



## 2017 NSCC Pre-Summit, Staff and Concurrent Sessions Blocked

### Pre-Summit Seminars – October 14-15, 2017

#### **Beyond Diversity: An Introduction to Courageous Conversation™ and A Foundation for Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities - Andrea Johnson**

Beyond Diversity™, is our compassionate curriculum to build community, launch innovation, and navigate the predictable pitfalls in interracial, multi-cultural conversations about race. Powerful and personally transforming, this two-day seminar helps leaders, employees, and organizations understand the impact of race on their lives, their work, and their overall growth. Interactive and stirring exercises strengthen participants' critical consciousness of race and lead them to investigate the role that racism plays in institutionalizing achievement disparities. Most importantly, it models and teaches a protocol for discussing race in ways that are productive, insightful, and generative.

#### **Beyond Diversity II: Advancing Courageous Conversation™ and Defining Courageous Leadership - Tony Hudson and Gretchen Baglyos**

BD II is focused on three priorities in moving from theory to practice: 1) to deepen our understanding and personal progression in racial identity development; 2) to examine and practice a protocol for converting Courageous Conversation™ into Courageous Leadership using contemporary challenges in education; and 3) to explore the concept of racial transcendence and the characteristics of a post-racial school and society. This intensive, two-day seminar is designed to challenge participants who have successfully completed Beyond Diversity. BD II participants must be grounded and practiced in utilizing the Protocol as enrollment is indication that you are poised for more rigorous inquiry into your own personal investment in racism and desire greater accountability in your professional leadership for racial equity. (Prerequisite: Completion of Beyond Diversity™)

#### **Beyond Diversity 3: Courageous Action through a Community of Practice – Courtlandt Butts & Courtney Caldwell**

The Beyond Diversity III seminar is designed to move racial equity leaders into a specified plan for Action. Building from the racial autobiography foundation begun initially with the first-level of Beyond Diversity™, and the emergence of their Personal Racial Equity Purpose (P.R.E.P.) from Beyond Diversity 2, participants will explore ways to enroll and register allies in specific actions through their public racial equity narratives. This two-day seminar amplifies the sense of urgency that will enable you to expose roadblocks, anticipate resistance and engage multiple perspectives as you find pathways to Interrupt systemic cultures that promote racial disparity. Grounded in principles of Kemeti Thought and guided by Courageous Conversation™, this community of practice is convened to guide and focus racial equity leadership in your immediate spheres of influence to transform systems that foster and yield inequitable outcomes and results. (Prerequisites: Beyond Diversity™ and Beyond Diversity 2)

#### **SP/ELLING Out Institutional Barriers to Equity and Excellence for Students with Disabilities and English Language Learners - Deborah McKnight**

For decades, special educators have been trained to view their work primarily through the lens of disability and compliance; English Language Learner teachers have similarly isolated language as the central factor to their role and responsibility. Through this two-day experience, participants will be invited to isolate race in critically unpacking the historical, social, and political contexts in which race operates to set a foundation for these two learner groups where racial inequity is too often the default status quo in our schools. Participants will be guided through the Courageous Conversation Framework™ to establish a critical perspective back in their home districts about the impact of race and institutionalized racism in

accessing culturally relevant, inclusive learning environments for students receiving special education services (SP) and English Language Learners (ELL). (Prerequisite: Completion of Beyond Diversity™)

### **Toward Culturally Relevant Teaching: Using Critical Race Theory to Establish Cultural Relevance Between Teachers and Students in the Racially Complex Classroom –**

Leidene King and Marcus Moore

Throughout the nation veteran teachers are witnessing racial demographic shifts that outpace shifts in their teaching practices and the mindsets which underpin them. The inability of educators to reach and teach racially transforming student populations create harmful achievement outcomes for both students and educators of color. These achievement disparities are far from neutral in both cause and effect, rather they are rooted in race and institutional racism. If educators are to achieve for ALL students what first called us to this noble profession, we must adapt. This two-day seminar will help guide participants to: 1) apply the Courageous Conversation Protocol™ to exert the four crucial elements in culturally relevant teaching, and 2) use critical race theory to steer progress toward effective teaching practices and mindset. (Prerequisite: Completion of Beyond Diversity™)

### **My Brothers' Keeper: A Courageous Transformation of the Plight of Black Males as We Journey Back to Love, Engagement and High Achievement - Luis Versalles**

The “My Brother’s Keeper” initiative launched by President Obama challenges the nation to intensify the support and development of young men of color, particularly black males. The data detailing the plight of black males continues to re-inscribe the inherent harm, neglect and division from which this plight arises. “And the worst part,” the President laments, “is we’ve become numb to these statistics. We’re not surprised by them. We take them as the norm. We just assume this is an inevitable part of American life, instead of the outrage that it is.” The challenge is for schools to not reflect and perpetuate the inequities, but to eliminate those inequities. This two-day seminar will create the space for, surface and center the voices of Black males who are “Beyond Love” as it relates to their experiences in school. Participants will examine ways to transform school environments into places that nurture the spirit and infinite potential of Black males by fostering high-level engagement and achievement. (Prerequisite: Completion of Beyond Diversity™)

### **Leading While White: Courageous Conversation for Activism, From Application to Interruption -**

Christine Saxman and Alex Harp

Leading while White is and always has been the norm of order in the United States. What does it mean to be White and conceive, construct and perpetuate the dogma of White social, cultural, economic and spiritual supremacy? This essential question convenes this space of affinity for White racial equity leaders and organizers. Beginning with the consideration of individual Personal Racial Equity Purpose (PREP), this intensive 2-day institute will engage participants in continued racial consciousness development and collective problem solving at the personal, professional and organizational levels. Through Courageous Conversation™ we will seek to unpack such issues as, surfacing and confronting personal fears; identifying and interrupting Whiteness when it prevents working in authentic partnership with White people and people of color; balancing support and accountability for effectively calling in (or out) other White people; and examining humility to fortify courage. We will emerge from this seminar feeling a deeper level of confidence and courage to own our work of acting to end racism. (Prerequisite: Completion of Beyond Diversity II)

### **Racial Equity Leadership: Beginning At The Board Table (for school board members only) -**

Deborah L. Keys Write, Affiliate, Pacific Educational Group; Formerly, Director of Equity, National School Boards Association

Everyone has a unique role to play when student learning is impaired because of unconscious biases that influence institutional and structural racism in school systems. How do you challenge internal and external systems that have been in place for decades that widens opportunity gaps for black, brown and indigenous students? How do you systematically change insensitive cultural behaviors that impede

success for students? In this two-day session your biases will be challenged in order to clearly define how you would measure up on an “equity ruler” as a school board member and how your leadership skills can break down barriers that perpetuate inequality. With the assistance of the Courageous Conversation Protocol™, you will be guided through processes that will deepen your understanding as a governing body on how to create a more welcoming, culturally conscious school system. (Beyond Diversity I is highly recommended, though not required, as a prerequisite)

**Courageous Conversation™: Systemic Equity-Wide Transformation in University Settings – Dr. Will Walker, Director, Higher Education Partnerships, Pacific Educational Group**

Rapidly changing racial/ethnic demographics and student protests have given institutions of higher education cause to re-think the policies, programs, and procedures by which staff, faculty, and students are prepared for 21st century realities. This two-day seminar introduces university administrators, faculty, students and staff to the Courageous Conversation Protocol™, an internationally embraced approach for addressing structural racial inequities in a direct, compassionate, and sustainable manner. The Courageous Conversation Protocol™ has been implemented across sectors—educational, governmental, and corporate—because it equips leaders and their stakeholders with a common language and approach to developing and sustaining institutional racial equity work. An introduction to this racial equity framework and the lessons derived from its implementation in a university setting will be shared. Participants will learn how to name the racial equity challenge in their institutions with greater specificity, and how to move beyond compliance to setting the stage for sustainable systemic racial equity change. (Prerequisite: Beyond Diversity is strongly encouraged, though not required)

**Affiliate Practitioner/Facilitator Intensive Training: Applications for Courageous Conversations About Race - Shaundra Brown, Tonicia Abdur Salaam, Devon Alexander**

Pacific Educational Group licenses partner organizations to lead Courageous Conversations About Race. Based upon the 2nd Edition of the award-winning book after which it is entitled, Affiliate certification and practice of CCAR enables participants to engage, sustain and deepen intra- and interracial dialogue about race in their personal, professional and organizational contexts. We provide extensive and on-going training for our licensed and certified partners to deliver this seminar and provide a deeper dive into the knowledge, key understandings and exercises from the Courageous Conversation™ training. In this advanced two-day seminar will Affiliates will receive guidance on organizing, facilitating, and leading in-depth professional experiences in their school districts and partner organizations as we continue to strengthen and support their application of Protocol and our CCAR curriculum. (Prerequisite: **Affiliate Practitioner/Facilitator Certification**)

**Beyond the Rainbow: Courageous Interracial Healing Through the Intersection of Race, Sexuality, Gender and Identity – Dr. Lori A. Watson**

You might think that having the common denominator of oppression would coalesce LGBTQ id-entities around a mission for resistance and interruption. Race, however, is so endemic to our social order that it elicits quite the opposite. Racism, both inside and out of communities of color, has wreaked immeasurable harm to LGBTQ people of all ages, income, and stations in life – harm from which we must pursue and find healing. Race, and its attending aspects of power and privilege, delivers harm across gender identities, gender-fluid identities, and youth identities. This multi-layered session deepens our Courageous Conversation™ to explore and examine how White supremacy manages social traffic through these identity intersections and how to dismantle it wherever it lives.

## **Monday, October 16, 2017 – BLOCK A**

### **Introducing “*Passing*”- A One-Woman Show**

Since early in the history of this country, racial “*passing*” has been a practice of people classified as a member of one racial group being accepted as a member of a different racial group. The term was used to describe persons of multiracial ancestry assimilating into the White majority during times when legal and social conventions of hypodescent (the automatic assignment of children of a mixed union or mating between members of different racial or ethnic groups to the subordinate group), classified the person as a minority, subject to racial segregation and discrimination.

The 2017 National Summit for Courageous Conversation is honored to present the powerful voice of an African women’s experience in the United States in “*Passing*”- A One-Woman Show. For Concurrent Sessions in Block A, B, and C on Monday morning, Monday afternoon and Tuesday morning, ALL National Summit participants are requested to include one of these three exclusive performances in your program schedule selections on these days. Tuesday afternoon will feature Racial Affinity Discussion Groups developed and designed to engage in Courageous Conversation regarding this phenomenon and your personal, local and immediate experience.

#### **A1.**

##### **“*Passing*” - A One-Woman Show**

Rev. Mayowa Lisa Reynolds, Dance Teacher, Cass Technical High School, Detroit, MI

Pacific Educational Group proudly welcomes to the 2017 NSCC a powerful voice of African women’s experience in the United States in “*Passing*”. “*Passing*”, inspired by the true story of Minerva Roulhac, is a play written by her great granddaughter Dara Harper. Minerva was born in 1885 in Florida and orphaned at five. She was adopted by a former slave and raised as black, although she was very light skinned in a close-knit African American community. Her brother, Jordon ran away and decided to pass for white. Minerva raised eight children (all college-educated) and lived to be nearly 100 years old. “*Passing*” confronts issues of race, identity, ethnicity, complexion, class and interracial relationships.

#### **A2.**

**2017 National Summit for Courageous Conversation Artist-In-Residence: jessica Care moore**, CEO of Moore Black Press, Executive Producer of Black WOMEN Rock! and founder of the literacy-driven, Jess Care Moore Foundation

Please join Ms. jessica Care moore after her Masterclass performance in a designated follow-up session provided as opportunity to more intimately engage with her on the message.

#### **A3.**

**A Courageous Conversation with Glenn Singleton**, Founder and President, Pacific Educational Group

##### ***“Reflections: 25 years of Successful and Unsuccessful Efforts to Achieve Racial Justice in Education and Beyond”***

In this session, Mr. Singleton will share the trajectory of Pacific Educational Group’s efforts to enhance national racial consciousness and literacy to eradicate racial disparities. His candid comments will not only highlight the extraordinary breakthroughs, but also speak to the stumbling blocks that line PEG’s quarter of a century arc. Participants will be invited to offer perspective on what is needed for the Courageous Conversation movement to fortify its impact during these current perilous times.

#### **A4.**

**Are You Acting on Your First Condition to Create the Dominant Truth? Know Your Roots? - (Leadership)**

Freida Bailey, Principal on Special Assignment, St. Louis Park Schools

Systemic racial equity transformation occurs when educators have the space and support to reflect critically on their racial consciousness and resulting practices. In supporting systemic change, it is critical to understand that your “why” is connected to your roots. One’s “why” is an essential component as you work to dismantle systemic racism and ensure racial equity for the most marginalized students and adults in your district. This session will help participants examine and understand how *Persistence* is grounded in your “roots”, which in turns holds your *Passion* which is nourished by your *Practice* in using Courageous Conversation™.

**A5.**

**No Longer Invisible: A Vision for Change for English Language Learners** - (Students at the Center, Leadership)

Dr. Vân Truong, Executive Director, Office of Teaching and Learning, Portland Public Schools

As schools works to provide equitable leadership opportunities for all students, what does that look like for English Language Learners (ELL)? How does our education system set low expectations for immigrant and refugee students and create barriers for them to access meaningful academic and leadership opportunities? An ELL student panel from Portland Public Schools will show participants how specially targeted empowerment and leadership programs can give voice to historically underserved students and help ELL to fully engage in the academic and social culture of their schools and beyond. This session will offer student perspectives of their challenges as a newcomer to the US education system, their challenges to engage their school cultures, and their transformative experiences and opportunities with the Council, specifically in the areas of student leadership, student empowerment and student voice.

**A6.**

**Why Do We Need Equity, In A Colorblind School?** - (Leadership)

Dr. Jaime Colly, Livermore Valley Charter School

Why do we need equity in color blind schools? Leaders are able to afford students access to critical thinking skills, when we engage in those operations ourselves. Participants will learn and practice how to put Courageous Conversation™ on the forefront with a staff that is new to the concept of equity and color blindness. Learn, adapt and practice ways of initiating courageous conversations and putting the outcome into practice. Understand, how to move Courageous Conversation™ into courageous action that promotes awareness and change.

**A7.**

**The BOOM & SHOUT Experience: Creating Culturally Relevant Racialized Spaces** - (Students at the Center, Family/Community Engagement and Empowerment)

Krischanna Roberson, Supervisor of Equity Bellevue School District; Tracy Myers, Christian Paige & John Eklof, Equity Specialists Bellevue School District

Picture This! 700+ beautiful Black, Brown and Indigenous students taking over a college campus. They are welcomed, embraced, taught and led by adults who racially identify as they do, it’s unlike what they see every day in class. 7-12th graders see the beauty in themselves and others, are empowered while learning and embracing the intricacies of their identity, this is The BOOM & SHOUT Experience. In this session participants will learn how we used culturally relevant teaching and learning around relationships, realness & relevance to create a year-long program that works with the community to engage students who make-up the achievement debt. Through this focus on the application of three of the four Domains of Courageous Conversation™ participants will experience the importance of student voice as a way to build

sustainable programming around keeping students at the center and involved in decision making in partnership with E-Teams.

**A8.**

**Shikata Ga Nai, No More: Ending Asian Silence** – (Learning and Teaching, Family/Community Engagement and Empowerment)

Nicole Shimizu, ELL Curriculum Developer, Bellevue School District

Ending Asian silence along the Black White Binary: Experience a Yonsei (4th generation) perspective on the assimilation of Japanese into White Culture and the effects of assimilation generations after WWII. In this session participants will learn and discuss the origins of the Shikata Ga Nai mentality and discover how this mentality in the context of White Culture created a culture of silence. Uncover your own blind spots resulting from the "Model Minority Myth" and examine how these blind spots support institutionalized White Racism.

**A9.**

**The Honest Truth About Interrupting Institutional Racism for Students with Disabilities and English Language Learners (Sp/ELL)** - (Leadership, Learning and Teaching, and Students at the Center)

Elizabeth Keenan, Deputy Chief and Director of Special Education, Chicago Public Schools; Amy Johnson, Director of Special Education, Minneapolis Public Schools; Susan Samaha, Aspiring Principal, Minneapolis Public Schools

Interrupting White supremacy and racial isolation under the guise of Special Education requires a deep commitment to the Courageous Conversation Protocol™, collaborators and champions, student voices and perspectives (as well as those of their families), and understanding the political landmines. This seminar traces systemic racial equity transformation that begin with the Sp/ELL work that started in Saint Paul Public Schools (SPPS) to dismantle racially segregated and isolated self-contained classrooms and the unique collaboration between the Special Education and ELL departments to provide inclusive instruction in general education settings. Equity Leaders from SPPS subsequently moved to Minneapolis Public Schools and to Chicago Public Schools where the racial equity work continues and we will share this journey and lessons learned along the way.

**A10.**

**Building a Culture for Equity: How Courageous Conversation™ Interrupts Marginalization and Oppression Experienced Through the Intersectionality of Race, Gender, and Sexuality** - (Students at the Center, Leadership)

Dr. Julie Morris, Superintendent, Harlem School District #122; Mr. Ronald "Terrell" Yarbrough, High School Principal; Mr. Jeremy Bois, High School Associate Principal; Peter Nogacz, Spanish Teacher and GSA Adviser

The work of racial equity transformation is hard, slow and poses many challenges. When the layers of gender and sexual orientation marginalization and oppression are added, the challenges become even more complex. What is our formula? We have cultivated a culture of equity by engaging, sustaining and deepening our work as we also face the challenges of the intersectionality of race, gender and sexuality. By empowering student voices and engaging in Courageous Conversation™, we are overcoming predictable levels of resistance and fostering a more inclusive schooling experience for our students. In this interactive workshop participants will learn how to capitalize on their own skills and passion for their students and faculties by establishing and cultivating color consciousness and committing to work at its intersection with gender and sexual orientation. We welcome you to come share in our journey!

**A11.**

**Unpacking La Mochila: Voices of Undocumented Youth** – (Students at the Center, Family/Community Engagement and Empowerment)

Juan Carlos Arauz, Sarah Nunez & students

In order to address the impact of education for all LatinX, an analysis of our undocumented immigration population is required. An honest examination must also be taken of the ability to stay engaged with our most invisible students, undocumented immigrant children, and the inequity which serves to silence their truths. Based on research of the cultural resilience of this population, this session will invite and amplify the missing perspectives on what barriers exist for all LatinX students, while participants learn the specific competencies of undocumented immigrants that demonstrate their strengths.

**A12.**

**"I'm White? I'm White: Increasing White Racial Consciousness to Expand White Racial Consciousness" – (Leadership)**

Christine Saxman, Equity Transformation Consultant, Pacific Educational Group

How do you examine your personal racial consciousness as a White person engaging in racial equity work? How do you support White people in schools that require racial consciousness? Engage with the Courageous Conversation Protocol™ and the work of Dr. Janet E. Helms to understand a model of White Racial Identity Development. Participants will personally apply the model in individual consciousness work and share your insights. Examine the intersections of the model and the Six Conditions in order to increase White racial consciousness in your school and/or district.

**A13.**

**From the Inside Out: Engaging with Students as the Start to District Transformation – (Students at the Center, Leadership)**

Amy McNamara, Associate Superintendent, Acalanes Union High School District

When you start from the inside out, student voice becomes a powerful driver for change. Hear how one high school district did not begin with the adults, but with powerful student summits that gave students permission, time and space to speak their truths. Learn what powerful student experiences can do to deepen adult engagement in equity work and how student voices can become the true focus point of district transformation. Engage with colleagues and begin planning your entry point into surfacing student voices in new and powerful ways.

**A14.**

**Dismantling the Hierarchical Classroom: Empowering Students Through Feminist-Based Learning - (Students at the Center, Leadership)**

Emily Barnhill, Family Resource Coordinator, Campus Women's Center at UW-Madison; Ellie Colbert, Publicity Coordinator; Penda Smith, Support Services Coordinator; Zawadi Carroll, Intern & Volunteer Coordinator; Ajanae Dawkins, Program Coordinator; Sam Adams, Outreach Coordinator; Erin Plummer, Finance Coordinator all at the Campus Women's Center at UW-Madison

Students excel when they develop a sense of agency from learning in non-hierarchical spaces. Educators are essential to implementing a system of education which discusses and eliminates the dominant hierarchies that uphold systemic racism in the classroom and curriculum. This seminar will look to construct a community contract to create a non-hierarchical space that includes the Four Agreements. Participants will examine how curriculum and classroom environments perpetuate socially constructed racial hierarchies that disempower students, and develop concrete strategies that restore agency to students and promote student empowerment.

**A15.**

**Prioritizing, Aligning and Accelerating Toward Transformation: The PEG Systemic Equity Transformation Plan Process – (Leadership)**

Luis Versalles, Director of PreK–12 District Partnerships, Pacific Educational Group

School systems that center their work through the highest leverage aspects of the organization become organized for accelerated results. They are also better positioned to create a culture of authenticity and sustainability essential for racial equity transformation. The question then becomes: How can this be achieved, and what evidence shows effective, racially conscious practice? In this seminar, participants will: 1) be introduced to the PEG Systemic Equity Transformation Planning Plan, the hallmark deliverable of District Equity Leadership Teams; 2) see a model of an organizational expectation to interrupt institutionalized racism through the four domains of the PEG Systemic Equity Transformation Framework; 3) learn, anticipate, and ultimately interrupt the "faces of danger" (Heifetz) associated with leading for racial equity at the system level; and 4) assess the degree to which they and their system are poised for transformation, "with all deliberate speed"!

#### **A16.**

**Teaching Students About Race? Oh No!!!** – (Leadership, Family/Community Engagement and Empowerment)

Pat Savage-Williams, Special Education Coordinator, New Trier Equity Leader, President of Board of Education-Evanston Township High School; Dr. Tim Hayes, Assistant Superintendent for Student Services, New Trier High School

New Trier High School planned a seminar day- "Understanding Today's Struggle for Racial Civil Rights." The goal was to help 4000 students (85% white) and 350 teachers work towards developing a positive racial identity and a deeper understanding of other racial identities. With the racial climate of this country, the district found organized and intense opposition to this day. This gained national attention as a small group of opposing voices tried to stop this day from happening. This session will engage in a Courageous Conversation™ to explore how we responded to this level of opposition and what we learned from this experience.

#### **A17.**

**Inclusive Excellence: Mobilizing Parents and Community** – (Leadership, Family/Community Engagement and Empowerment)

Michael Giles, Executive Director of Inclusive Excellence, Cherry Creek Schools; Stacey Brandon, Equity Coordinator, Cherry Creek Schools

Empowering the parent community is essential in interrupting systemic racism and transforming educational institutions. The most well equipped system, in isolation, lacks sufficient *Knowledge* and *Capacity* to overcome the disparate treatment of students of color. Additionally, the system alone does not have sufficient *Skill* or *Will* to overcome the adaptive challenges of inclusive learning environments. In this session, learn how equity transformation occurs when we employ the *KSWC* of the parents and community members who support and love our kids the most.

### **Monday, October 16, 2017 – BLOCK B**

#### **Introducing "Passing"- A One-Woman Show**

***Since early in the history of this country, racial "passing" has been a practice of people classified as a member of one racial group being accepted as a member of a different racial group. The term was used to describe persons of multiracial ancestry assimilating into the White majority during times when legal and social conventions of hypodescent (the automatic assignment of children of a mixed union or***



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**B2.**

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**B3.**

**A Courageous Conversation with Rosa Clemente**, Founder and President, Know Thy Self Productions

Please join Ms. Clemente after her Masterclass keynote in a designated follow-up session provided as opportunity to more intimately engage with her on the highlights of her remarks.

**B4.**

**Black, Brown, Indigenous Folk! We Need to Get and Stay Woke!** - (Leadership)

Danica Moore, Equity TOSA, Lawrence Public Schools USD 497; Jennifer Attocknie, Coordinator Native American Student Services, Lawrence Public Schools USD 497

"At least you have a Black hair care section". "Mexico has tribes?!" People of color oftentimes operate in Whiteness and oppressive behaviors. Let us define ourselves! Competing victimization and intra-racial racism are practices which uphold and enable the system of the White institution. Join us in affinity space for people of color where, through Courageous Conversation Protocol™, we will explore intra- and interracial relationships and engage in productive conversations to uplift and advocate for each other. Participants will explore how their Whiteness prevents and contributes to resistance in relationships with other people of color.

**B5.**

**The Time Is Now: Leading for Equity and Access** - (Leadership)

Mary Rice-Boothe, Vice President, District Leadership Support, NYC Leadership Academy; Shannon Matlosky, Senior Director, Leadership Development, NYC Leadership Academy

Today more than ever, district leaders must be ready and able to work with principals to be equitable in supporting the varied racial and cultural identities in their school communities. In this workshop participants will have an opportunity to unpack your current approaches to supporting student populations that are often marginalized within school systems while engaging in a Courageous Conversation™ on our approach to how a district leader can develop the will, skill, knowledge and capacity to support our most vulnerable students. Participants will explore the impact of race on education in the United States, make connections to the role of implicit bias in your personal and professional life, and be guided toward developing a plan of action to improve personal and professional skills to dismantle areas of inequity in your schools and district.

**B6.**

**Standing in My P.R.E.P. (Personal Racial Equity Purpose)! A White Woman's Journey to Courageous Racial Equity Leadership - (Leadership)**

Courtney Caldwell, Equity Transformation Consultant, Pacific Educational Group

This session will take participants on the journey of a white, female racial equity leader from the early stages of racial consciousness to making transformational change in a system. See what can happen when the calling becomes higher than the job and unlock the ability to turn your passion into action. By taking a stand at a personal level, not mandated by organizational structures, I will share how I was able to transform a system at a whole new level. This session will help participants persist through the challenges of racial equity leadership and stand strong in their purpose.

**B7.**

**Empowering Staff of Color: One District's Struggle - (Leadership)**

Prachee Mukherjee, Director of Assessment, Research and Assessment, St. Louis Park Public Schools; Jared Chapman, Assessment Specialist, St. Louis Park Public Schools

Indigenous students and students of color prosper and succeed in school districts where their adult counterparts bring their full selves to work. Discover how one district is learning about the lived experiences of staff of color in the work environment, with the goal of deepening understanding and taking action. In this session participants will gain insight on the perspectives of staff of color working within a White System and will reflect on their personal experiences in their own workplace, to make connections to 1-2 themes from our findings. Using Protocol participants will learn about our district's planned action steps and be encouraged to provide their critical racial perspectives to those steps.

**B8.**

**A School District Response to Intervention/Positive Behaviors Interventions and Supports (Rtl/PBIS) Team's Journey through Courageous Conversations about Race - (Leadership)**

LA Tasha Hodge, Rtl/PBIS District Coach, Milwaukee Public Schools; Jane Audette, Karen Horn, Gayle Mahan, Mark Samman, Colleen Wey, Heath Garland, Lisa Salva, Katara Woods, Shashina Robinson, Denise Fields, Jon Jagemann; Milwaukee Public Schools Response to Intervention/PBIS District Team

In this interactive session participants will follow the journey of the Milwaukee Public Schools' Rtl/PBIS Team through its professional book study of Courageous Conversations About Race. Members of the team will use the Courageous Conversation Protocol™ to share what they learned as they explored the impact of race in their personal and professional lives and how racial biases and practices contribute to systemic racism and inequity in school systems. Hear about their plans to extend their learning, inviting other educators into the journey. Participants will engage in activities that can be used to begin their own district's journey in Courageous Conversations About Race.

**B9.****How to Explain White Privilege and Whiteness to Skeptics – (Leadership, Learning & Teaching)**

Debby Irving, Author

Participants will engage in Courageous Conversation™ to build a graphic map of social locations and roles as a way to think together about how various groups have/not had access to rights, resources, representation, and respect throughout U.S. history. Revealing the story behind the creation and perpetuation of White privilege and Whiteness, allows for an exploration of the social dynamics and dominant cultural attitudes and behaviors that hold power and privilege in place. Participants will create micro action plans to deconstruct the Whiteness in themselves and/or their institutions.

**B10.****Racially Conscious Research-based Early Childhood Professional Learning for Educators – (Family/Community Engagement and Empowerment)**

Kyle McGee II, LMSW, ParentCorps Educator, Center for Early Childhood Health and Development, NYU Langone Medical Center; Kai-ama Hamer, MS, ParentCorps; Michelle Mondesir, ParentCorps Educator; Dana Rhule, Ph.D, Assistant Professor; Katherine Rosenblatt, LCSW, Assistant Professor; Spring Dawson-McClure, Ph.D, Assistant Professor; Michelle Boyd, MPH, LMSW, ParentCorps Educator; Isabel Chau, LCSW, RPT, ParentCorps Educator; Wendy Haber, PsyD, ParentCorps Educator; Laurie Brotman, Ph.D, Bezos Family Foundation Professor of Early Childhood Development; Director, Center for Early Childhood Health and Development

ParentCorps is a program of the NYU Langone Medical Center's Center for Early Childhood Health and Development (CEHD) that provides Professional Learning (PL) for educators to promote healthy social and emotional learning environments for children. CEHD believes that systemic racism is persistent and pervasive and PL provides an opportunity to increase racial consciousness as educators consider barriers faced by families. Experience "mousetraps", an interactive game that helps participants make connections to the challenges parents face when they enter a school building. This session will engage Courageous Conversation™ to surface their evolving consciousness, blind spots, and big questions that are emerging as they more deeply examine programs like "Mousetraps".

**B11.****Moving from Theory to Practice: Developing Leadership Roles with Purpose - (Leadership)**

Robin Werner, Science/PLTW Teacher Talbot County Public Schools; Gia Ristvey, Teacher Academy Teacher; Bridget Whited, Art Teacher; Oliver McKinney Security Officer Talbot County Public Schools

In this seminar participants will move from theory to practice and explore the process of developing a tiered structure of equity leadership including: CARE and Equity Teams and a School Practitioner. Participants will engage in deepening skills that decenter Whiteness and provide practical strategies for application. Join this team of equity leaders as they share their struggles and successes in a predominately white, secondary school. Observe the interworking of their unique roles and how they collaborate with deliberate purpose. Examine your own leadership role within a larger framework of disrupting racism.

**B12.****It's Lit, The Evolution of Literacy from Steinbeck, Hughes and Lamar - (Students at the Center, Learning and Teaching)**

Christian Paige, Equity Specialist, Spoken Word Poet, Bellevue School District, Bellevue Equity Department

In this captivating session participants are invited to Courageous Conversation™ through four different pathways: 1) Analyzing the role and presence of Whiteness in how we define literacy; 2) Engaging students using oral tradition and culturally responsive techniques while allowing them to learn as their authentic selves; 3) Building the capacity to blend student's lived experiences with content being taught in the classroom; and 4) Understanding how utilizing the student perspective can create authentic comprehension of literary content. This seminar is all about students and will feature videos of students in our English and language arts classrooms who have been invited to interrupt racism and Eurocentric pedagogy by utilizing art forms that stem from black oral tradition and hip-hop roots. Both student voice and identity are central to creating culturally responsive curriculum that widen the traditionally narrow scope of literacy. Come learn how utilizing the student perspective can create authentic comprehension of literary content.

**B13.**

**The Guide for White Women Who Teach Black Boys** - (Students at the Center, Learning and Teaching)

Eddie Moore Jr.; Marguerite W. Penick-Parks, Professor, University of Wisconsin Oshkosh; Ali Michael, Professor, Pennsylvania State University

This seminar is centered on the forthcoming book, *A Guide for White Women Who Teach Black Boys*, that was created to support White women to engage in focused inquiry around their relationships with Black male students and the impact of issues related to white supremacy, white privilege, race and racism on those relationships. Using video footage from interviews with White female teachers and Black men and boys, we facilitate an experiential workshop designed through Courageous Conversation™ to generate new avenues of reflection and action for White teachers.

**B14.**

**There's No Hierarchy of Oppressions: Exploring Intersectionality through a Mother's Eyes** – (Students at the Center)

Corrie Wallace, Consultant, Evanston Skokie School District 65

"What a beautiful baby." "You gonna be a football player like your daddy?" "So...does he have a girlfriend yet?" From 2 years old, I knew. Internally struggling, trying to ensure his sense of my unconditional love. That I would always love him no matter what. So when he walked in and said "Mom, Dad - I have something I want to tell you...I'm gay." I wasn't surprised. Inspired by Audre Lorde's *There's No Hierarchy of Oppressions*, come learn about this mom's First Condition journey through intersecting identities which make us complex, human and are key to guiding our relationships and interactions.

**B15.**

**Getting Personal Local and Immediate with Law Enforcement: Humanizing the Dialogue** – (Leadership, Family/Community Engagement and Empowerment)

Courtlandt Butts, Equity Program Manager, Government and Non-Governmental Organizations, Pacific Educational Group

The social construction of race creates a hierarchy of people that Courageous Conversation About Race intends to deconstruct through humanizing racial dialogue. Both race and the hierarchy of race depend on "othering" – the conscious or subconscious human tendency to see our own group's ways of being as right, and those of another group as a threat to be converted or controlled. Applying this model to law enforcement, what happens when the protectors of society are engaged in the other process? What happens when pockets of society see the protectors as "other?"

Join us in a panel discussion with several guests from the law enforcement field to hear multiple perspectives on what influences the minds, beliefs and actions of law enforcement personnel. We will discuss what we can do as leaders to humanize the conversation; how we can interrupt the process of

“othering” to get to a deeper level of our own humanity; and the ways we have used racially conscious leaders’ insights to inform training programs for law enforcement. Panel guests include but are not limited to Officer James Smith Jr., Baltimore Metro Transit, Khalfani B. Yabuku, Atlanta PD, Commander, Retired and author of, “When the Thin Blue Line Begins to Blur...”

**B16.**

**Successful Race and Equity Policy Adoption...Then the Hard Work Begins - Implementation – (Leadership)**

Mary Fertakis, Director, Tukwila School Board

The presenters will share the journey of the Tukwila School District’s (WA) Race and Equity Policy adoption and implementation work. Participants will hear about how through utilization of the Courageous Conversation Protocol™ the resulting policy and procedures were developed. Tukwila School District leaders will share lessons learned, challenges faced, and our insights regarding the importance of system readiness. Attendees will engage in an exercise with a race and equity tool utilizing Courageous Conversation™ to review their own personal, local and immediate school district policies, programs, and procedures.

**B17.**

**Pain, Partnerships and Possibilities – How to Use Courageous Conversation™ to Advocate for Global Social Change – (Leadership, Family/Community Engagement and Empowerment)**

Fadzi Whande, Inclusion & Diversity Adviser, University of Western Australia

Despite some of the rhetoric in terms of outcomes, in respect for and recognition of inclusion and diversity, systemic failure to effectively surface and merit the voices of people of colour has created more invisibility. There is need for conscious leadership to engage communities in a social justice agenda that advocates for the elimination of racial disparities. This session examines how Protocol has been implemented in Perth, Australia by incorporating the principles of Human Rights and the Sustainable Development Goals.

**Tuesday, October 17, 2017 – BLOCK C**

***Introducing “Passing”- A One-Woman Show***

***Since early in the history of this country, racial “passing” has been a practice of people classified as a member of one racial group being accepted as a member of a different racial group. The term was used to describe persons of multiracial ancestry assimilating into the White majority during times when legal and social conventions of hypodescent (the automatic assignment of children of a mixed union or mating between members of different racial or ethnic groups to the subordinate group), classified the person as a minority, subject to racial segregation and discrimination.***

***The 2017 National Summit for Courageous Conversation is honored to present the powerful voice of an African women’s experience in the United States in “Passing”- A One-Woman Show. For Concurrent Sessions in Block A, B, and C on Monday morning, Monday afternoon and Tuesday morning, ALL National Summit participants are requested to include one of these three exclusive performances in your program schedule selections on these days. Tuesday afternoon will feature Racial Affinity Discussion Groups developed and designed to engage in Courageous Conversation regarding this phenomenon and your personal, local and immediate experience.***

**C1.**

**“Passing” - A One-Woman Show**

Rev. Mayowa Lisa Reynolds, Dance Teacher, Cass Technical High School, Detroit, MI

Pacific Educational Group proudly welcomes to the 2017 NSCC a powerful voice of African women's experience in the United States in *"Passing"*. *"Passing"* is inspired by the true story of Minerva Roulhac, born in 1885 in Florida and orphaned at five. She was adopted by a former slave and raised as black, although she was very light skinned in a close-knit African American community. Her brother, Jordon ran away and decided to pass for white. Minerva raised eight children (all college-educated) and lived to be nearly 100 years old. *"Passing"* confronts issues of race, identity, ethnicity, complexion, class and interracial relationships.

## **C2.**

**A Courageous Conversation with Dr. OiYan A. Poon**, Assistant Professor of Higher Education, Loyola University Chicago School of Education

Please join Dr. Poon after her Masterclass keynote in a designated follow-up session provided as opportunity to more intimately engage with her on the highlights of her remarks.

## **C3.**

**Allowing Students to Lead: How We Create Space for Students to Lead Conversations Around Race** - (Students at the Center, Learning and Teaching)

Jessica Mallare-Best, Social Studies Teacher and Equity Coordinator, Lincoln High School - Portland, OR  
A group of students from Lincoln High School

This dynamic seminar offers insight into how educators/youth workers can create an environment that engages young people in a way that allows them to see themselves as leaders when it comes to being anti-racist activists. Students will present and lead participants in a variety of mini-seminars designed to facilitate dialogue around race including cultural appropriation, White privilege, institutional racism, White supremacy and much more. Using Courageous Conversation Protocol™, Critical Race Theory and Hip Hop cultural exploration students will show how the system of White supremacy works and how to challenge it.

## **C4.**

**Witnessing Whiteness: Upholding the Sixth Condition through Examination of the Role and Presence of Whiteness in Nonprofit Teams and Work Settings** - (Leadership)

Dr. Veronica Benavides, Director of the Center on Culture, Race, & Equity, Bank Street Graduate School of Education; Erica Licht

This session will explore both the contextual conditions and implications of the performativity of White supremacy and privilege in educational and nonprofit settings, as well as work plans. Strategies to initiate safe, meaningful and equitable interracial dialogue on these themes will be shared. Participants will learn how to identify and interrupt cases of White privilege manifesting in strategic work and how to hold space with effective dialogue, tools and exercises. The seminar will integrate adaptive leadership concepts to strengthen participants' ability to interrupt instances of inequity and White supremacy in their work environment.

## **C5.**

**How Does Racial Equity Coaching Impact White Educators' Personal Growth and Professional Practice?** - (Leadership)

Gretchen Baglyos, Racial Equity Coach, St. Louis Park Public Schools

Singleton (2015) posed the poignant question, “To what degree, then, do students need to be proficient in White culture to achieve in schools where most teachers are White females?” Indeed, White educators comprise the vast majority of our nation’s teaching force and, therefore, bear great responsibility for eliminating racial achievement disparities between White students and students of color. In this workshop discover the power of racial equity coaching to transform White educators’ beliefs and professional practice in order to impact student achievement and eliminate racial disparities. Participants will gain insight on one district’s full-scale implementation of a racial equity coaching model and will consider the implications of racial equity coaching to impact their personal beliefs and professional practice.

#### **C6.**

#### **A College of Education Advisory Board's Journey of Radical Resistance and Uprooting Whiteness: #Agitate2017 - (Leadership)**

Timothy Berry, Director of the Center for Educator Partnerships and Student Support, College of Education, Minnesota State University, Mankato; Robbie Burnett, Director of Recruitment and Retention, College of Education, Minnesota State University Mankato; Beth Beschoner, Assistant Professor, Department of Early and Elementary Education, Minnesota State University, Mankato

Critical Race Theory is a cornerstone of the Courageous Conversation™ systemic framework to examine and interrupt institutional culture and climate that promote racial disparity. The Intercultural Competency & Development Advisory Board has resisted the status quo in higher education by agitating practices, policies and procedures that intersect race, class, gender, sexuality, language, ability and citizenship. Hear our story of transformation and understand how to build capacity with your team to become social justice warriors and agitate institutional, systemic, and structural racism. This session will guide participant’s learning in how to use Critical Race Theory to uproot and supplant Whiteness with racial equity. Participants will work in teams to develop an action plan for resistance.

#### **C7.**

#### **Engaging and Empowering Family and Community through District Equity Leadership Team Advisory (DELTA): A Vision for True Partnership – (Leadership, Family/Community Engagement and Empowerment)**

Ryan Noss, Kevin Bogatin, Olivia Meyers-Buch, Jennifer Duvall, Rynda Gregory, Amy Lesan, Marcianne Rivero Koetje; Corvallis DELT Members

Corvallis School District’s goals are *Every Student a Graduate*, *Every Student Makes Growth* and *Close the Opportunity Gap*. In order to achieve these goals, Corvallis School District engaged in a transformational and adaptive shift using Courageous Conversation™. While simultaneously engaging staff in ongoing equity work, we have worked alongside our parents of color to empower their voice and multiple perspectives in order to grow our collective vision for true partnership. In this session, participants will gain an understanding of DELTA and the adaptive strategies of transformative partnership with family and community members. Participants will gain a deeper understanding of the evolving and emerging big questions through critical race analysis as well as engage in a personal examination of family and community engagement and empowerment practices using critical race theory.

#### **C8.**

#### **A Space for All: Deepening Racial Equity Consciousness with Students and Staff - (Learning and Teaching)**

Cara McNorton, 5th Grade Teacher, USD #497 Lawrence KS; Marie Taylor, Early Childhood Team Leader, USD #497, Lawrence KS

Walk with the Kennedy Elementary School Equity Team through their framework for guiding staff and students to have Courageous Conversation™ that create change. Explore strategies to start staff and students on their personal racial equity journeys and thus creating a space where all learners are valued.

This session will highlight approaches to enhance your culturally responsive classroom in an effort to move your racial conversations forward with your students. Participants will connect with one another and leave this session with information and insights about how you can strengthen yourself as an equity leader and teacher in your building.

**C9.**

**El Corazón: Where Social Justice, Community, and Identity Intersect** - (Learning and Teaching)  
Emily Stern, The Santa Fe Community College, Director of SFCC Center for Diversity and Integrated Learning

Through a collaborative, intersectional lens and *El Corazón Deck*—an original bilingual tool that starts from the heart ("el corazón") to ignite a dynamic critical thinking process—participants use grassroots organizing techniques and cultural assets to identify the racial roots of an issue, connect with beliefs and conceive of an action, venue, or activist art to cultivate self-possessed shared leadership. *El Corazón Deck* was developed in concert with members of the Latinx and Pueblo communities in and near Santa Fe, NM, and brings their multiple racial perspectives to classrooms and professional development nationwide. *El Corazón* presents 140 cards to focus the Courageous Conversation™ on the intersection of race with numerous categories identified as important by Latinx and Pueblo students and adults, including mental health, climate justice, disability justice, gender, LGBTQAI+, and student success.

**C10.**

**Raising Voices of Black and Brown Students in Advanced Classes: What They Say They Need from Us** - (Students at the Center, Leadership)

Dr. Lee-Ann Stephens Ed.D, Teacher on Special Assignment, St. Louis Park Schools

Find out what the lived experience is of African American and Latino students in Advanced Placement, International Baccalaureate and honors classes. Learn how empowerment, racial affinity, and the school's culture impact them. In this session participants will engage in Courageous Conversation™ to gain a deep understanding of what it is like to be a Black and/or Brown student in advanced classes and the impact that intentional academic and socio-emotional supports can have on their success. Experience what it is like to see schooling through their eyes and how that can transform the way we think about who belongs in advanced classes.

**C11.**

**Deconstructing Whiteness: Authenticity Within Diversity** – (Leadership, Family/Community Engagement and Empowerment)

Curtis Linton, Chief Officer of Education, School Improvement Network

White people historically rely on people of color to explore race, rather than examining their own experience to understand privilege and institutionalized racism. In *Deconstructing Whiteness*, examine three defining characteristics of being White: subconsciousness, individualism, and primacy; and then apply the counterforces of knowledge, collectivism, and empathy. By authenticating one's own role in our ever-diversifying world, White people can become active partners in the fight for racial equity rather than just tolerant allies.

**C12.**

**From Pockets of Excellence to Institutional Equity: Scaling-up Equity Efforts to Eliminate Race as Predictor of Success or Failure in Our Schools** – (Leadership)

Carolyn Stanford Taylor, Assistant Superintendent, Wisconsin Department of Public Instruction;  
Courtney Reed Jenkins and Lynn Winn, Consultants, Wisconsin Department of Public Instruction



How do we transform individual commitments to equity into real and lasting success for our black and brown students? In Wisconsin, we are using a model to inform equity that leverages current, but isolated, best practices (“pockets of excellence”) and provides a way through the adaptive challenges to institutional change that eliminates race as a predictor of student success in education. We have developed tools to support educators in their equity journeys. Join this interactive session to (1) examine current equity work and identify areas of next focus, (2) explore online equity tools, and (3) provide feedback to challenge and push our systemic racial equity work.

**C13.**

**Let Them S.O.A.R.! Building Capacity of Student Racial Equity Leaders – (Students at the Center)**

Dr. Lori A. Watson, Equity Transformation Specialist, Pacific Educational Group

Student voice is essential to the work of eliminating the barriers to achieving racial equity that are often unseen or overlooked by adults, and their leadership must be a significant force in accelerating that transformation. S.O.A.R., Students Organized for Anti-Racism, is designed to empower young people of ALL races to become catalysts for change through leadership for racial equity. To develop these bold, courageous racial equity leaders of tomorrow requires bold, courageous racial equity leaders of today. This seminar is for educators who have the will, skill and capacity for student leadership development and ultimately working with student leaders in a participatory, collaborative framework aimed at addressing racial disparities in their schools and district.

**C14.**

**Shifting Populations, Unshifting Mindsets: Exploring the Challenges and Opportunities of Teaching to Racially Shifting Demographic – (Learning and Teaching)**

Marcus Moore, Equity Transformation Specialist, Pacific Educational Group

The forces of modernity are swiftly changing the racial compositions of US schools. Migration, gentrification, school vouchers, redistricting, and a wave of charter schools all press incumbent teachers into serving racially-revised audiences. Recognizing that these phenomena affect schools holistically, this seminar will focus on the ways veteran teachers respond to population shifts in their classrooms and throughout their careers. We'll explore how the Protocol can help us to keep pace, make critical recognitions, and develop an adaptive, culturally relevant practice that will generate equitable outcomes for arriving students and those left behind.

**C15.**

**Coaching Principals and Leadership for Racial Equity – (Leadership)**

Tony Hudson, Equity Transformation Specialist, Pacific Educational Group

This seminar provides building and central office leaders with a set of tools to engage in a more courageous inquiry of personal, professional, and organizational implementation of systemic transformation for racial equity. Developed to support licensed and/or aspiring principals and central office leaders, this session introduces participants to the process of Coaching for Racial Equity, with specific attention to the context of site and central office leadership. Guided by Courageous Conversation tools, participants will identify, unpack, and begin to develop more courageous responses to the demands of district-wide leadership for racial equity.

**C16.**

**The Superintendent and School Board: Racial Equity Lens – What Do You See? (for superintendents and board members) – (Leadership)**

Deborah L. Keys Write, Affiliate, Pacific Educational Group; Formerly, Director of Equity, National School Boards Association

As superintendents and board members, the ability to be deliberate in your decision-making process regarding critical obligations that include, but not limited to, equitable budget allocations; adequate staffing recommendations by the superintendent; contract providers, etc. by viewing all decisions through the “lens” of Racial Equity is imperative to the success of historically underserved children. Racial Equity is NOT a fad...it’s REAL and we must support everyone’s effort to be intentional about creating a racially unbiased learning environment for students.

In this session, you will learn from real scenarios how focusing on racial equity supports student learning and sets cultural standards for your district and expectations for your community. You will be engaged in activities that encourage collaborative behaviors.

**C17.**

**Passion through Youth Engagement and Activism – (Students at the Center)**

Lee Vang - Administrative Intern and Family & Community Liaison, Creative Arts Secondary School, Saint Paul Public Schools; Lisa Thao - Office of Equity, Saint Paul Public Schools

The youth inspire and nurture hope and purpose as we navigate systems of oppression and inequity. Through Courageous Conversation™ connect and collaborate with other passionate racial equity leaders and educators working with youth to learn how mobilization is happening in our schools and communities around the country. Gather tools, ideas and resources to get started and or further your passion and work with youth leaders.

**C18.**

**Creating a Regional Racial Equity Movement: Partnering to Eliminate Opportunity Gaps – (Leadership)**

Nancy Coogan, Superintendent, Tukwila School District

Over the past four years, seven South King County school districts in Washington State have partnered with the Puget Sound Educational Service District to strengthen their infrastructure and capacity to eliminate race as a predictor of student success. As a result of this collaboration, these local districts have become a strong, unified regional entity blazing new trails to advance racial equity. Through the use of Courageous Conversation™ in adopting a racial equity lens to guide their work, these districts are developing and implementing racial equity policies through partnerships with local school board members while also launching initiatives to eliminate racial disparity in discipline and increase retention of teachers of color. In this session, explore how this regional approach can result in more equitable outcomes for students.

**Tuesday, October 17, 2017 – BLOCK D**

Courageous Conversation™ can and must take place in both inter- and intra-racial settings. Racial Affinity sessions held in the D Block present a unique opportunity for dialogue with those who share a racial identity and lived racial experience. While most National Summit sessions are spaces in which participants of diverse racial identities share multiple perspectives, Racial Affinity gatherings require participants to select the session that best reflects their personal racial identity. Given the anticipated number of 2017 NSCC registrants for some Affinity sessions, please select from the sessions below using the first letter of your last name, when appropriate.

**D1.**  
**Black/African American Racial Affinity** (Last names beginning with letters A-H)

**D2.**  
**Black/African American Racial Affinity** (Last names beginning with letters I-P)

**D3.**  
**Black/African American Racial Affinity** (Last names beginning with letters Q-Z)

**D4.**  
**American Indian/Native Hawaiian/Alaska Native Racial Affinity**

**D5.**  
**Asian/Pacific Islanders Racial Affinity**

**D6.**  
**Biracial Racial Affinity**

**D7.**  
**Brown/Latinx Racial Affinity** (Last names beginning with letters A-L)

**D8.**  
**Brown/Latinx Racial Affinity** (Last names beginning with letters M-Z)

**D9.**  
**Middle Eastern Racial Affinity**

**D10.**  
**White Racial Affinity** (Last names beginning with letters A-F)

**D11.**  
**White Racial Affinity** (Last names beginning with letters G-L)

**D12.**  
**White Racial Affinity** (Last names beginning with letters M-R)

**D13.**  
**White Racial Affinity** (Last names beginning with letters S-Z)

**D14.**  
**Superintendent's Forum**

The Superintendent's Forum creates a space for Courageous Conversation™ in which the unique role of the Chief Executive is acknowledged in the inter-racial Superintendent/CEO affinity group.

**Wednesday, October 18, 2017**

**E1. A Courageous Conversation™ with Dr. Robin DiAngelo** - Professor, lecturer, and author of "What Does It Mean to Be White?"

Please join Dr. DiAngelo before her Masterclass keynote in a designated preview session provided as opportunity to more intimately engage with her on what will be the highlights of her remarks.

**E2.****Courtlandt Butts and Tonicia Abdur Salaam:****Help Desk for Healing**

The souls of racial equity leaders can be overwhelmed with racial pain, racial discord and racial injustice. As professionals, we also can endure a sense of loss with regard to loyalty, identity, and competency. Knowing that leaders can be more effective when they are themselves healed, what would it be like to have an opportunity to come to the Help Desk for Healing to talk through the pain and loss we internalize? How can we create a space to be healed and whole? The "work" of racial equity demands us to be in constant action, constant thinking and constant suppression of our feelings and realignment of our beliefs. Interrupt that weathering process and join us in a panel discussion that aims to unlock your power to heal yourself and others by witnessing and practicing a process for healing.

**E3.****Luis Versalles****Reflections from the PEG Latinx Racial Equity Leadership Retreat, 2017**

Racial identity development among Latinx people is complicated by the intensely political intersection of language and race, which significantly impact Latinx children's education. White, Black, Brown, and all others across the broad spectrum of the Latinx community face critical choices: to unite as leaders for racial equity, to continue engaging in intragroup conflict, or embrace the dominant American narrative in its "colorblind" stand. The choices made today will determine how race is dealt with for generations to come.

With these challenges in mind, this session will share salient aspects of the second-ever Pacific Educational Group Latinx Racial Equity Leadership Retreat. We will introduce participants to contemporary racial identity theories and frames as they related to the racialized experiences of Latinxs. We will also consider the implications of these experiences on the socialization and identity development of Latinx students, professionals, and communities as they work toward achieving racial equity transformation.

**E4.****Leidene King****I Am The Lighter Sister... My Privilege, My Pain, And Ultimately My Healing.**

I was told early in life that I am the lighter sister, and I have come to see that I am. Growing up with attention flowing from "You so pretty" and "I wish I had hair like yours" reminded me of the Eurocentric beauty standard held for all women that I exist closer to. The attention flowing from "You think you cute" and "You conceited" taught me about the distance my privilege can create between me and my Sisters, and birthed a sense of responsibility to them that at times led to betrayal of myself – for surely she has it worse than me. How do I own my loveliness without diminishing that of my Sisters? How do I reflect her beauty in its many manifestations to her without assuming she doesn't know this for herself? How do I create a space of communion between and among us rooted in the recognition of Whiteness yet a greater recognition of the Truth of who we are? I don't know... but I look forward to dialoging about these questions and more during this Courageous Conversation.

**E5.****Tony Hudson****Families Front & Center: Fostering Community Empowerment to Accelerate Racial Equity Transformation**

What would it look like to build and share power with family and community members starting at the central office level and including the sites? Come and explore this question with real life examples of systems in the process of equity transformation. We'll explore how centering families' counter narratives in district offices, classrooms, and the political spaces between, accelerates districts' accountability, productivity, and racial equity development. Learn about the characteristics of positive organizational culture in the pillar of Family/Community Engagement and Empowerment. Explore ways to explicitly cultivate the voice and social capital of families and communities to help shift and shape culture.

**E6.**

**Lori Watson**

### **Assault, Neglect and Contempt: The Catastrophic Intersection of Race and Gender for Black Girls**

An overwhelming number of groundbreaking initiatives and opportunities being developed address the continuing impact of racial oppression and structural barriers that affect Black students focus on Black boys. Meanwhile, Black girls who face similar plights, are far too often excluded from the current increased attention to racial justice issues. From pre-school onwards, Black girls are suspended at higher rates than their peers and disproportionately receive harsher punishments, placing them directly in the school to prison pipeline. Research shows that these discipline disparities are related to racial and gender stereotypes that portray Black females as "loud, confrontational, assertive, and provocative." This session invites the collective wisdom of women to engage, sustain and deepen a Courageous Conversation™ about Black Girls.

**E7.**

**Marcus Moore**

### **Teaching Ta-Nehisi: A Model of Bridging Stories of Self and Racialized Others**

After the initial acclaim and critique, the concise and intense text, *Between The World and Me*, made its way into classrooms and into the consciousness of the teenage generation to whom it was written. And there it discovered and created new challenges: How can racially unconscious youth digest prose marinated in woke? How can budding readers and writers keep pace with a MacArthur genius's text? How can readers displaced in time and space from the author appreciate his narrative? While similar challenges present themselves in all literature, the complexities of race create a unique displacement and disequilibrium this session aims to explore. Using culturally relevant teaching techniques, it will model a method of presenting, processing, and connecting to the narrative of "the other." Those who have read *Between The World and Me* within the last year are welcome to join.

**E8.**

**Deborah McKnight**

### **I Believe I Have Learned and Internalized the CCAR Protocol, Now What?**

Learning the Courageous Conversation About Race Protocol is an essential accomplishment. Implementing Courageous Conversation™ for powerful results is another matter, and it requires passion, practice, and persistence. This seminar asks "How do I move from theory to practice using the CCAR protocol while keeping students at the center?" It focuses on leaders who have learned and practiced the CCAR Protocol and are looking for tools to deepen their personal, professional, and organizational capacity for implementation from a central office and school site perspective. This seminar highlights the role of central office leaders to lead for racial equity for maximum impact at the school site level.

**E9.**

**Andrea Johnson**

### **Intersectionality, Detours and Protocol**

Why is this conversation only about race? Can't we talk about \_\_\_\_\_? We are complex beings and the intersection of our various identities sometimes calls us to question the Courageous Conversation™ second condition, Isolate Race. In this session, we will use the Protocol to examine the ways that Intersectionality can become a detour and keep us from addressing the systemic issues that uphold the status quo. We will engage in deep thought, examine our life texts and practice using Courageous Conversation™ to keep us centered as we embark on the work that awaits us when we return from our Summit experience.

**E10.**  
**Shaundra Brown and Affiliate Panel**

**Introduction to the Power of Racial Equity Transformation through the roles of Affiliate Practitioner and BD Facilitator**

Racial Equity Transformation through the role of Affiliates is an opportunity to engage staff in a strategic way to interrupt institutionalized norms and accelerate racial equity practice. All societies are made up of 3 levels: systems, institutions, and individuals. Affiliates engage the work of systemic racial equity transformation within their systems and institutions through their work at the individual level. Affiliates work with individuals within the institutions in order to reveal, interrupt, confront, eradicate, and transform institutionalized culture and climate that promote racial inequity.

The power of the Pacific Educational Group (PEG) Affiliate Practitioner in systems is their ability to deepen the quality and quantity of transformers who understand the importance of racial equity and engage others in their organization to think and act through that shared belief system. As such, the Affiliate Practitioner is a critical support for the practical utilization of Courageous Conversation™ to counter socialized norms of engaging combative conversations about race within the institution. Through the Protocol, practitioners offer a pathway for critical racial consciousness and healthy racial discourse.

PEG Affiliate Beyond Diversity™ Facilitators are also powerful catalysts to sustain the systemic foundation built in partnership with the organization and community. Affiliate BD Facilitators have undergone and continue to tirelessly engage their personal process of development in order to stand as steadfast and fortified leaders in the work of systemic racial equity transformation. This session will demonstrate how Affiliate Practitioners and Affiliate BD Facilitators can be the cornerstones of systemic racial equity transformation in your institutions.

**E.11**  
**Will Walker, Ph.D.**

**Courageous Conversation and Student-led Protests in Higher Education Settings**

Race-specific student activism for more racially just and inclusive environments has once again roiled college and university campuses across the United States. White, Black, Asian, Latino, Indigenous and Multi-racial student groups have all sought a more unifying experience with their peers, faculty and staff, course of studies and the institution itself. While university leadership should consider the diffuse acts of student activism as their attempt to disencumber themselves of the past's racially oppressive social and institutional legacies, few have done so. This workshop will take a case study approach to using the Courageous Conversation Protocol™ as a tool to think about and talk about race and racism in a manner that builds community, inspires institutional innovation and avoids the pitfalls of racial discussions in a diverse campus community. The role of students as racial-equity catalysts for institutional change will be placed at the center of our inquiry.