting Room 8  
**PRESENTER:** Eddie Moore, Jr., The Privilege Institute, and Debby Irving, Educator and Author

6:00 – 10:00 PM  
SDLC PEER FACILITATOR TRAINING  
Dinner provided.  
Tampa Marriott Waterside, Ballroom CD

6:00 – 6:45 PM  
SDLC CHAPERONE TRAINING I  
Attend just one of three orientations offered.  
Tampa Marriott Waterside, Ballroom AB

7:00 – 8:00 PM  
PoCC NEWCOMER ORIENTATION  
Tampa Convention Center, Meeting Room 18

9:15 – 10:00 PM  
SDLC CHAPERONE TRAINING II  
Attend just one of three orientations offered.  
Tampa Marriott Waterside, Ballroom AB
THURSDAY AT A GLANCE

7:00 – 7:45 AM
SDLC Chaperone Training III (Choose one.)

8:00 – 9:15 AM
PoCC|SDLC Opening Ceremonies with Mae C. Jemison

9:30 – 10:00 AM
Book Signing with Mae C. Jemison and Networking Coffee Break

9:30 AM – 1:00 PM
Learning Labs in the PoCC Hub

10:00 – 11:15 AM
Workshop Session A-75

10:00 – 11:30 AM
Workshop Session A-90

11:30 AM – 12:45 PM
Film Screening: Selma: The Bridge to the Ballot

11:30 AM – 12:45 PM
Choir Rehearsal

1:00 – 3:00 PM
Affinity Group Session I

3:15 – 4:30 PM
Workshop Session B-75

3:15 – 4:45 PM
Workshop Session B-90

4:45 – 6:00 PM
PoCC General Session with Howard C. Stevenson

6:15 – 6:45 PM
Book Signing with Howard C. Stevenson

8:00 – 9:30 PM
Film Screening: Defamation
7:00 – 7:30 AM | PoCC|SDLC REGISTRATION
Tampa Convention Center, East Hall Registration

7:00 – 7:45 AM | SDLC CHAPERONE TRAINING III
Attend just one of three orientations offered.
Tampa Convention Center, Meeting Room 20

8:00 – 9:15 AM | PoCC|SDLC OPENING CEREMONIES
MAE C. JEMISON
Exploring the Frontiers of Human Potential
Tampa Convention Center, East Hall
A Violin Concerto, Canterbury School of Florida Strings, Canterbury School of Florida (Florida)

9:15 AM – 6:00 PM | PoCC|SDLC REGISTRATION
Tampa Convention Center, East Hall Registration

9:30 – 10:00 AM | BREAK
Book Signing with Mae C. Jemison and Networking Coffee Break
Tampa Convention Center, East Hall (PoCC Hub)

9:30 AM – 1:00 PM | LEARNING LABS
The PoCC Hub, formerly the PoCC Expo Hall, serves as the central meeting place for all attendees. Find the NAIS Bookstore, Education Zones, Member Resource Center, and more in the Hub.

10:00 – 11:15 AM | WORKSHOP SESSION A-75
EQUITY AND INCLUSION EXEMPLARS: PROGRAMS, MODELS, BEST, PROMISING, NEXT PRACTICES

Putting Your Mask on First: Practicing Self-Care as a Diversity Practitioner
Address the commonly known “burn out” of diversity practitioners in our schools by attending to the needs of the person in this role. Using a survey administered to students and faculty members in various independent schools across the nation, highlight and affirm the value of the diversity practitioner to the institution and its members. Additionally, identify the major sources of “burn out” and how they have been (or could be) effectively addressed for the longevity of the practitioner.
PRESENTER: Toni Williamson, Abington Friends School (PA)
Meeting Room 13

SDLC Students: You Brought Them Here... Now What?
We bring students to SDLC, but what do we do with them for the rest of the year? What are some ways to capture and sustain their enthusiasm for leadership on inclusion and diversity? And what are some best practices? As we explore the various venues for student leadership, we ponder ways to help students find their authentic voice. Learn what Brentwood School does throughout the rest of the school year to continue SDLC student education on leadership, communication, and systemic policies. This work involves recognizing the various comfort zones of our students, as well as an important need to pay particular attention to the quieter students, the “introverts.” Come find out what we did as well as share some of your ideas.
PRESENTERS: Asako Kurosaka-Jost, Radhika Khandelwal, and Elena Cardenas, Brentwood School (CA)
Meeting Room 14

9:15 AM – 4:30 PM | PoCC HUB
Tampa Convention Center, Ballroom BC, Level 1
The PoCC Hub, formerly the PoCC Expo Hall, serves as the central meeting place for all attendees. Find the NAIS Bookstore, Education Zones, Member Resource Center, and more in the Hub.

10:00 – 11:15 AM | WORKSHOP SESSION A-75
Leaving with a Critical Lens: Why Adopting Critical Race Theory Is Essential in Schools
Critical Race Theory (CRT) serves as a tool that can help educators “talk race” more fluidly. Armed with CRT, teachers, administrators, and teacher educators are better equipped to dismantle unproductive borders between multiple stakeholder groups in K-12 education contexts, including students, their teachers, teacher colleagues, and teacher educators who prepare future teachers in increasingly diverse settings across the United States and beyond. Building on prior research positing CRT as a necessary component to forwarding the equity imperative, get examples of how CRT is operationalized in schools through leadership roles.
PRESENTERS: Laura S. Yee, Denise Jones, Diana Rehfeldt, and Meryl Heyliger, Georgetown Day School (DC)
Meeting Room 19

ALL WORKSHOPS TAKE PLACE IN THE TAMPA CONVENTION CENTER.
The Young and the Restless: How to Recruit, Recognize, and Retain New Faculty of Color

Given the demographics of attendees at PoCC, we all recognize that there are 1,000+ young people of color working in independent schools. But as institutions, we often struggle to find ways not only to recruit but more importantly to recognize and retain young faculty of color. Explore a myriad of questions pertaining to the retention of young faculty of color. Review responses from our qualitative survey of young faculty of color from various independent schools. Using our combined experiences on both sides of the hiring process, we hope to have an honest dialogue about the challenge of retaining young faculty and staff of color.

**PRESENTERS:** Brandon Jacobs, The Hill School (PA); Ashley Bradley, The Baldwin School (PA)
**Meeting Room 1-2**

“Giant Steps”: Landing Your First Administrative Role

With the increase of culturally diverse students and faculty in the independent school landscape, the critical need for leaders of color is more important than ever before. Examine methods and strategies for transitioning from teaching to administration and how to successfully land a department chair, dean, division head, or head of school position. Is the tone and timbre of leadership pursuit from the past still relevant to the cadence of criteria in 2015? How can you best prepare yourself to answer the call for leadership and help serve your school community? What are three critical actions you should take, both inside and outside the classroom, in the process of pursuing your first administrative role?

**PRESENTERS:** Ada McElroy and John Faubert, Carney, Sandoe & Associates
**Meeting Room 10**

The Intersections of Diversity and Educational Technology!

Delve into the unique relationship between diversity and technology. Discover how the collaboration between the diversity director and director of educational technology helped foster an inclusive environment through programs such as our faculty diversity committee, LS Culture Clubs, and middle and upper school Diversity Clubs. Learn how to gain buy-in from faculty and students for the diversity initiative. Through collaboration between these two departments, we engaged various constituencies to expand the boundaries of inclusivity in innovative ways. Gain insight on how to create programming that holistically integrates diversity and technology in many useful ways.

**PRESENTERS:** Ralinda Watts, Sarah Stehman, and Charles Neddermeyer, The Buckley School (CA)
**Meeting Room 12**

Where Has All the Financial Aid Gone?

Since the 2008 recession, independent schools have seen their investment in financial aid grow significantly. Recent trends suggest that even though financial aid spending is up, creating widespread access and opportunity is becoming more difficult. Is it time for a "course correction" on strategic thinking about how financial aid is used to create the economic diversity your school seeks? What are the trade-offs for increasing affordability at the expense of access for the low-and middle-income families of today? Discuss today's trends in financial aid: Why the dramatic shifts in who's applying for and who's receiving financial aid? Gain tips for exploring the trends happening at your school and for guiding leadership-level conversations about what it all means.

**PRESENTER:** Mark Mitchell, NAIS
**Meeting Room 5-6**
Art and Identity
“...If you want to make a human being into a monster, deny them, at the cultural level, any reflection of themselves,” Junot Diaz. In this hands-on, art-making workshop, learn about the role identity and personal narrative play in the creative process. Facilitators candidly speak about how their art has provided an affirming reflection of who they are as artists and educators of color. Make a multimedia collage and think critically about your identity through a creative lens. Upon processing your work, reflect on ways to incorporate similar art directives into classroom activities that address acceptance and inclusion of students' identity. Come, make art, and become more visible to yourself.

PRESENTERS: Naima Green and Rafael Sanchez, Berkeley Carroll School (NY) Ballroom D

Discovering Self in the Age of Cookie, Scandal, and THOT
Historically the media’s superficial standard of beauty has negatively impacted the health and well-being of adolescent girls. Nowadays schools not only have to contend with the media but also face a variety of reality shows, urban drama, and a misogynistic hip-hop culture redefining femininity. Despite the work of educators and advocates for women, girls (especially girls of color) receive provocative messages that severely hinder the development of the self that is essential preadolescence. What were previously teen problems, now occur in elementary school. So how do we help young girls rediscover self in the Age of Cookie, Scandal, and THOT? Examine how negative messaging impacts girls and how we can help them reclaim their self-worth.

PRESENTER: Tiffany Bridgewater, Louisville Collegiate School (KY) Meeting Room 11

Dueling Souls: Students of Color and Multiple Identities
Uncover the real life experiences of students of color who lead dual lives: one identity on campus and another identity off campus. Why do students have these dual roles? How does it affect their experience at our schools and at home? A panel of educators and students explore elements of identity to examine the obstacles and best practices needed to create an inclusive and diverse community and reduce the strain that dual lives and competing identities might place on our students.

PRESENTERS: Pascale Musto, Tilton School (NH), and Ara Brown, Cranbrook Schools—Upper School (MI) Meeting Room 16

New Media and Race
Modern technology and new media outlets have altered the social construction of racial identities. Discuss how new forms of media have transformed understandings of race in our schools. Discover how new media outlets have the potential to aid conversations on race while realizing how, if not facilitated properly, they can create difference and reinforce inequality. Learn how current forms of media have shifted the racial identities of minority communities and how this impacts our students.

PRESENTER: Jeffrey Morrison, Trinity School (MA) Meeting Room 15

Undertaking Difficult Conversations: Middle School Students’ Exploration of Race and Racism
How are middle school students talking about race and racism and internalizing messages? What are the outcomes of such conversations? How does the developmental nature of middle school students and their growing awareness influence their engagement in these complex discussions? GDS English teachers and their eighth grade students embarked on a quest to find answers to these questions. Reading various novels, students gained a solid platform for interactive, age-appropriate, and thought-provoking dialogue. They engaged in discussions that propelled an understanding of race and racism beyond a one-dimensional context. They also produced written pieces about race that embraced diversity of experience, broadened racial context, and enhanced their framework of knowledge beyond contemporary and historical reference.

PRESENTERS: Mayra Diaz and Lisa Fall, Georgetown Day School (DC) Meeting Room 20

The Impact of Storytelling on Diversity Work
For those called to do the “heart work” of diversity and inclusion in independent schools, there is often a powerful story or set of stories behind that calling that lies deep within. When we share our stories with our communities in thoughtful, engaging, and strategic ways, magic can happen. Learn how a well-told personal story can broaden student and adult perspectives on diversity and inclusion, a process to discover what one’s story might be, and how to connect to different audiences or constituencies within your school community. In sharing these stories, we not only model vulnerability and risk-taking but also bring abstract concepts to life, changing hearts and minds.

PRESENTER: Heather Wilson, The Potomac School (VA) Meeting Room 18
ALL WORKSHOPS TAKE PLACE IN THE TAMPA CONVENTION CENTER.

THURSDAY

10:00 – 11:15 AM
WORKSHOP SESSION A-75 (continued)

Space, Place and Historical Memory: Building an Interdisciplinary Narrative of Self and Community
This workshop will explore a unique partnership between a history teacher, a literature teacher, and a multidisciplinary art organization. Presenters will share content, pedagogy, and curriculum design approaches to crafting meaningful collaboration between community organizations, neighborhood leaders, and classroom teachers and students. By examining literary and historical places in their respective communities, students are encouraged to co-create creative and critical intra and inter spaces through neighborhood dialogue. Students explore their neighborhoods’ “historical memories” and the role(s) they play in the multiple communities in which they feel they belong. In addition, the workshop will explore specific intervention and strategies that the confluence of art, history and “reading” offer in the development of students as producers and readers of the world.

PRESENTERS: Levan Payton, William Penn Charter School (PA), and Shahidah Kalam Id-Din
Meeting Room 3-4

10:00 – 11:30 AM
WORKSHOP SESSION A-90

#HackingSocialJustice: Invigorating our Diversity Work with Technology Paradigms, Practices, and Products
The snail-mail pace of our diversity efforts can often leave us disheartened, disillusioned, and downright tired. Based on the idea of hacking, a technical term associated with both the constructive and destructive manipulation of system networks, the #HackingSocialJustice workshop seeks to provide an alternative lens through which we can approach our diversity and inclusion work. Using the framework of a hack-a-thon, an event when developers come together to work intensely on a project, participants will deconstruct the successes behind speed-of-light-like technologies driving societal change, draw connections between technological and social revolution, and devise strategies for scaling technology-enabling social activism into their classroom, meeting spaces, schools, and communities.

PRESENTER: Tracie Yorke, Sidwell Friends School (DC)
Meeting Room 30B

Breaking Down Invisible Walls, Glass Ceilings and Self Doubt—Passageways Into Senior Leadership Roles for Educators of Color
Four heads of school will share insights, strategies, practical advice, and their combined expertise to help educators of color explore, prepare for, and position themselves for passageways into leadership roles within independent schools. A number of key questions will be explored in depth as we engage in conversations about what invisible walls leaders of color may encounter when they try to advance their careers: How to deal with doubt, uncertainty, or lacking confidence? How to recognize behavior that signals glass ceilings, and importantly how to navigate them? Whom to turn to as sounding
boards, mentors, and sponsors? How to create personal brands and road maps? How to avoid getting in your own way? A number of excellent leadership programs and opportunities are available, and several resources will be shared. The group will draw from their own school experiences, as well as from their specific experience of working with close to 100 educators from coast to coast during the Kingswood Oxford Leadership Institute for Educators of Color established in 2012.

**PRESENTERS:** Dennis Bisgaard and Joan Edwards, Kingswood Oxford School (CT); John Bracker, Polytechnic School (CA); Suzanna Jemsby, The Galloway School (GA); and Ingrid Tucker, Cambridge Montessori School (MA)

**Meeting Room 29**

**Diversity and Discrimination Hot Spots**

Schools wrestle with the legal challenges associated with discrimination in schools. Sexual orientation, transgender, and disability issues have been the ones that schools are struggling with the most. What have been some of the biggest legal questions and issues in these areas? Is there any clear legal guidance? How can your school prepare and think about these issues? What have other schools been doing? Join this interactive session with NAIS’s general counsel to discuss these important topics and how they are arising in independent schools around the country.

**PRESENTER:** Debra Wilson, NAIS

**Meeting Room 37-38**

**Use Data to DASL Your Diversity Leadership**

How can you see your school’s student and faculty demographics in comparison to statistics about the populations in other schools? How can you view your school’s demographic trends compared to those of the community from which you draw students? Come see these and other data views available to independent school diversity leaders through DASL (pronounced “dazzle”), the Data and Analysis for School Leadership system housed at NAIS. Then tell us what kinds of additional data would be meaningful for your work, so that we can improve the system to support your leadership and direction.

**PRESENTERS:** Joy Bodycomb and Hilary LaMonte, NAIS

**Education Zone #2, PoCC Hub**

**INTERCULTURAL DIALOGUE, FACILITATION, AND CONVERSATIONAL LEADERSHIP**

**Quilting our stories**

How can the stories of our lives contribute to making diversity real in our schools? In what ways can we use personal stories, difficult conversations, and institutional stories to quilt together a greater experience as a model for transformation, while honoring the historical culture and identity of a school? How do stories enrich learning? Using famous paintings and literature as prompts, this workshop will encourage participants to share their personal and institutional stories, and how they have contributed to their perspectives on diversity work in their schools. The goal is not only to share stories, but, in the process, offer case studies for policy shaping, community building, and inclusive learning.

**PRESENTERS:** Tete Cobblah, Jerry Ward, John Sharon, and Kofi Obeng, Fenn School (MA)

**Education Zone #1, PoCC Hub**

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

Who is allowed to say the N!gga (er) word? What do we do/say when N!gga (er) is said in our classrooms, hallways, practice fields, and resident halls? Ignoring the N!gga (er) word is not an option anymore—you can hear N!gga (er) anywhere at any time in the 21st century. Remember Paula Deen? What about Trayvon? The NFL? This workshop offers suggestions about the importance of understanding the various realities associated with N!gga (er) and recommends how to challenge and encourage all people, but specifically young people, to consider the ramifications of casual or uninformed usage of a powerful and troublesome word.

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

**Ballroom A**

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**Being Diversity Director is Hard Work: Let's Talk About How to be Effective**

The aura of a diverse school community can be determined by the effectiveness of the diversity director. How are students, parents, and faculty experiencing your school? In this session, we will examine popular topics that can directly contribute to the culture and climate of your school. Roundtable discussion topics are as follows: Management versus leadership, recruitment of faculty of color, multicultural curriculum development, multicultural leadership teams, and student and staff affinity groups (including white anti-racist groups for students and faculty).

**PRESENTERS:** Brian Corley, Near North Montessori (IL), and Erica Moore, Mary Institute and Saint Louis Country Day School (MO)

**Meeting Room 23**

**Reframing Resistance: Advancing Equity Work in Our Schools**

By examining case studies from PreK-12 schools, this session will explore ways to advance social justice work in the face of resistance. Knowing how difficult it can be to change institutional culture, we will share strategies for successful implementation of multicultural programming, faculty of color recruitment and retention, and best practices for embedding equity work into the academic structure of a school so diversity can be equated with academic excellence. We will demonstrate how resistance is best addressed through active engagement, data collection and analysis, and strategic planning that is research-based and grounded in equity pedagogy.

**PRESENTERS:** Elizabeth Denevi, Latin School of Chicago (IL), and Mariama Richards, Ethical Culture Fieldston School (NY)

**Meeting Room 24**
Teaching the Middle East: Why It Cannot Be Solely Confined to History Class

The Middle East is one of the most misunderstood and misrepresented regions in the West. As educators, we have the opportunity to combat the narrative Western media perpetuates about the region and its peoples; yet, since most of us were not exposed to Middle Eastern curricula in our own educational backgrounds, we often do not know what to teach or where it would fit. When Middle Eastern curricula are taught at our schools, these lessons are mostly relegated to history class and taught through the lens of conflict. This workshop aims to address why it’s imperative we include Middle Eastern curricula across disciplines (such as science, math, and literature) and grade levels and to confront barriers (real or perceived) to including Middle Eastern curricula in our schools.

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

Meeting Room 9

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Empathy, Mindset, and Mindfulness: Strategies for Building a Stronger Sense of “Self”

In this workshop educators will learn how to practice, apply, and grow through strategies of emotional intelligence (empathy), mindset interventions (shift from fixed to growth), and mindfulness (meditation). Through many recent studies, research has shown that these practices help increase self-efficacy, manage anger, and decrease anxiety. Through the new (neuro) pathways built during and as a result of this workshop, it is our goal that educators will be able to: (1) practice workshop strategies — ex: to be their fully present “self” every day, (2) apply strategies — ex: create accessible and developmentally appropriate curricula for students and/or faculty/staff, and (3) grow as contributing members of an intentional, inclusive, and positive school community. Empowerment by the educators is assumed through the process of this workshop.

**PRESENTER:** Amber Gravely, Student Opportunities for Success (CA)

Meeting Room 22

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I Let My Light Shine

This interactive art and soul play workshop encourages teachers to remember and share how and when and where they let their light shine, celebrating the student and teacher in each of us. Come for a community gathering celebrating our talents, clarifying our mission and artistically embodying our common future. Through physical and vocal exploration, movement, art making, storytelling, and stillness we will claim our “brilliance” shining our light and fulfilling our purpose in the world.

**PRESENTER:** Soyinka Rahim, Certified InterPlay Leader

Meeting Room 31-33
Planting Seeds: The Role of Creative Process in Social Justice Education
This workshop will detail a middle school dance curriculum that addresses social justice both as the subject matter and the process through which work is generated. The curricular structure, benefits and intention behind the structure, and its connection to social justice planning and action will be shared. This information will be examined through visual, experiential, and verbal presentation elements. The connection of dance to artistic process, the science of observing and processing data, honoring and sharing the internal experiences of the soul in the classroom, and the importance of inspiring equity and empathy in middle school students will be explored as integral aspects of the curriculum. The session will also address ways non-dance educators can use this curriculum in their classrooms.

PRESENTER: Crystal Davis, Georgetown Day School—High School Campus (DC) Meeting Room 25

1:00 – 3:00 PM
AFFINITY GROUP SESSION 1

East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Women Affinity Group Meeting Room 24-25
East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Men Affinity Group Meeting Room 1-2
First Nations Heritage, Indigenous and Aboriginal People, Native American Affinity Group Meeting Room 30A
Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Affinity Group Meeting Room 5-6
International—Citizens from Countries Outside of the US, Recent Arrivals to the US Affinity Group Meeting Room 37-38
LGBT Interest Group Meeting Room 15-16
Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Women Affinity Group Meeting Room 18-19
Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Men Affinity Group Meeting Room 7-8
Multiracial Heritage, Multiracial American Women Affinity Group Meeting Room 22-23

3:15 – 4:30 PM
WORKSHOP SESSION B-75

Teacher beliefs inform the choices we make in the classroom every day, from curriculum and discipline to daily interactions with students. These beliefs are significantly influenced by our personal and social identities: who we are as individuals and who we are as members of social groups. To understand the range of student experiences in our classrooms, we must first understand who we are and how our own social identifiers impact our classroom. Unpacking and examining these beliefs lies at the heart of empowering teachers to make changes and improve their practice. In this interactive workshop, participants will practice using tools and protocols to identify and reflect on how belief systems play out in the classroom and how they might revise those beliefs to better serve students.

PRESENTERS: Lynn Bowman, Cendhi Arias, and Minna Ham, The Gordon School (RI) Meeting Room 5-6
Explorations, Pathways, and Opportunities: A Journey and Case Study of Diversity and Inclusion at Westtown School

Westtown School, a PK-12 Quaker day and boarding school, will present a case study of its recent and ongoing examination of the role of diversity and inclusion and the roles they play personally and institutionally. During this workshop, the role of the school’s faculty of color in this case study will be described and highlighted. Throughout the case study, participants will be given time to consider and share how and why faculty of color should serve as a resource in this journey at their own school.

PRESENTERS: Celeste Payne and Mónica Ruiz-Meléndez, Westtown School (PA)
Meeting Room 13

“Frameworks of Identity”: An Emerging Curriculum for Middle School

How can we engage young adolescents in an exploration of identity that moves beyond the superficial and, in the process, enlist them as allies in our schools’ diversity efforts? “Frameworks of Identity” is a curriculum at The Potomac School that introduces students to theoretical structures involving their relationships to privilege and power in society as well as their identities as learners and members of teams. Topics include dominant-group advantage, implicit bias, introversion, roles in a group, and modes of listening and conflict engagement, among many others. In this session, you will learn about the curriculum and participate in a variety of activities that attempt to make these topics accessible, exciting, and meaningful to middle schoolers. As you imagine ways to invite your own students into these conversations, you will also connect with other educators who are interested in building this type of curriculum in their schools through advisory, alliance groups, or a separate life skills course.

PRESENTERS: Mike Fishback and Sarah Hollingsworth, The Potomac School (VA)
Meeting Room 3-4

From Symbolic to Structural Inclusion: One School’s Journey and Lessons Learned

How does a school successfully shift the responsibility for diversity and inclusion planning and outcomes from individual community members to an institutional paradigm? This workshop will combine systems theory with a thirty-five-year case study of Marin Horizon School in Mill Valley, California. Interwoven within our story will be exercises and simulations along with samples of our mission statement and strategic plan. Samples of advisory curriculum, core class lessons, and affinity group prompts (some highly successful, others not) will engage workshop participants in skill building that we hope translates to “the work” in their communities.

PRESENTERS: Beth Anderson, Angela Evans, and Stevie Lee, Marin Horizon School (CA)
Meeting Room 1-2

From the Seedling to the Tree: Supporting the Academic and Social Success of African American Males

This workshop will explore six “Success Levers” that support positive academic and social success for African American male students. This workshop will look at strategies to promote positive racial identity and academic confidence through the use of case examples and current research. Participants will learn concrete best practice strategies that can be implemented in the classroom or home immediately. This workshop takes into account developmental considerations and is applicable for students grades K-12.

PRESENTER: Keith Hinderlie, Barrie School (MD)
Meeting Room 19
The Low Expectations of Soft Bigotry. How Liberal Racism Impacts Our Students of Color.

Do Quaker culture and progressive culture support the needs of kids of color being raised in our racist country? Specifically, how do we examine and then mesh our school culture around discipline so that all students are supported? Our workshop will chronicle our journey at Cambridge Friends, where we have had to examine our school culture to make sure we are supporting our students of color in our environment and beyond.

**PRESENTERS:** Polly Williams and Michael Obel-Omia, Cambridge Friends School (MA)
**Meeting Room 14**

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Diversity Directors as Senior Leaders

Along with other attributes, diversity directors possess skills in communication, personnel development, curriculum or program development, and conflict management. While many diversity directors serve on the senior leadership team, greatly impacting the decision-making of the academic institution, there are still many independent schools where they do not. This session will highlight the transferable skills learned from being a diversity director to a successful tenure as an administrator. Through interviews and surveys, former diversity directors will share how they transitioned into their current academic leadership roles. Likewise, division heads, heads of school, and board chairs will share how the skills sharpened in the diversity director role transfer seamlessly to senior leadership roles.

**PRESENTERS:** Trisha Medeiros and Courtney Portlock, Stuart Country Day School of the Sacred Heart (NJ)
**Meeting Room 18**

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If You Host It, They Will Come: How to Engage Your Faculty in Critical Conversation

Who in your school is interested in doing “the work?” Are you sure you know the answer? After attending PoCC and the Diversity Leadership Institute, we were ready to share our knowledge with the community, but had no outlet to do so. In this workshop, learn how our school created an open space for honest, brave conversation amongst faculty and staff, and gained allies for students in the process. What we thought would be dinner and conversation for a handful of colleagues turned into a dinner party for as many as 40. Come hear how we did it, what we talk about, and the incredible ways in which this monthly event has enhanced our community and our diversity initiatives.

**PRESENTERS:** John Bower and Jennifer Dalton, The Rivers School (MA)
**Meeting Room 11**

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Leadership, Management, and Organizational Change

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Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

Double Consciousness, Double Jeopardy: The Effects of Tokenism on Black Independent School Educators

To prepare students for an increasingly global society, independent schools seek diverse faculties. The commitment to recruit educators of color, however, has not been matched by an equally strong commitment to retain them. This workshop will explore how racial tokenism impacts the professional growth and emotional health of today’s black educators. Participants will discuss the challenges facing black educators in predominantly white institutions: heightened visibility, role ambiguity and entrapment, fragmented self-image, and feelings of isolation and loneliness. Informed by current research and interviews with black independent school faculty, staff, and administrators, this workshop will provide a framework for change and empowerment, encouraging participants to break down barriers, build relationships, and create institutional climates that value and support the experiences of black educators in our schools.

**PRESENTER:** Candice Powell Caldwell, Newark Academy (NJ)
**Ballroom D**

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Self-Efficacy and Empowerment: Mind, Body, Spirit

Be the Verb — Not the Noun

Who we are and the vast possibilities of what we might become cannot be limited to the labels in our lives. We are not our race, nationality, job title, religion, gender, career specialization, or sexual orientation; we are not a noun. In this workshop, you will learn new ideas on how to thrive and lead your best possible life. For far too long, we have relied on labels (nouns) to allocate our life’s worth. It is time to explore a new frontier. To heal the world, we must learn to lead our own individual lives in action. Passion is who we are; be the verb — not the noun.

**PRESENTER:** Deji Akingbade, Be the Verb (TX)
**Meeting Room 15**

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Embracing the Journey of the White Ally

Finding oneself in the white affinity group at PoCC can be a struggle. Guilt, confusion, embarrassment, and anger can all plague white allies as attempts are made to find a place within discussions of equity and inclusion. This stage, however, is only the beginning of the fulfilling journey offered by becoming a committed ally of all peoples. The emotional struggles characteristic of early days of ally-ship will be evoked in an effort to create a broader narrative of the ally’s journey from these tender beginnings to fully blooming efficacy.

**PRESENTER:** Angela Barton Haynes, Culver Academies (IN)
**Meeting Room 10**
SELF-EFFICACY AND EMPOWERMENT: MIND, BODY, SPIRIT

The Art of the Side Hustle: Reconnecting Your Passion to Improve Your Practice
Are you a creative, real estate mogul, guru, chef, or Guitar Hero Champion under the clever guise of an educator? Do you own a small business or run an organization “on the side?” Even if your desires are currently aspirational, learn to utilize these interests to create a ‘side hustle’ that not only allows you to rediscover and reconnect with your passion, but provides you with avenues to advance your classroom practice. Explore methods to create a plan of action, develop strategies to increase your commitment, and create a space in your life with technological tools to make your ‘hustle’ a success—all while excelling in your day job!
PRESENTERS: Senghor Reid and Tannisha Reid, Cranbrook Schools (MI)
Meeting Room 16

3:15 – 4:30 PM WORKSHOP SESSION B-75 (continued)

TEACHING TO TRANSFORM: CLASSROOM-BASED INNOVATIONS

Teaching About Identity in the 21st Century Classroom: Race as Biology and Social Construct
Students of all ages are beginning to question their identities in relation to the world around them, and this workshop is designed to give educators the necessary tools for helping students begin to understand their racial identities. The presenters will share how to develop an identity unit that is interdisciplinary in its approach to examining race biologically and as a social construct. In addition, the workshop will explore what educators need to understand about their own views of race and how to effectively help children begin these difficult conversations. One of the key parts of the workshop will be to make available resources and to share original student-produced documentaries that explore students’ questions and answers around this topic.
PRESENTERS: David Harris and Lara Kossiakoff, The Catherine Cook School (IL)
Meeting Room 20

3:15 – 4:45 PM WORKSHOP SESSION B-90

EQUITY AND INCLUSION EXEMPLARS: PROGRAMS, MODELS, BEST, PROMISING, NEXT PRACTICES

Blazing the Path: Creating Powerful Professional Development for Emerging Leaders of Color
Educators of color developing themselves to be leaders in independent schools will need finely honed intellectual and management skills, but transformational leaders are also skilled at managing their emotions and their relationships with others. In this workshop, we will discuss how school administrators responsible for developing faculty can create powerful professional development experiences that speak to the specific needs of emerging leaders of color—experiences rooted in story, acknowledgment, identity, and relationship.
PRESENTERS: Noni Thomas Lopez, Ethical Culture Fieldston School (NY), Aléwa Cooper, Green Farms Academy (CT), Erica Corbin, The Chapin School (NY), Araina Jewell, St. John’s Episcopal Parish Day School (FL), Eric Osorio, The Swift School (GA), and Antonio C. Williams, William Penn Charter School (PA)
Meeting Room 9

Engaging Students and Faculty in Meaningful Reflection and Conversation about Socioeconomic Status and Class Identity
Support students and faculty in developing a deeper understanding of and sensitivity to the impact of socioeconomic status and class identity on our personal, interpersonal, and cultural experiences. Participants will gain resources and tools that engage faculty
and empower high school students to address classism and related microaggressions. These resources will include case studies, simulations, and student leadership projects. Reproducible lesson plans and activities offered during the workshop will highlight our approach, which stresses learning to appreciate the impact of difference so as to better understand, effectively navigate, and celebrate difference. By courageously engaging in this topic in our schools, we hope to create and sustain inclusive communities where all students feel recognized, included, and valued.

**PRESENTERS:** Rasheda Carroll and Jason David, Wildwood School (CA)

**Meeting Room 21**

**Horizons at Brooklyn Friends School: How a Public-Private Partnership Creates Equity and Opportunity in Downtown Brooklyn**

In this workshop, participants will learn about Horizons at Brooklyn Friends School. Horizons at Brooklyn Friends School is an academic enrichment program serving low-income public school children living in the Downtown Brooklyn area. Our goal is to provide the academic support children need to stay on grade level, while simultaneously offering a rich and diverse enrichment curriculum. Committed to the development of the whole child, our professional faculty engage Horizons students in experiences that enhance self-esteem, build problem solving and creative thinking skills, encourage a life-long interest in learning, and foster awareness of social responsibility. This workshop will focus on our program model, information sharing, and program outcomes.

**PRESENTERS:** Caroline Segarra and Kamaru Johnson, Brooklyn Friends School (NY)

**Meeting Room 7-8**

**The Black Male Imperative: Student Equity Exemplar**

Learn about evidence-based practices and programs that respond to the challenges of black male students in a middle school environment. In the interest of equity and inclusion for black males, the whole individual must be acknowledged, appreciated, and responded to in order to meet many schools’ mission statements. Reflect on the ethnic identity development as the basis for our program model and listen to various voices, a teacher, life coach, student, and parent, on the subject of empowering and nurturing the self-esteem of our black young men. Discuss how such a model can be replicated for other levels of education. Explore ways to incorporate this successful program exemplar as the next step in your school in order to meet the needs of your boys of African descent.

**PRESENTERS:** Lavette Coney, The Fessenden School (MA), Brandon Frame, The Black Man Can, LLC, Taylor Pervis III, Justin Banks, Todd & Weld LLP, and Marie-Rose Nduku (NYU)

**Meeting Room 31-33**

**The Innovator’s Playground: Closing the Digital Divide**

The Innovator’s Playground at The Children’s School describes an important cultural and programmatic experience for our elementary students. This concept represents the best in experiential and STEAM learning, character, and community building. The Playground allows our school to develop authentic partnerships across families, institutions of learning, and corporations to ensure that we are focused on the future of all children—not only those in the independent school setting. Within this workshop, participants will learn the necessity of creating cross educational alliances and partnerships in order to provide amazing learning opportunities for their students while committing to decrease the digital divide that is prevalent among racial and socioeconomic lines. The idea of equity is transformative for our youngest learners, school community, and beyond.

**PRESENTERS:** Christy Robinson, Melissa Scott, and Christopher Wilkerson, The Children’s School (GA)

**Meeting Room 12**

**Old School Diversity to 21st Century Cultural Competency**

“I’m not diverse.” “Diversity doesn’t come up in math, so it doesn’t apply to me.” “Increasing diversity may lower our bar of excellence.” What is at the root of these comments? Examine the pitfalls of “Old School Diversity,” a deficit model based on concepts of the other, savior complex, and window dressing. How do we frame our work as “21st Century Cultural Competency,” a value added model that involves everyone, teaching and learning, school operation, and educational excellence? Practice talking points and walk away with resources to shift our schools’ thinking.

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

**Meeting Room 23**

**Addressing Islamophobia: Dispelling Myths to Break Down Barriers**

The post-9/11 era in the United States has exposed a significant degree of prejudice and bigotry toward Muslim people. In 2012, a violent hate-motivated attack on a Sikh temple in Wisconsin highlighted the fact that Islamophobia is not just an issue that only impacts Muslims in America. Furthermore, the racist backlash against the first Indian-American winner of Miss America 2014 unveiled widespread negative sentiment toward anyone who is confused to be Arab and/or Muslim. Meanwhile, underscored by the horrific murders of three UNC students, there continues to be widespread racial profiling, hate crimes, and bullying throughout the country. This program will benefit participants interested in these questions and more, providing needed context to bridge divides.

**PRESENTER:** Amer Ahmed, UMass Amherst (MA)

**Education Zone #2, PoCC Hub**
SELF-EFFICACY AND EMPOWERMENT: MIND, BODY, SPIRIT

Creating Space to BE MYSELF: How to Avoid the Catch-22 of Responding to Microaggressions

Research on microaggressions describes a common dynamic called catch-22. This dynamic occurs because persons of color may (a) feel unable to determine whether a microaggression has occurred, (b) feel at a loss for how to respond, (c) feel fearful of the consequences, (d) rationalize that “it won’t do any good anyway,” or (e) engage in self-deception through denial (“It didn’t happen”). This workshop will overview practical strategies for minimizing the negative impact of the catch-22 dynamic, and will empower participants with techniques to contribute more fully by bringing more of their full selves to their campuses.

PRESENTER: Steven Jones, Jones and Associates Consulting, Inc. (CA)
Ballroom A

TEACHING TO TRANSFORM: CLASSROOM-BASED INNOVATIONS

Fostering Anti-Racism: Strategies and Testimonies from the Humanities Classroom

You have invited conversations about identity and privilege in your classroom — now what? Our students appreciate safe spaces to explore, but many desire strategies for integrating anti-racism into their daily lives, beyond the classroom. This workshop will discuss strategies to sustain conversations about race, identity, and privilege in the humanities classroom. Additionally, we will provide tools for teachers in Middle and Upper School who wish to go a step further and teach anti-racism.

BEGINNING WITH AN OVERVIEW OF CRITICAL RACE THEORY, WE WILL EXPLORE STUDENT-LED ACTIVISM AT SIDWELL FRIENDS SCHOOL AND FRIENDS CENTRAL SCHOOL. THROUGHOUT THE SEMINAR, WE WILL TEACH, DISCUSS, WATCH, LISTEN, AND PROVIDE CONCRETE EXAMPLES FOR TEACHERS TO EMPLOY IN THEIR CLASSES. CENTRAL TO OUR FOCUS IS MUSIC FROM THE AFRICAN AMERICAN EXPERIENCE.

PRESENTERS: Shields Sundberg, Sidwell Friends School (DC); Dwight Dunston, Friends’ Central School (PA); and Lauren Brownlee, Stone Ridge School (of the Sacred Heart) (MD)
Education Zone #1, PoCC Hub

Identity Data Project: Developing Middle School Math Curriculum Through Intersectionality

The potential of statistics to engage students in thoughtful discussions about the intersections between race, gender, and socioeconomic status is ever present within the math classroom. There is a frequent disconnect between math content and issues of identity in our middle school curriculum, especially institutionalized racism. Explore the Identity Data Project, which uses topics from daily life such as media and government to create a foundational experience for students (grades 5-8) to have an increasingly stronger vocabulary and understanding of data surrounding intersectionality. Learn about lessons that offer both historical context as well as scaffold- ing questions that help students further investigate deeper research questions of identity. Participants will analyze a sample lesson and highlight steps toward making lessons for specific grade levels.

PRESENTER: Esther Uduehi, The Spence School (NY)
Meeting Room 30B
It’s Personal! Testimonies as Agents of Change
How can curricula bring new voices to light and empower emerging leaders? In our workshop, we will share salient moments from History and Spanish courses at Sidwell Friends School in which students have deepened their understanding of others’ perspectives through readings and conversations about personal testimonies. Through exercises focused on identity formation and advocacy, our students learn that they too can be agents of change—in and out of the classroom. In this workshop, we will share specific classroom material and assessments before inviting a discussion.
PRESENTERS: Auysha Muhayya, Camila Villanueva, and Gail Krotky, Sidwell Friends School (DC)
Meeting Room 24

Peace, Equity, Justice, and Diversity.... Not Just For MLK Day
Building a community of young learners who honor themselves and their peers is not just about talking about “peace and love” for Martin Luther King Jr. Day. These conversations should be happening every day, starting at the very first day of school. How do you guide a classroom through a year of discovery, discussion and exploration around race, equity, justice and diversity? This workshop will help guide the teacher of young children through those beginning awkward moments, and give useful tips and ideas about what has worked in the presenter’s kindergarten classroom. Teachers will leave feeling motivated to return to their classrooms to implement new ideas to transform their classroom communities.
PRESENTER: Tracy Drummer Aiden, Baker Demonstration School (IL)
Meeting Room 22

The Anatomy of the Wired Social Justice History Classroom
What does it mean to be a wired middle school history classroom? Now into our seventh year of practicing hard-wired innovation in a 1:1 environment, we have learned a few things and are excited to share our insights. Our goal is to dissect the wired history classroom through a social justice lens and display the “textbook-less” approach to using multiple perspectives, collaborative projects, and assessment. In doing so, we will be highlighting practical tools that allow teachers and students to become designers, tips for classroom teachers wherever they may land on the technological spectrum, and concrete examples of how to incorporate past and current historical events.
PRESENTERS: Yolanda Wilcox González and Geeta Jain, Beaver Country Day School (MA)
Meeting Room 25

The Other Side of Service-Learning: The Teaching of Activism
Independent schools must consider what it means to prepare students to not only learn about social issues and react in an academic sense, but to engage with societal problems through action and reflection. This is especially important in how schools interact, collaborate, and serve communities through service-learning. How this relationship is constructed has special considerations for students and communities of color, and requires a shift in thinking to seeing both sides of civic engagement: the service/charity side with the social justice/activity side. This session will teach participants important questions to consider for constructing a program both inside and outside the classroom and considerations for where to begin the process of civic engagement to truly engage the whole community—especially communities and students of color.
PRESENTER: Diego Duran-Medina, Shorecrest Preparatory School (FL)
Meeting Room 37-38

4:45 – 6:00 PM
PoCC GENERAL SESSION

Howard C. Stevenson
If Elephants Could Talk: Racial Literacy for Post-Racial Schooling
Tampa Convention Center, East Hall
Children’s Choral, Berkeley Preparatory Lower Division Choir
SPONSORED BY EDUCATOR’S ALLY

6:15 – 6:45 PM
BREAK

Book Signing with Howard C. Stevenson
Tampa Convention Center, East Hall

8:00 – 9:30 PM
FILM SCREENING
Defamation
Ticket Required
See page 7 for more information.
Tampa Convention Center, Ballroom D
### FRIDAY AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>PoCC General Session with Mahzarin Banaji</td>
</tr>
<tr>
<td>9:30 – 10:00 AM</td>
<td>Book Signing with Mahzarin Banaji and Networking Coffee Break</td>
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<tr>
<td>9:15 – 9:35 AM</td>
<td>Learning Labs in the PoCC Hub</td>
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<td>9:45 – 11:00 AM</td>
<td>Workshop Session C-75</td>
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<td>9:45 – 11:15 AM</td>
<td>Featured Speaker Rosa Clemente</td>
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<tr>
<td>9:45 – 11:15 AM</td>
<td>Workshop Session C-90</td>
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<td>10:00 AM – 12:00 NOON</td>
<td>Master Class with Mahzarin Banaji</td>
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<td>11:30 AM – 1:00 PM</td>
<td>PoCC Celebration Luncheon</td>
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<td>12:15 – 1:00 PM</td>
<td>Choir Rehearsal</td>
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<td>1:00 – 3:00 PM</td>
<td>Affinity Group Session 2</td>
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<td>3:15 – 4:30 PM</td>
<td>State/Regional Meetings</td>
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<tr>
<td>4:45 – 6:00 PM</td>
<td>PoCC General Session with Gyasi Ross</td>
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<tr>
<td>6:15 – 7:15 PM</td>
<td>LGBT Social Hour</td>
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<td>9:00 PM – 12:00 MIDNIGHT</td>
<td>Club PoCC</td>
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7:00 AM - 1:00 PM
PoCC|SDLC REGISTRATION
Tampa Convention Center,
East Hall Registration

8:00 - 9:15 AM
PoCC GENERAL SESSION
MAHZARIN BANAJI
Blind Spot: Hidden Biases of Good People
Tampa Convention Center, East Hall
Teen Choral, Tampa Prep
Chamber Chorus

9:00 AM - 5:30 PM
PoCC HUB
Tampa Convention Center,
Ballroom BC, Level 1
The PoCC Hub, formerly the PoCC Expo Hall, will serve as the central meeting place for all attendees. Find the NAIS Bookstore, Education Zones, Member Resource Center, and more in the Hub.

9:15 - 9:35 AM
LEARNING LABS
PoCC Hub
Please see page 15 for more details.

9:30 - 10:00 AM
BREAK
Book Signing with Mahzarin Banaji and Networking Coffee Break
Tampa Convention Center, East Hall (PoCC Hub)

9:45 - 11:00 AM
FEATURED SPEAKER
ROSA CLEMENTE
Afro-Latinidad: The Construction of Race and Power
Tampa Convention Center, Ballroom D

9:45 - 11:00 AM
WORKSHOP SESSION C-75
EQUITY AND INCLUSION EXEMPLARS:
PROGRAMS, MODELS, BEST, PROMISING, NEXT PRACTICES

#BlackGreeksMatter: Heeding the Call to Service in Independent Schools
Yesterday, Today, and Tomorrow
Black Greek Letter Organizations have always been at the forefront of public service. Each of the nine organizations maintain a commitment to service that dates back more than a century. Community service is a common thread that unites independent schools and Black Greek Letter Organizations, but are we working together to utilize our resources most effectively? Join us for Part II of the connection and conversation we started at PoCC 2014 in Indianapolis, and to learn about and share best practices that reimage (and redefine) service in our schools.

PRESENTERS: Shanelle Robinson, Friends Academy (NY), and Antonio C. Williams, William Penn Charter School (PA)
Meeting Room 7-8

Creating Safe Spaces for LGBTQ Students of Color
This interactive workshop will concentrate on creating and running an inclusive LGBTQ Affinity Group in an upper school. It will introduce techniques of providing safe space for all LGBTQ students and faculty. It will share the Princeton Day School experience of reaching out to other affinity groups, as well as multicultural clubs and organizations, in order to create allies as well as provide a forum and support for students of color who may feel hesitant to discuss issues of gender and sexual orientation.

PRESENTER: Alexandra Lasevich, Princeton Day School (NJ)
Meeting Room 1-2

Deconstructing Myths: Examining Inclusive Practices for Asian American Students
Do you actively dismantle myths or perpetuate myths about Asian Americans and leadership? Existing stereotypes have marginalized Asian Americans, and one of the most pervasive and damaging is the “model minority” myth. This “model minority” myth masks the needs of Asian Americans and positions them outside of recognized leadership opportunities. In this session, attendees will participate in a “Dismantle or Perpetuate?” activity and engage in understanding how practitioners can address these issues.

PRESENTER: Liza Talusan, The Park School (MA)
Meeting Room 3-4

ALL WORKSHOPS TAKE PLACE IN THE TAMPA CONVENTION CENTER.
Latino Family Bridge: Empowering Families with Language Barriers to Become Active Members of the School Community

What is your school doing to include Latino families? Independent schools try to include all peoples, but what about the underrepresented? What about those for whom English is not their first language? Or those who don’t feel connected to the school because they can’t be as active as they would desire? Three Latino/Hispanic members at University Prep noticed the disconnection and decided to make a change. Come find out what U Prep did to make inclusion a reality for the Latino families. We will share how we started Latino Family Bridge, activities we did with the families, and the obstacles we continue to face. You will have the opportunity to listen to interviews with current and past families/students.

**PRESENTERS:** Alma Andrade, Elena Tello, and Pedro Córdoba, University Preparatory Academy (WA)

Meeting Room 9

Using Art to Tell Stories as a Source of Learning and Healing

Telling stories about ourselves can be both a teaching tool and healing strategy. Shared stories highlight common experiences, show ways we see the world, and build understanding among people. Stories can also demonstrate inequity and lead toward justice seeking. We will explore two specific ways to tell stories, using the artwork of two artists of color: Jacob Lawrence and Carmen Lomas Garza. Their portrayal of stories of their respective communities will help to prompt participants to share their own stories. Structured dialogue together with storytelling will illuminate how stories reveal shared experiences as well as how social dynamics can lead to different outcomes for people.

**PRESENTERS:** Gail Cruise-Roberson, The National SEED Project on Inclusive Curriculum (NY), and Patricia Matos, Greenwich Country Day School (NY)

Meeting Room 13

Why are All the Black Administrators Sitting Together in the Admin Team Meeting?

Do you ever feel like institutional eye candy? Do you often find it challenging to connect with teachers of color? Like the ‘80s tune by Rockwell, do you always feel like somebody’s watching you because you stick out? In this interactive workshop, we will engage in an exploration of the lived experience of administrators of color. We will consider three pursuits of emotional intelligence to develop greater personal power and new methods to create organizational change.

**PRESENTERS:** Angela Brown, Kwame Cobblah, and Michael Eatman, The Pike School (MA)

Meeting Room 12
You Are What You Measure—Optimizing Your AIM Campus-wide Survey
In order to maintain the integrity of the results and the anonymity of respondents, NAIS has stringent rules in place regarding access to AIM climate survey data. In partnership with NAIS, Phillips Academy obtained a subset of data that allowed us to analyze still-anonymous results filtered by certain constituent types and demographic groups. This customization allowed Andover’s leadership team to use data-generated results to influence strategic planning and implement a campus-wide plan for equity and inclusion. Come hear about our AIM process and get ideas about how you can customize the AIM climate survey to suit your school’s particular analysis needs.
PRESENTERS: Rachel Skiffer, Linda Griffith, and Michael J. Barker, Phillips Academy (MA)
Meeting Room 14

A Conversation: The Fluidity of Gender, Racial, and Sexual Identities in Young People Today
Young people are increasingly choosing to identify in “fluid ways” when it comes to gender, racial, and sexual identity. They are exploding the traditional binaries and “boxes” society has used to define identity. As the understanding of gender, race, and sexual orientation as social constructs becomes more socially accepted, gender is no longer about being just male or female; race is no longer about being just black or white; and sexuality is no longer limited to being gay or straight. Join current educators for an interactive conversation about the implications of these emerging identities and ideas in a school community.
PRESENTERS: Morgan L. Darby, San Francisco University High School (CA), and Vanessa Savas, Cambridge Friends School (MA)
Meeting Room 11

Occupying the Territory: Teaching Race and Revolution at Independent Schools
“To respect the law, in the context in which the American Negro finds himself, is simply to surrender his self-respect.” What does it mean to teach revolutionary literature in this historical moment, and what does it mean to teach that literature in our institutions? Starting with this provocation from James Baldwin, this workshop will explore the challenges and complexities of formulating a curriculum that speaks to the historical positioning of African Americans, supports the development and identity formulation of students, and challenges those students (of all races) to think of the contemporary moment in light of historical precedent. Video clips of interviews with students, parents, and educators will prompt discussion about meaningful change and empowerment, all toward the fulfillment of a progressive education.
PRESENTER: William Fisher, The Dalton School (NY)
Meeting Room 10

How to Explain White Privilege and Power Dynamics to Skeptics in Less Than an Hour
Ever feel like you’re just on the cusp of an organizational or conversational breakthrough only to be asked something like, “Is white privilege a real thing?” Without a shared framework to understand the history and dynamics of power and privilege, institutional change can remain stuck in our mission statements, the land of best intentions. Learn about two tools to help shift your community from well-meaning to well-doing. Participants will be introduced to community-built graphic illustration that makes visible the range of white supremacist social locations. The graphic then allows for an exploration of common dominant white cultural attitudes and behaviors that maintain social roles and power dynamics.
PRESENTER: Debby Irving, Debby Irving Racial Justice Education & Consulting (MA)
Education Zone #1, PoCC Hub
Teaching Privilege: Engaging White Students in Cross-Cultural Conversations about Race: A Look at a Middle School Racial Identity Curriculum

All Working at Racial Equity (AWARE) is a PK–8th grade curriculum at the Meadowbrook School that supports all students as they explore and deepen their awareness of self as it relates to their racial and cultural identity. It is a requirement for all students led by classroom teachers in the lower grades and by a team of teachers in Middle School. This workshop will offer administrators the opportunity to hear about how an all-school curriculum was instituted and will give educators a specific look at an actual 7th grade unit, in which Meadowbrook’s 7th grade AWARE class took their unit on racial discrimination, microaggressions, and prejudice, and used design thinking to lead workshops on bias and empathy for faculty.

**PRESENTERS:** Alethea White, Justin McLean, and Julia Spiegelman, The Meadowbrook School of Weston (MA)

**Meeting Room 31-33**

**The World Inside Our Classrooms: Fostering Meaningful Inclusion of International Students, Teachers and Administrators**

Diversity and inclusivity conversations need to include meaningful dialogue about the experiences of international students and educators in North American schools. What does it mean to create a safe space for international students, teachers, and administrators on our campuses, many of whom were identified as “people of color” only on their arrival in North America? How can we best support international students and colleagues who find themselves misunderstood and confused about their place inside our communities? How might we turn intercultural conflicts into authentic dialogue opportunities in our boarding houses and classrooms? This session will explore the challenges our international students and colleagues experience, and will look at the approaches and strategies being used in several NAIS schools to support — and celebrate — the world inside our classrooms.

**PRESENTER:** Jennifer D. Klein, World Leadership School (CO)

**Education Zone #2, PoCC Hub**

**Transformative Conversations about Race: One School’s Story**

This presentation will showcase a dynamic new model for faculty development around issues of race, equity, and inclusion. Maret School has developed an in-house, week-long seminar, “Deepening the Discussion on Race,” that is in its fourth year. Participants develop common language, build trusting relationships, and take an individualized stance on equity and inclusion based on their specific role at the school. Unlike other diversity trainings, facilitators are also participants, disrupting traditional notions of trainer/trainee, while emphasizing the collective responsibility for the work of creating an equitable and inclusive educational experience for students of color. Participants in this workshop will learn best practices for increasing their institutional capacity to build dynamic relationships with colleagues for the purpose of identifying and eliminating inequitable practices and policies.

**PRESENTERS:** Holly Hinderlie and Eliza Alexander, Maret School (DC)

**Meeting Room 20**

**FRIDAY 9:45 – 11:15 AM WORKSHOP SESSION C-90 (continued)**
LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL CHANGE

Let’s “Go There” — Empowering Women of Color by Addressing White Privilege and Male Dominance in the Workplace
Despite all the diversity dialogue in work environments, a key group is being neglected: women of color. Much of the current dialogue examines racial/cultural and gender differences as two separate areas of focus, and therefore misses the intersection of these core identities. To truly foster inclusive work environments, it is crucial that we examine the intersection of gender and race. This interactive session discusses key strategies for supporting women of color, including applying a gender and racialized lens to leadership advancement; key forms of bias and blind spots that women of color experience; the “Leadership Fallacy” and how it creates barriers; “stereotype effect” and its adverse impact on professional advancement; and how women of color can create effective strategies to address the blind spots they experience.

PRESENTER: Ritu Bhasin, bhasin consulting inc. (ON)
Meeting Room 37-38

Recruiting and Hiring People of Color
This workshop is designed to empower participants with information, resources, and concrete strategies to maximize recruitment efforts and establish best practices for hiring people of color. It will leverage more than 19 years of diversity recruitment experience and leadership in independent schools to provide a comprehensive plan to address institutional obstacles in this area. From recruiting to hiring, and everything in between, hear how one school significantly increased the recruitment and hiring of candidates of color by leveraging this research and applying these practices. Presenters will demonstrate a step-by-step process to examine recruitment, hiring, and interviewing practices. Participants will leave with the knowledge and skills to access information, benchmark progress, and determine next steps for their own institutions toward building a more diverse faculty and staff.

PRESENTERS: Christel McGuigan, Lakeside School (WA), and Warren Reid, Nemnet Diversity Recruitment (NJ)
Meeting Room 24

The Road Less Traveled... The Path to Independent School Leadership
Although people of color are increasingly achieving access to independent schools, the leadership in our schools remains homogenous. This reality cannot be for the lack of talent, so what’s the answer? In this workshop, three men of color who have experience in every level of independent school education via three very different and distinct paths will share data, trends, insights, and perspectives from a national survey. We will explore the “typical” profile and qualities of current independent school leaders, and will leverage insight and perspective from a diversity recruitment firm that has been serving schools for more than 20 years.

PRESENTERS: Colin Lord and Randall Dunn, The Latin School of Chicago (IL), and Warren Reid, Nemnet Inc.
Meeting Room 16

Racial and Ethnic Identities: Developmental Models, Frameworks, Approaches

#blackcommafeminist: A Conversation on Identity Construction
Black feminist thought. Feminist. Hip-hop feminist. Womanist. Women of color have had a long and tumultuous relationship with feminism. This workshop takes participants on a journey from theory to practice on identity development for black women. Through the visitation of stereotypes, tropes, critical media literacy, and our own lived experiences, how we identify is imperative to how we engage with others and how others engage with us. This workshop explores the “comma” in identities, and discusses its implications, positive, negative, long, and short term.

PRESENTER: Shemariah Arki, Northeastern University (MA)
Meeting Room 30B

Nurturing K–6 Native American Students at Rio Grande School
As Native American students and families establish a common thread within Rio Grande School, the community continues to explore ways to embrace and nurture Native American cultural identities. A native language program, monthly visits to tribal communities, weekly communication with tribal educators and families, and a variety of methods support families and students throughout the year. We all establish our individual values within the fabric of our communities; a short activity will help us compare these values with a general idea of Native American values and may help facilitate common understandings as the independent school culture and local Native American culture build community together for the success of our K–6 students.

PRESENTERS: Kerri Cottle, Rio Grande School (NM) and Laura Kaye Jagles
Meeting Room 15

The Boxes That Surround Us: The Impact of Culture and Media in a Non-Binary World
The idea that gender expression should be strictly male or female confines us into narrow boxes. The impact of media and culture limits our self-expression and opportunities at best, and creates an unsafe world at worst. Explore and share emotional experiences in reaction to a culture trying to impose a binary on gender expression. Hear statistics on our culture’s limitations of men and women, as well as urgent issues that can be addressed by allowing the fluid nature of gender expression in our schools. Take irrefutable data and ideas back to your school to make it a safer place for everyone.

PRESENTER: Leslie Williams, Cary Academy (NC)
Meeting Room 23

SELF-EFFICACY AND EMPOWERMENT: MIND, BODY, SPIRIT

#NAISPoCC | #NAISSDLC 47
From Where I Stand: Building Curricula for Intercultural Competency

Educators say they want a non-Eurocentric curriculum, but do they even know what that means? “Who makes history? Who writes the story? Does she look like me? Am I a creator, or am I just living in someone else’s world?” Students ask the questions, curriculum offers answers. Explore ways to develop a multi-centric curriculum that empowers all students to see themselves in the story. Innovative anchoring concepts such as diaspora and hybridity help students construct identities authentic to their lived experiences. Join us as we share one school’s success, and reflect on the personal work necessary to present a curriculum that engages students, and builds intercultural competency.

**PRESENTERS:** Kelena Reid and Nina Leacock, The Bosque School (NM)
**Meeting Room 21**

Instructional Strategies for Creating a Culture of Grit and Growth

In this interactive session, the presenter will introduce five instructional design principles and four instructional delivery strategies that invite students to engage in learning, push for deeper thinking, and construct their own understanding. Additionally, research will be presented on the universal needs of students necessary for the development of trust and positive identity in the classroom.

Through a series of exercises, discussions, and video clips, participants will explore the use of social interaction and movement to foster critical thinking, strengthen resolve, and enhance communication skills.

**PRESENTER:** Ayodele Harrison, The Lovett School (GA)
**Meeting Room 22**

**9:45 – 11:15 AM**
**WORKSHOP SESSION C-90 (continued)**

**TEACHING TO TRANSFORM:**
**CLASSROOM-BASED INNOVATIONS**

**Building Capacity in Middle School**

This workshop is designed to share our experience opening up our community to conversations of inclusion and equity by engaging our middle school students and faculty in annual simulations. These simulations require participants to lean into their own discomforts and reflect on their experiences. They have not “solved” diversity issues, but rather promoted deeper thought and opportunities for further growth. During the workshop, participants will engage in some aspects of these simulations, learn about our successes and challenges, explore how to implement them into their schools, and focus on how they provide opportunities for capacity building.

**PRESENTERS:** Coy Dailey, Nitya York, and Ramón Javier, The Packer Collegiate Institute (NY)
**Meeting Room 25**

**Engineered for Fun: STEAM activities that Elevate Educational Outcomes**

This workshop shares programs and activities that focus on increasing learning through practical application of STEAM (Science, Technology, Engineering, Art, and Mathematics) lessons. We will discuss insights gained from creating innovative programs that teach skills related to STEAM. Programs shared will include Engineered for Fun and Legos for STEAM, Envision Power Saturdays for STEAM, and Engineering is Elementary. New and unique approaches, sound pedagogy, opportunities to share ideas, community outreach, and professional networking will be provided during this interactive session.

**PRESENTERS:** Tresonne Peters, Cincinnati Country Day School (OH), and Sheryl McConney, Envision Children
**Meeting Room 18**
11:30 AM – 1:00 PM
PoCC CELEBRATION LUNCHEON

Tampa Convention Center,
Ballroom BC, Level 1

12:15 – 1:00 PM
PoCC CHOIR REHEARSAL

Tampa Convention Center, East Hall

1:00 – 3:00 PM
AFFINITY GROUP SESSION 2


East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Women Affinity Group Meeting Room 24-25

East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Men Affinity Group Meeting Room 1-2

First Nations Heritage, Indigenous and Aboriginal People, Native American Affinity Group Meeting Room 30A

Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Affinity Group Meeting Room 5-6

International — Citizens from Countries Outside of the US, Recent Arrivals to the US Affinity Group Meeting Room 37-38

LGBT Interest Group Meeting Room 15-16

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Women Affinity Group Meeting Room 18-19

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Men Affinity Group Meeting Room 7-8

Multiracial Heritage, Multiracial American Women Affinity Group Meeting Room 22-23

Multiracial Heritage, Multiracial American Men Affinity Group Meeting Room 3-4

Transracially Adopted Women Affinity Group Meeting Room 31-33

Transracially Adopted Men Affinity Group Meeting Room 30B

White, European Heritage, European American Women Affinity Group Ballroom A

White, European Heritage, European American Men Affinity Group Ballroom BC

3:15 – 4:30 PM
STATE/REGIONAL MEETINGS

All state and regional meetings will be held in the Tampa Convention Center.

Bermuda, Hawaii, Puerto Rico, Virgin Islands, and International Meeting Room 14

Cleveland Meeting Room 15

Colorado Meeting Room 13

Connecticut Meeting Room 22

Florida Meeting Room 12

Maryland Meeting Room 3-4

Midwest Meeting Room 20

New England Ballroom A

New Jersey Meeting Room 23

New York Ballroom D

North Carolina Meeting Room 5-6

Northern California Meeting Room 18

Northwest (WA, OR, UT, ID) Meeting Room 9

Pennsylvania and Delaware Meeting Room 24

South Meeting Room 25

Southern California Meeting Room 19

Southwest (LA, AZ, TX, NV, NM) Meeting Room 1-2

Tennessee Meeting Room 11

Virginia Meeting Room 10

Washington, DC Meeting Room 7-8

4:45 – 6:00 PM
PoCC GENERAL SESSION

GYASI ROSS
We’re in This Together: Retaining Hope for Racial Justice in Light of Rapid City, Ferguson and other Evidence of Continued Caveman Behavior

Tampa Convention Center, East Hall

Spoken Word, Giving Voice: The Actors’ Studio of The Out of Door Academy

6:15 – 7:15 PM
LGBT SOCIAL HOUR

Tampa Convention Center, Meeting Room 21

See page 10 for more information.

9:00 PM – 12:00 MIDNIGHT
CLUB PoCC

Tampa Marriott Waterside, Grand Ballroom

See page 10 for more information.
SATURDAY AT A GLANCE

7:00 – 8:00 AM
PoCC Choir Rehearsal

8:00 – 8:30 AM
Book Signing with Sarah Kay

8:30 – 9:45 AM
Affinity Group Session 3

8:30 – 9:45 AM
Workshop Session D-75

8:30 – 10:00 AM
Workshop Session D-90

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

11:30 AM – 1:00 PM
PoCC|SDLC Closing Ceremonies with Sarah Kay
7:00 – 8:00 AM
PoCC CHOIR REHEARSAL
Tampa Convention Center, East Hall

8:00 – 8:30 AM
BREAK
§ Book Signing with Sarah Kay
Tampa Convention Center, Ballroom BC Foyer

8:30 – 9:45 AM
POCC|SDLC AFFINITY GROUP SESSION 3


East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Women Affinity Group Meeting Room 24-25

East Asian Heritage, Southeast Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Men Affinity Group Meeting Room 1-2

First Nations Heritage, Indigenous and Aboriginal People, Native American Affinity Group Meeting Room 30A

Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Affinity Group Meeting Room 5-6

International — Citizens from Countries Outside of the US, Recent Arrivals to the US Affinity Group Meeting Room 37-38

LGBT Interest Group Meeting Room 15-16

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Women Affinity Group Meeting Room 18-19

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Men Affinity Group Meeting Room 7-8

Multiracial Heritage, Multiracial American Women Affinity Group Meeting Room 22-23

Multiracial Heritage, Multiracial American Men Affinity Group Meeting Room 3-4

Transracially Adopted Women Affinity Group Meeting Room 31-33

Transracially Adopted Men Affinity Group Meeting Room 30B

White, European Heritage, European American Women Affinity Group Ballroom A

White, European Heritage, European American Men Affinity Group Ballroom BC

8:30 – 9:45 AM
WORKSHOP SESSION D-75
SELF-EFFICACY AND EMPOWERMENT: MIND, BODY, SPIRIT

Mind Matters
In society today, external stimulation is shaping who students become as learners. It is critical that educators help children discover the power they have within to control who they become. Introducing yoga and mindfulness to students not only helps them learn self-regulation, but also provides strategies to support sustained focus. Another great benefit is the ability to rely on one’s own self to find the courage to take on challenges, and the peace needed to rise above situations. In order for students to function in the 21st Century, they must learn to manage stress and anxiety, listen attentively to others’ ideas, and free their minds from distractions so they can be more creative. We must acknowledge that a child’s state of mind truly matters.

PRESENTER: Deborah Peart, Greenwich Country Day School (CT)
Meeting Room 9
8:30 – 10:00 AM
WORKSHOP SESSION D-90

INTERCULTURAL DIALOGUE, FACILITATION, AND CONVERSATIONAL LEADERSHIP

Strategies for Talking About Race In our Classroom and Schools
Recent tragic events put a spotlight on the racial injustices that continue to occur across the United States. How do we talk about these issues with our children, while also supporting positive racial identity development and promoting racial justice? This workshop will engage participants in a discussion of how racism is manifested within our own schools, how children come to experience race and racism, and how to identify critical tools we can use to address race while fostering a critical dialogue with children. This interactive session will explore key racial equity concepts and strategies that support an educator’s ability to identify, interrupt, and address inequity in their classrooms and schools. Educators will leave with a deeper understanding and practical tools for engaging in conversations about racial equity that lead to productive action.

PRESENTER: Benny Vasquez, Border Crossers (NY)
Meeting Room 13

LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL CHANGE

Beyond Nice: A Systems Approach to Equity
Independent schools are nice places, full of nice people. But nice, as Sonia Nieto has said, is not enough. If independent schools are committed to being places where all students can thrive—not just survive—we need to redefine equity as a skill set and create accountability at the individual, community, and institutional levels for everyday practice and growth. This workshop will overview the practice of equity as an institutional system and process that is everyone’s responsibility, and provide a mirror for participants to identify their schools’ “gots” and growth edges. Participants will gain a framework for organizational planning that positions equity as an ongoing learning curve and practice that can impact students’ experiences right now.

PRESENTER: Alison Park, Blink Consulting (CA)
Meeting Room 10

Difficult Dialogue by Design: Race, Privilege, and Racism
To have a different kind of conversation about race this year, Colorado Academy in Denver hosted a screening of the film, “I’m Not Racist...Am I?” Produced by Point Made Films (Prep School Negro) in collaboration with The Calhoun School (NY), the film captures the experience of 12 New York City students participating in the Deconstructing Race Project. The film’s director and Colorado Academy teachers will explain how a difficult dialogue about race, white privilege, and systemic racism was made more manageable by using the Design Thinking process and creating space for community growth. In this workshop, participants will learn how Design Thinking is a tool that can reinvigorate an organization’s efforts around diversity, equity, and inclusiveness.

PRESENTERS: Paul Kim and Tom Thorpe, Colorado Academy (CO), Catherine Wigginton Greene, Point Made Films
Meeting Room 11
Get Free
This workshop is a practice-based mindful approach to the development of an emancipatory stance with regard to the exploration of the intersectionality of identity and status. Participants will be introduced to the kinds of questions that promote reflexivity. These questions (and the practice of self-reflection) encourage participants to examine how their worldview contributes to various strengths and obstacles to greater and more fruitful engagement with opportunities of alliance and affinity. Participants are encouraged to submit song selections for a team-building end of session dance party.

**Presenters:** Andrea Warmack and Katherine Cheung, Grace Church School (NY)
Meeting Room 12

Overcoming Affinity Group Resistance: What’s the Worry and What Can We Do?
We come to PoCC and feel the safe space, solidarity, and rejuvenation that come from affinity groups. We return home to our schools, eager to create such spaces for our students, staff, and parents. BOOM. You run into a brick wall. Why do schools resist affinity groups? How do you make the case for them and launch them meaningfully to minimize resistance? In this session, you will discuss obstacles and strategies, gain resources and practice, and walk away more prepared to provide safe spaces for your school’s constituencies.

**Presenter:** Rosetta Lee, Seattle Girls’ School (WA)
Meeting Room 14

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

Bermuda, Hawaii, Puerto Rico, Virgin Islands and International Student Led Dialogue Meeting Room 9

California POCIS Student Led Dialogue Ballroom B-C

Colorado and ACIS Student Led Dialogue Meeting Room 30A

Connecticut, CODIS and SPHERE Meeting Room 22-23

Florida Meeting Room 31-33

Maryland and AIMS MD/DC Student Led Dialogue Meeting Room 15-16

Midwest and ISACS Student Led Dialogue Meeting Room 13-14

New England and POCISNE Student Led Dialogue Ballroom D

New Jersey and NJAIS Student Led Dialogue Meeting Room 24-25

New York and POCIS-NY Student Led Dialogue Ballroom A

North Carolina Student Led Dialogue Meeting Room 1-2

Pacific Northwest and PNAIS Meeting Room 37-38

Pennsylvania and Delaware Valley Student Led Dialogue Meeting Room 18-19

South and SAIS Student Led Dialogue Meeting Room 3-4

### 11:30 AM – 1:00 PM
**PoCC|SDLC Closing Ceremonies**

**Sarah Kay**
The Art of Storytelling (OR) Considering Breakthrough
Tampa Convention Center, East Hall
A Cappella, Mello Divas from Berkeley Preparatory School

Southwest and ISAS Student Led Dialogue Meeting Room 20-21

Tennessee and TAIS Meeting Room 30B

Washington, DC and Independent Education Meeting Room 5-6

Virginia and VAIS Student Led Dialogue Meeting Room 7-8
The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the Florida area independent schools that hosted local committee meetings with meals and refreshments, and most especially the two co-chairs. They promoted the conferences, garnered corporate sponsorships, developed the conference general sessions, approved PoCC workshops, and supported conference logistics. Meeting regularly since February 2015, these individuals, their heads of school, and their school communities deserve our deepest gratitude.

**2015 POCC CO-CHAIRS AND LOCAL COMMITTEE**

**Co-Chairs**
- L’TANYA EVANS, The Out-of-Door Academy
- CHRISTY ORTEGA GAURKEE, Berkeley Preparatory School

**Local Committee**
- COURTNEY BEILITER, Berkeley Preparatory School
- JUDY CAPRARA, Berkeley Preparatory School
- ALLYSON DILJOHN, Berkeley Preparatory School
- LARKIE FLEMING, Berkeley Preparatory School
- JACOB HARDING, The Out-of-Door Academy
- BARBARA HODGES, Florida Council of Independent Schools
- RAQUEL MAJESKI, Berkeley Preparatory School

**CALL-TO-ACTION**

NAIS appreciates the members of the 2015 Call-to-Action for their contributions to an enlarged vision of participatory leadership in the area of equity, diversity, and inclusion regionally and nationally. Those who attended the 2015 meeting include:

- CHRISTINE AGETON, BALLE
- KAREN BRADBERRY, Greenhill School (TX)
- PAMELA BUCHANAN MILLER, Latin School of Chicago (IL)
- CRISSY CÁCERES, Georgetown Day School (DC)
- SANDRA (CHAP) CHAPMAN, Little Red School House and Elisabeth Irwin High School (NY)
- SHERRY COLEMAN, Coleman Strategic Consulting
- ASHLEY COOPER, Mycelium Learning at the Edge
- JORDAN ELLIOTT, Oregon Episcopal School (OR)
- LIZ FERNANDEZ, Ethical Culture Fieldston School—Fieldston Upper (NY)
- HEATHER FLEWELLING, Milton Academy (MA)
- JOHNIE FOREMAN, Gilman School (MD)
- CHERYL TING, Redwood Day School (CA)
- KISHA WATTS, Cushing Academy (MA)
- JOHN WEST, Nardin Academy (NY)
- AMANI REED, The School at Columbia University (NY)
- RUSSELL SHAW, Georgetown Day School (DC)
- MATTHEW SUZUKI, Rye Country Day School (NY)
- CAROL SWAINSON, Saint James’ Episcopal School (CA)
- CHERYL WATTS, All Saints Academy
- FELICIA WILKS, Garrison Forest School (MD)
- POLLY WILLIAMS, Garrison Forest School (MD)
- STACEY-LEE WILLIAMS, Somersfield Academy (BERMUDA)
- ANTHONY WITTE, Children’s Day School (CA)
SDLC LEADERSHIP AND FACULTY
NAIS and participating schools gratefully acknowledge the 2015 SDLC leadership and faculty for their commitment and creativity in nurturing and providing for the empowerment of independent school student diversity leaders and advocates.

SDLC Leadership Co-Chairs
RODNEY GLASGOW, St. Andrew’s Episcopal School (MD)
OSCAR GONZALEZ, Rocky Mountain Prep
COLLINUS NEWSOME, Aurora Public Schools (CO)

SDLC Faculty
PRIYANKA RUPANI, Friends School of Baltimore (MD)
NEHA SINGH, Georgia Institute of Technology
Leslie Tran, Marin Country Day School (CA)
CHI CHI CHANG, Middlebury College
TERRELL WINDER, University of California, Los Angeles
TATIANA LEE, West Chester University
JAMOR GAFFNEY, Indian Creek School (MD)
DIANE NICHOLS, Worcester Academy (MA)
ROHAN ARJUN, St. Mark’s School (MA)
LAUREN STEWART, Cook Ross, INC
WENDY-NIA GRIFFIN, Independent Diversity Consultant
NNAEMEKA EKWELOM, Bellmont Hill School (MA)
ASHLEY WOODS, Temple University

ALINA FREEMAN, Syracuse University
RACHAEL FLORES, National Cathedral School (DC)
GYTON MATHEWS, ABC Action News
JASMINE JENNINGS, Smithsonian American Art Museum
STACEY-LEE WILLIAMS, Somersfield Academy (BERMUDA)
JAYSON PUGH, Wake Forest University
KIRKLAND LA RUE, Francis W. Parker School (IL)
MEQAI HERDER, Temple University
LINGERR SENGHOR, Francis W. Parker School (CA)

NOAH CHO, Marin Country Day School (CA)
MALLORY VAUGHN, Queens University of Charlotte
ALEXANDRA HALLADAY, University of Chicago
KALEY MANSOUR, The Montessori School of Raleigh (NC)
JULIE TAUF’ASAU, Centenary College of Louisiana
JOHN GENTILE, Independent Diversity Consultant
CECILIA COATS, SOAR Charter School
TOM WETHINGTON, The Masters School (NY)
CAMERON JOHNSON, Castilleja School (CA)
JARED WILLIAMS, Potomac School (VA)
SPENCER BLAIR, Dartmouth College
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Mary Rose Fernandez,
Vice President of Partnerships,
Recruitment & Strategy

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Speakers:  
Chris Fleischner, President, CalWest Educators Placement  
Brad Rathgeber, Executive Director, Online School for Girls

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December 3, 2015 at 12:40 pm

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William Fisher, KSI '12  
Noni Thomas Lopez, PSL '06  
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