

***A Day Focusing on Equity,
Diversity and Inclusion***

The Reading Institute-Spring

March 22nd, 2019



The Reading Public Schools

**Reading Memorial High School
62 Oakland Road
Reading, MA 01867**

The Reading Institute

A Day Focused on Equity, Diversity, and Inclusion

Spring Institute 2019

Agenda

Friday, March 22nd

7:15-7:50 Continental Breakfast (*RMHS Cafeteria*)

8:00-9:35 **Opening Session – (RMHS Performing Arts Center)**

- Welcome and Opening Remarks—Chris Kelley, Assistant Superintendent, Reading Public Schools
- Reading Memorial High School Chorus, Kristin Killian, Director
- Keynote Address, Featuring Dena Simmons

“Leveraging Emotional Intelligence and Culturally Responsive Practices for Thriving Students.”

Keynote Speaker-Dena Simmons, Ed.D., is a lifelong activist, educator, and student of life. As the Assistant Director of Yale Center for Emotional Intelligence, she supports schools to use the power of emotions to create a more compassionate and just society. Prior to her work at the Center, Dena served as an educator, teacher educator, diversity facilitator, and curriculum developer. She has been a leading voice on teacher education and has written and spoken across the country about social justice pedagogy, diversity, education reform, emotional intelligence, and bullying in K-12 school settings, including the White House, the inaugural Obama Foundation Summit, the United Nations, two TEDx talks, and a TED talk on Broadway. Dena has been profiled in Education Week, the Huffington Post, NPR, the AOL/PBS project, MAKERS: Women Who Make America, and a Beacon Press Book, *Do It Anyway: The New Generation of Activists*. Dena is a recipient of a Harry S. Truman Scholarship, a J. William Fulbright Fellowship, an Education Pioneers Fellowship, a Paul and Daisy Soros Fellowship, a Phillips Exeter Academy Dissertation Fellowship, and an Arthur Vining Davis Aspen Fellowship among others. She earned her doctorate degree from Teachers College, Columbia University. Dena’s research interests include teacher preparedness to address bullying in the K-12 school setting, culturally responsive pedagogy, and social and emotional learning (SEL) interventions—all in an effort to ensure and foster justice and safe spaces for all. She is the author of the forthcoming book, *White Rules for Black People* (St. Martin’s Press, 2021).

9:45-10:50 Concurrent Sessions - **Session A**

11:05-11:35 Lunch: Group A (Grades 6-12 Staff) – **RMHS Cafeteria (Lunch Provided)**
Mini-Keynote Address: Group B (PreK-5 Staff) - **RMHS PAC**

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Mini-Keynote Address: Group A (Grades 6-12 Staff) - **RMHS PAC**

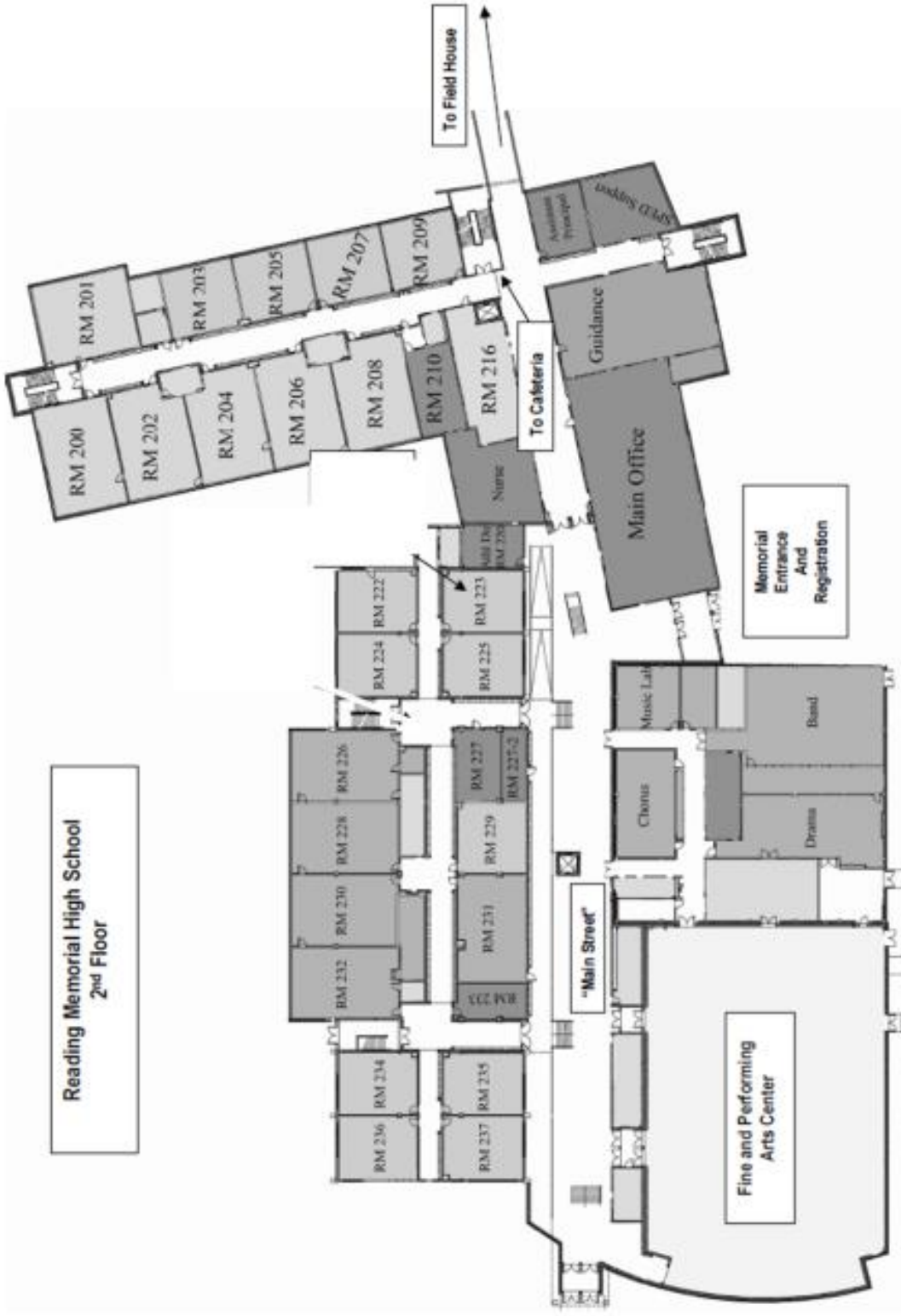
Mini-Keynote Speaker-Jason Cross, Reading Public Schools METCO Director

In this Keynote session, Jason Cross will use his experience and understanding of societal norms that act as walls between the synonymous aspects of our humanity and our affinity towards difference to challenge his audience to move away from the comfort of biased thinking, attitudes and behaviors and towards a growth mindset that will help shape a more just society.

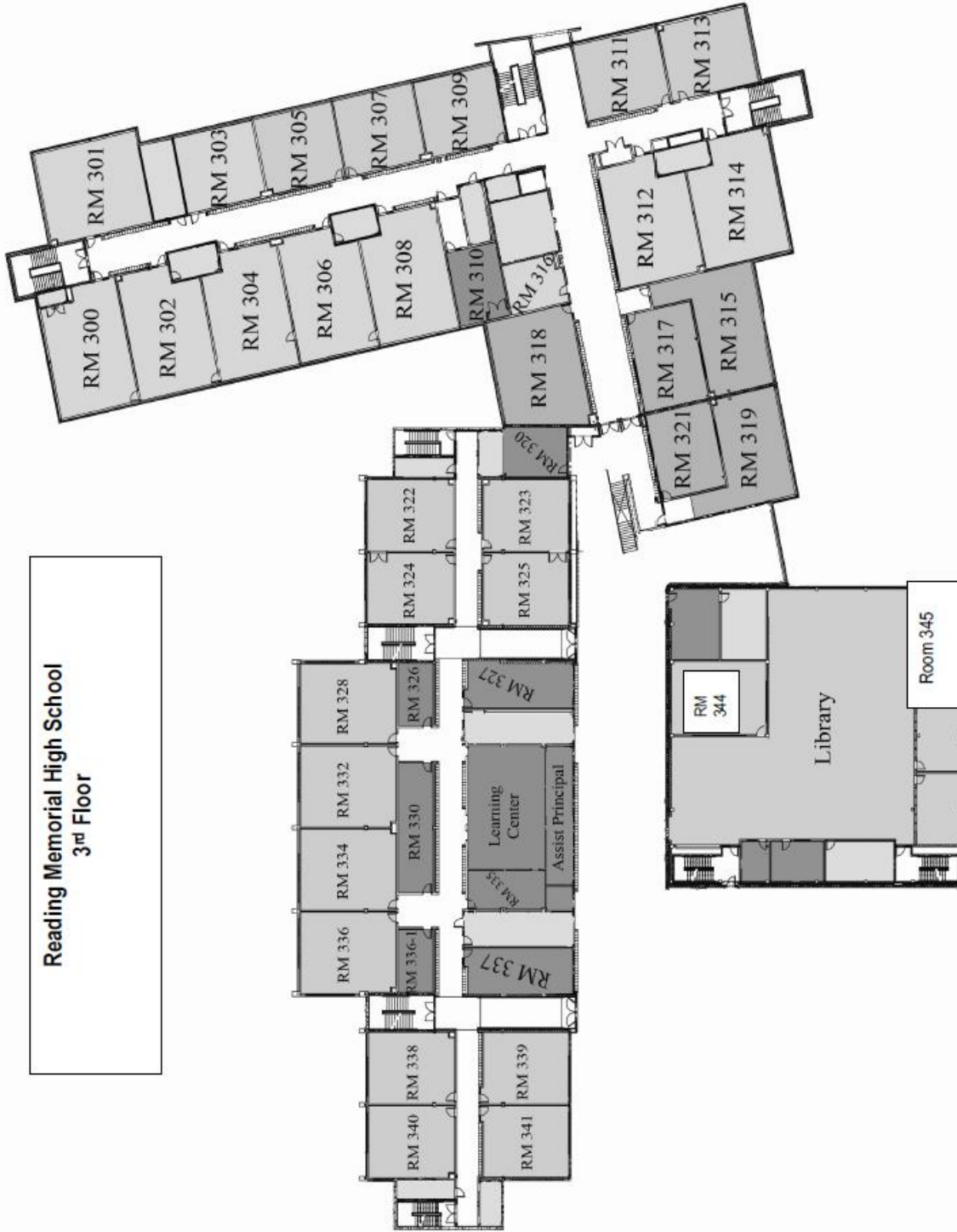
12:20-1:25 Concurrent Sessions - **Session B**

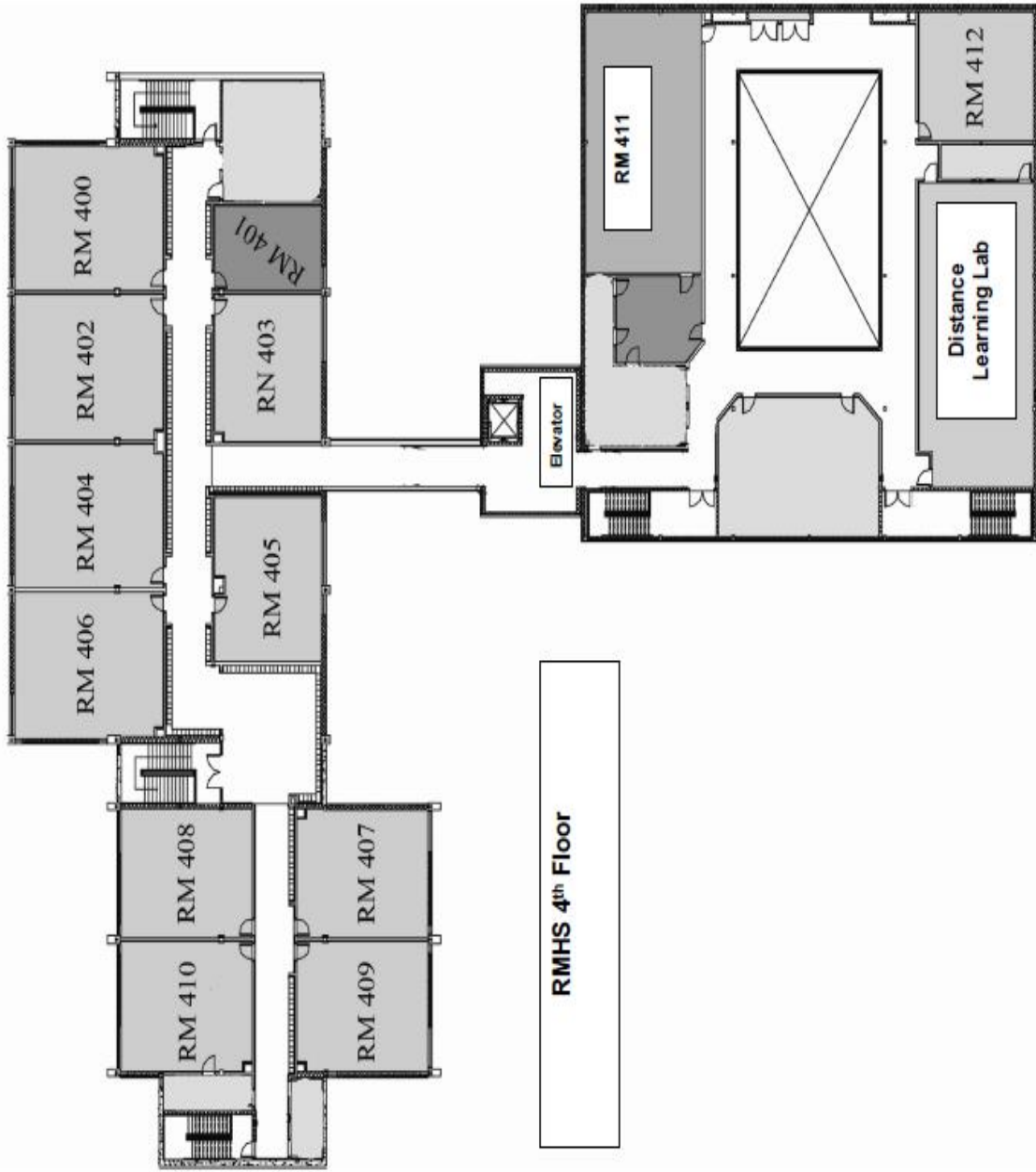
1:40-2:45 Concurrent Sessions - **Session C**

Reading Memorial High School
2nd Floor



Reading Memorial High School
3rd Floor





A Day Focused on Equity, Diversity and Inclusion **The Reading Institute-Spring** **Multiple Session Workshops**

Sessions A, B and C (all three session 9:45-10:50; 12:20-2:45)

ABC1- The Mask You Live In – Rm. Superintendent’s Conference Room

Audra Williams, Leia Richardson and Zachary Brokenrope, RMHS English Teachers

Description: Using all three workshops of the day, you will learn about the film that RMHS students watch and discuss in their “Diverse Voices” English Elective. By watching the movie and using guided discussion, our goals will be:

- *To identify how gender and gender stereotypes influence classroom behavior and learning to help support students*
- *To support teachers in feeling better prepared for difficult conversations with students around gender*
- *To raise awareness around gender stereotypes in the classroom*
- *To improve student support and be more intentional in our approaches with children.*

Sessions B and C (12:20-2:45)

BC1- Recognizing and Responding to Implicit Bias and the 4 I’s of Oppression - Rm. 413 Distance Learning Lab

Gene Thompson-Grove-Her consulting focuses on building the capacity for transformational learning focused on equity. She has 35+ years of experience working with schools and districts on leading for equity, creating intentional learning communities, coaching collaborative learning groups, developing facilitative leadership skills, and designing and facilitating adult learning experiences. Before establishing her consulting and coaching practice full-time in 2012, Ms. Thompson-Grove was Co-Director of Clinical Teacher Education for the [Boston Teacher Residency Program](#), and for six years prior to that, was the Director of Professional Development and Special Initiatives for the Public Schools of Brookline. She spent twelve years at Brown University, first as a Clinical Professor in the Education Dept., then as a senior associate at the Coalition of Essential Schools and the Annenberg Institute for School Reform. She is a national facilitator for the [School Reform Initiative \(SRI\)](#) and Teaching [All Kinds of Minds](#) (TAKOM). She also works closely with the [Coalition of Schools Educating Boys of Color \(COSEBOC\)](#) and the Disruptive Equity Education Program (DEEP). Gene began her career in Watertown MA as a high school and middle school English teacher. She has a B.A. in English and Secondary Education from Boston College and received her M.Ed from Harvard’s Graduate School of Education.

Description: In the first part of this double session, we will use video and short readings to take up the concepts of *implicit bias* and the *4 I’s of Oppression/Racism* (ideological, internalized, interpersonal, and institutional) as lenses to examine our practice in classrooms and schools. In the second part of the session, we will use these lenses and Paul Gorski’s equity literacy framework to analyze and respond to case studies drawn from his book, [Case Studies on Diversity and Social Justice](#).

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session A ~ 9:45-10:50

A1 – KEYNOTE BREAKOUT SESSION-Embracing the Power of Narrative for Equitable Schools and Classrooms - Rm. Performing Arts Center

Dena Simmons, Reading Institute-Spring Keynote Speaker and Assistant Director of the Yale Center for Emotional Intelligence

Description: In this workshop, we will reflect on the danger of a single story and explore power and privilege in our lives, society, and at our schools. We will explore what gets in the way of social, emotional, and academic development and explore some opportunities to promote greater equity. Participants should come ready to bring their whole selves to a series of discussions and reflective and group activities in an effort to understand ourselves and others better and to create more welcoming and equitable communities and safe spaces for all.

A2 – A Story of Inclusion from a Reading Family - Rm. 209

Lisa Gibbs, RPS Parent and Counselor: Shawsheen Elementary School-Wilmington Public Schools

Lisa is an educator and a parent of a high schooler at RMHS with significant needs, and two children who are in college and are neurotypical. She and her husband Rob are committed to developing positive relationships that lead to desired outcomes for everybody. A long-time Reading resident and having served ten years on the Reading School Committee, she is passionate about quality public education for all students.

Samantha Gibbs, RMHS, Junior - Samantha is a Junior at RMHS and enjoys membership in both the Drama Club and Samantha's Harvest Club and Singers. As well, she is an officer of the Junior Class, holding the position of Social Chair for the third straight year. Sam loves school and takes advantage of all RMHS has to offer. She is proud to represent her community as Captain of the Special Olympic Swim Team and plays on the Special Olympics Golf and Basketball teams. Sam is working hard to develop her vocational and social skills to support her post-secondary goals of attending Salem State University, being gainfully employed with a career in cosmetics and fashion perhaps at Sephora and living independently.

Description: As a long-time educator and parent, Lisa understand the challenges of inclusion. Come and hear the story of her daughter's journey through RPS and take away strategies and perspectives to enhance inclusion in your school and classroom setting.

A3 – A World of Difference - Rm. 313

RMHS A World of Difference Club

Description: Reading Memorial High School AWOD students will lead stimulating activities and discussions gained from their time participating in the Anti-Defamation League's peer leadership training. This workshop aims to share with teachers the work AWOD has been focused on and will in turn provide teachers with activities and discussion questions to talk to their students about topics such as race, socio-economic status, disabilities, and other differences. Activities include identity sculptures, diversity icebergs, and "-ism" discussions. Participants will be equipped with the tools necessary to foster an open, accepting, and dynamic classroom.

A4 - United in the Work: Understanding Each Other's Journey - Rm. 305

Dr. Joanne Allen-Willoughby, Director of Needham Public School METCO Program - Joanne became the Director of the Needham Public Schools METCO Program in 2009. As graduate of Needham Public Schools, Dr. Allen-Willoughby brings over twenty-five years of experience and commitment to the education and social emotional well-being of students k-12. Through her past work as Director of the Victory Generation After School Program and founding Partner of the WAVE Institute she continues to dedicate herself to creating culturally proficient environments, which prepare students for a global society.

Description: In this workshop, we will explore the importance of acknowledging the different experiences we as educators have based on our race. We will discuss the implications of this for us as educators, including the value of embracing one another's differences and using these diverse experiences as catalysis for our work.

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The Reading Institute-Spring
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A5 -Talking and Teaching about Racism: The Mirror and Window Approach - Rm. 309

Dr. Carroll Blake, President, CW Blake Associates - Dr. Blake was the Executive Director of Boston Public School's Achievement Gap Office and the former Principal of the Henry Dearborn Middle School, a Boston Public School located in Roxbury MA. Dr. Blake has served as the Assistant Principal of Wellesley Middle School, and METCO Director for the Lincoln Public Schools. He was also the Executive Director of Empowering Multicultural Initiatives (EMI), an anti-racism staff development organization designed to train teachers in anti-racism education. Dr. Blake has a Bachelor of Science degree in sociology from Northeastern University, MBA from Atlanta University and an Ed.D in Urban School Leadership from the University of Massachusetts. His dissertation was entitled "Transforming Teachers' Thinking In Suburban Schools Through Anti-Racism Education". He is currently the president of CWBlake Associates, LLC, a consultancy group that conducts Diversity and Cultural Proficiency workshops for educators, coaches and other interested parties.

Description: This workshop will provide participants an opportunity to examine who they are and their role as teachers in examining, perpetuating, and eliminating racism in the curriculum and in schools. This will be an interactive workshop, which may include a case study analysis.

A6 - Critical Practices for Anti-Bias Education - Rm. 207

Sara Wicht, Founder and CEO Wicht Consulting Inc. Sara is an educational consultant with over 20 years of experience in K-12 education. Her work in social justice and anti-bias education includes expertise in literacy instruction, equity and diversity and inclusive practice, teacher mentoring, professional development, curriculum design and educational publishing. Wicht is the former senior manager of teaching and learning for Teaching Tolerance.

Description: This professional development takes the big picture work in culturally responsive pedagogy and offers a set of critical practices to help educators effectively implement culturally responsive components in their own practice. Learn how to take action and create the conditions that bring the main factors of Culturally Responsive Pedagogy to life:

- Building and drawing upon intergroup awareness, understanding and skills
- Creating classroom environments that reflect diversity, equity and justice
- Engaging families and communities in ways that are meaningful and culturally competent
- Encouraging students to speak out against bias and injustice
- Making the implementation of anti-bias curriculum part of larger individual, school and community action
- Supporting students' identities and making it safe for them to fully be themselves
- Using instructional strategies that support diverse learning styles and allow for the development of critical thinking skills.

A7 - Diversity, Inclusion, Equity and Identity - Rm. 413 Distance Learning Lab

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The Reading Institute-Spring
Workshop Session A ~ 9:45-10:50

A7 - Diversity, Inclusion, Equity and Identity - Continued

Description: In this session, we will explore how our identities impact the ways in which we interact with and support students of color. Specifically, we will:

- Distinguish between Diversity, Inclusion and Equity – and the role of establishing a sense of belonging as we move along the continuum
- Consider our earliest messages about race – our own and others'
- Consider eight of the major social identities, and how those influence how we work with students of color
- Leave with a resource about the role of warm demandingness in establishing a learning alliance with students of color

A8- Case Studies - Rm. 205

Kate Boynton, Principal, Reading Memorial High School- Kate has been RMHS principal since July 2018. Prior to coming to Reading, Kate was a history and social studies teacher for eighteen years at both Brockton and Brookline high schools and was assistant principal at Bedford High School for six years. Kate has a passion for global education and is committed to promoting an equitable and just world through education. She enjoys travelling and the outdoors, is currently in a doctoral program at UMass Lowell and lives in Groton, MA with her husband, two children and black lab.

Description: Join RMHS Principal Kate Boynton in reflective conversation and discussion around compelling and relevant case studies reflecting a range of situations related to Equity and Diversity in the public-school setting.

A9 - Stories from PFLAG - Rm. 307

Sam Thomasson-Bless-Sam (she/her/hers) is the Program Manager for Greater Boston PFLAG (Parents and Friends of Lesbians and Gays). She completed her undergraduate degree from UNC-Chapel where she majored in Gender Studies and English. Over the last 10 years, she has worked to provide trainings and programming to at risk communities.

Description: In this session, you will learn more about PFLAG (Parents and Friends of Lesbian and Gay Youth) Greater Boston PFLAG is a group of parents, families, friends, and lesbian, gay, bisexual, transgender, and queer people. We help change attitudes and create an environment of understanding so that our LGBTQ family members and friends can live in a world that is safe and inclusive. We accomplish this through support, education, and advocacy. We offer monthly group support meetings, confidential telephone support and information, parent-to-parent support, publication, teacher and student training, community forums, evening and parent programs.

A10 - Supporting Transgender and Gender-Nonconforming Students - Rm. 328

Ashley Barnes-Cocke, Minh Nguyen, Safe Schools Program, DESE - Ashley and Minh are consultants with the Safe Schools Program for LGBTQ Students and provide training and technical assistance to school districts across the Commonwealth. The Safe Schools Program for LGBTQ Students is a joint program of the Massachusetts Commission on LGBTQ Youth and the Massachusetts Department of Elementary and Secondary Education (DESE). It was founded in 1993 to address concerns of bullying and suicide risk that faced LGBTQ youth in Massachusetts public schools. Today, the Safe Schools Program remains an important part of implementing the state's anti-bullying law and protecting the health and safety of students.

Description: An Act Relative to Gender Identity, which became effective in 2012, protects students from discrimination based on gender identity, as well as sexual orientation. This interactive session will review the state laws and policies for supporting students who have socially transitioned their gender, and the role that administrators and educators play in supporting these students and their families. Together, we will explore best practices for addressing bias-based bullying and improving school climate.

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Workshop Session A ~ 9:45-10:50

A11 - What Does Hate Look Like? Exploring Connections Between Anti-Semitism and Racism - Rm. 203

Danica Manso-Brown, Associate Director at the Anti-Defamation League, NE

Karen Schwartz, Assistant Director at the Anti-Defamation League, NE

Danica Manso-Brown is the Associate Director of Education at the ADL, New England. Prior to joining the ADL, Danika worked at the intersection of art, education, and social activism as a professional dancer, teaching-artist, and curriculum developer for social justice focused nonprofits in New York City. Karen Schwartz is the Assistant Director of Education at the ADL where she helps manage and implement A World of Difference's Peer Training program. Prior to joining the ADL, Karen was a high school classroom teacher and then a K-12 coach to student teachers in the Boston area. Throughout her work as an educator, Karen remains deeply committed to supporting teachers, and improving classroom and school cultures.

Description: This workshop will allow participants to explore and understand the connections between Anti-Semitism and racism in an American context. Through conversation and activities, participants will learn to identify various forms of Anti-Semitism and racism, and examine ways to effectively combat hate and injustice.

A12 - Understanding Disabilities: Experience and Share Disability Awareness Education - Rm. 201

Understanding Disabilities - The Understanding Disabilities' program has been a wonderful partner for the Reading Public Schools and currently works with elementary and middle school students. Their curriculum focuses on increasing positive attitudes toward people with disabilities. They strive to increase awareness, raise consciousness, and provide tools for students to act compassionately and respectfully at school today and in society tomorrow. Students gain the language to discuss disabilities and tools to improve student interactions. Ultimately, they learn to move past differences, and recognize and appreciate common ground between individuals of all abilities.

Description: Come experience UD. Hear in students' words some of the meaningful conclusions they have drawn from the program. Our session will present highlights of our curriculum, including excerpts from our materials, messages from our guest speakers, and an opportunity to try out our hands-on activities. Share experiences from your own inclusive classroom, and discuss how to bring the messages from the UD lessons to the rest of the school year.

A13 - GSA: Respect is Universal: Why LGBTQ Inclusive Classrooms are Good for Everyone - Rm. 311

GSA (Gay Straight Alliance), Reading Memorial High School - The RMHS Gay Straight Alliance works to create a safe and welcoming space in our school where all students feel welcome and supported, regardless of their sexual orientation or gender identity. We organize events like Ally Week, Transgender Day of Remembrance, GSA Day for Racial Justice, and Day of Silence to create more visibility for LGBTQ+ people and issues. We work with other student orgs to change policy and improve our school climate for all students.

Description: Join members of the RMHS GSA as they lead through powerful discussions. In some parts of the world, same-sex relationships are still a capital offense. In the United States, 2018 was the worst year yet for anti-LGBTQ violence. Student activists in Florida were ridiculed for demanding that adults take action to prevent school shootings. No wonder our teenagers feel vulnerable and anxious. This student-led session will feature stories about what it is like to be gay in school and how what teachers do -- and don't do -- matters. Do our nonverbal cues send messages of affirmation and inclusion or rejection? Are we enforcing heteronormativity in our readings and assignments? Are pronouns really that big a deal? Get answers to these and other questions and learn how small changes in curriculum and instruction can create a safe, inclusive and welcoming atmosphere for all.

A14 – A World of Difference, Coolidge Middle School #readingmapace - Rm. 336

AWOD (A World of Difference), Coolidge Middle School - World of Difference is a peer leadership program developed by the Anti-Defamation League. The mission of the program is to have students be leaders in creating respectful and inclusive school environments.

Description: Come hear about our grassroots movement to create, color and change our community with members of the CMS AWOD team. Coolidge World of Difference students want you to use your creative ideas to promote community in your school and in Reading. We have crayons. We have markers. We have colored pencils. We have an idea. We want to share it. We want you to share it too. Let's be the change.

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Workshop Session A ~ 9:45-10:50

A15 - Differentiating Instruction at the Secondary Level – Rm. 334

Adam Blaustein and Melissa Forbes, Team Chairpersons, RMHS - Adam Blaustein is in his fourth year in Reading as a Team Chair and 8th year overall as a Team Chair. He previously was a special education teacher at the middle and high school level. Melissa Forbes is in her second year in Reading as a Team Chair. Previously, Melissa was a middle school special education teacher in Newton where she has taught 6th, 7th and 8th grades student in and out of the general education setting.

Description: This training will focus on various instructional strategies that can be used to teach students with unique learning needs. Topics will include, but not limited to modifications versus accommodations and different ways of assessing students understanding of content. Participants will be encouraged to share out how they instruct their students and strategies they use to meet the needs of all learners.

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session B ~12:20-1:25

B1 – Exploring Implicit Bias and Expectations - Rm. 313

Mirko Chardin, Head of School, Putnam Upper School, Cambridge Public Schools

Mirko is the Founding Head of School for the Putnam Avenue Upper School in Cambridge. Mirko's work has involved all areas of school management and student support; his greatest experience and passion revolves around culturally-connected teaching and learning, recruiting and retaining educators of color, restorative practice, and school culture. Mirko was a keynote speaker at the 2017 UDL Symposium. He is also a race, diversity and cultural proficiency facilitator and leadership coach for Boston University's Wheelock College of Education and Human Development's Aspire Institute, as well as for the Center of Artistry and Scholarship. He is a principal mentor for the Perone-Sizer Creative Leadership Institute and an active hip-hop artist.

Description: Growing research has shown the direct and indirect ways implicit bias can impact our relationships and students' ability to learn. In this session we will explore ideas of equity and implicit bias in education, asking the question, "What is the correlation between expectations, bias & student achievement data?"

B2 – A Story of Inclusion from a Reading Family (Repeated from Session A) - Rm. 209

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Workshop Session B ~12:20-1:25

B3 – Listening to Student Voices: Effectively Addressing Race and Identity in the Classroom - Rm. 311

Julia Jeffries, Harvard Graduate School - Julia is a Ph.D. candidate in Culture, Institutions, and Society at the Harvard Graduate school of Education. Her research interests lie at the intersection of race and identity in K-12 classrooms in both students and teachers. She seeks to use sociological and cultural frameworks to understand how schools can foster student racial and ethnic identity development and the pivotal role that teachers and their own understandings of identity play in this process. In her free time she enjoys playing with her dog, running, and exploring new restaurants and recipes.

Description: In this workshop, we will discuss the importance of Ethnic-Racial identity development for your people. Why does attuning to race matter for both white students and students of color? We will explore the positive outcomes associated with naming and discussing race as well as the negative effects ignoring these issues can have. In order to do this work effectively teachers must also unpack their own identities. We will discuss strategies and ways of doing this as well as how to employ such strategies in the classroom.

B4 - United in the Work: Understanding Each Other's Journey (Repeated from Session A) - Rm. 305

Dr. Joanne Allen-Willoughby, Director of Needham Public School METCO Program - Joanne became the Director of the Needham Public Schools METCO Program in 2009. As graduate of Needham Public Schools, Dr. Allen-Willoughby brings over twenty-five years of experience and commitment to the education and social emotional well-being of students k-12. Through her past work as Director of the Victory Generation After School Program and founding Partner of the WAVE Institute she continues to dedicate herself to creating culturally proficient environments, which prepare students for a global society.

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B6 - Critical Practices for Anti-Bias Education (Repeated from Session A) - Rm. 207

Sara Wicht, Founder and CEO Wicht Consulting Inc. Sara is an educational consultant with over 20 years of experience in K-12 education. Her work in social justice and anti-bias education includes expertise in literacy instruction, equity and diversity and inclusive practice, teacher mentoring, professional development, curriculum design and educational publishing. Wicht is the former senior manager of teaching and learning for Teaching Tolerance.

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- Supporting students' identities and making it safe for them to fully be themselves
- Using instructional strategies that support diverse learning styles and allow for the development of critical thinking skills.

B7 - Helping Traumatized Children at School - Rm. 203

Dr. Barbara Gortych, Former Watertown Public Schools Coordinator of Behavioral Health, MYP

Dr. Gortych has worked as a licensed psychologist for over 30 years. During that time, she has worked in private practice as a child and adult therapist, as well as in hospitals as a neuropsychologist and Training Director. In addition, she recently retired from the Watertown Public Schools as Coordinator of Behavioral Health, where she oversaw the district's response to the Boston Marathon Manhunt.

Description: At least 20% of the children in our schools have experienced significant trauma which can interfere with their physical health, learning and socio-emotional growth. This presentation will focus on students K-12. It will address 1) the definition and sources of trauma, 2) how to identify trauma symptoms in children, 3) the impact of trauma on brain development and learning, and 4) interventions for teachers and staff to support children with the aim of creating a trauma-sensitive school environment.

B8 - Supporting Transgender Youth at School - Rm. 328

Cory Mashburn, Middlesex Youth Partnership - Cory has over 20 years' experience working with youth and people with disabilities, as well as 10 years expertise in the field of prevention services. As the father of two young children he understands the importance of equipping youth, their parents, and their communities with the knowledge and skills to enable young people to become the best version of themselves.

Description: This workshop is designed to provide a basic understanding and increase awareness of issues faced by transgender students. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. Participants of this workshop will have a greater understanding of the terminology associated with gender identity, inclusive school policies & practices, and why it is important to provide a safe and supportive school environment for these students whose rights are protected under the law.

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B9 - Stories from PFLAG (Repeated from Session A) - Rm. 307

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B10 - Mini KeyNote Break Out Session - Rm. Performing Arts Center

Jason Cross, Reading Public Schools METCO Director

Jesenia Castro, Walpole Public Schools METCO Director

Description: After attending the Mini-Keynote offered by Jason, participants will be a part of a workshop lead by Jason and Jesenia. They will facilitate a conversation around misconceptions and stereotypes.

B11 - From Color Blind to Color Brave - Rm. 205

Akil Mondesir, Bedford Public Schools METCO Director - Akil is a proud graduate of the Bedford METCO Program, class of '98. Upon graduating from High School, he explored his interest in Sports Management and began at Northern Essex Community College and completed an Associate Degree. After graduating he went on to Framingham State College and decided to further his educational career in Sociology. Shortly after, he realized his true passion was in giving back, specifically by working with "at risk" youth, and subsequently in 2004 began working at the Brandon School and Residential Treatment Center in Natick MA, a treatment program specifically designed to work with young men, who had complex trauma, emotional and educational needs. While he enjoyed the work at Brandon, he realized a growing desire to give back by working in the METCO Program specifically, Bedford. He began his career at Bedford HS in 2009 and started out as a TA. He then made the decision to return to school in pursuit of a Bachelor's degree and graduated from Cambridge College first with a Bachelor's Degree and then a Masters' in Education. He is now the director of the Bedford Public Schools METCO Program.

Description: This workshop is designed for teachers and administrator K-12. This workshop is designed to discuss and unpack the ideologies of how we view Students of Color and that we should see all students as merely students but instead see them for who and what they are.

B12 - Understanding Disabilities: Experience and Share Disability Awareness Education (Repeated from Session A) - Rm. 201

Understanding Disabilities - The Understanding Disabilities' program has been a wonderful partner for the Reading Public Schools and currently works with elementary and middle school students. Their curriculum focuses on increasing positive attitudes toward people with disabilities. They strive to increase awareness, raise consciousness, and provide tools for students to act compassionately and respectfully at school today and in society tomorrow. Students gain the language to discuss disabilities and tools to improve student interactions. Ultimately, they learn to move past differences, and recognize and appreciate common ground between individuals of all abilities.

Description: Come experience UD. Hear in students' words some of the meaningful conclusions they have drawn from the program. Our session will present highlights of our curriculum, including excerpts from our materials, messages from our guest speakers, and an opportunity to try out our hands-on activities. Share experiences from your own inclusive classroom, and discuss how to bring the messages from the UD lessons to the rest of the school year.

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session B ~12:20-1:25

B13 - A World of Difference, Coolidge Middle School (Repeated from Session A) - Rm. 336

AWOD (A World of Difference), Coolidge Middle School - World of Difference is a peer leadership program developed by the Anti-Defamation League. The mission of the program is to have students be leaders in creating respectful and inclusive school environments.

Description: Come hear about our grassroots movement to create, color and change our community. Coolidge World of Difference students want you to use your creative ideas to promote community in your school and in Reading. We have crayons. We have markers. We have colored pencils. We have an idea. We want to share it. We want you to share it too. Let's be the change.

B14 - Special Education: Identifying and Supporting Students of Color – Rm. 334

Lateefah Frank, Lincoln Public Schools METCO Director - Lateefah has been in the education field for 18 years. She began her educational journey in inclusion and LEP classroom as a 1st, 3rd and 4th grade classroom teacher. She has also served as a literacy specialist for upper elementary school struggling readers, before solidly placing her feet in school leadership. She was an instructional coach before becoming the upper Elementary School Principal at the Boston Renaissance Charter Public School. Now as a METCO Director Lateefah is expanding her work as an educational leader providing support to educators in Lincoln, MA.

Description: Students of color have consistently been over identified to special education. As a starting point to this session we will explore the historical context of this phenomenon. We will examine ways to respond to students of color who are presenting as struggling learners, what systematic steps should be taken as part of the pre-referral process? We will look at assumptions and biases that are common place in the classroom that may result in negative intervention outcomes. We will delve into a courageous conversation about how to be honest with educators, parents and students regarding academic and mental health services. Lastly, we will discuss parental, student, and faculty fears specific to the METCO program. Participants will have the opportunity to roll play common parental scenarios that take place during the IEP process. As a result of this workshop participants will be able to develop culturally responsive questions to help guide conversations with all stake holders. Participants should leave the workshop with an understanding of the parental point of view.

B15 - Interrupt Your Feed: Intentionally Expanding Your Inputs to Address Bias – Rm. 332

Gabriel McCormick, Director of Professional Development, Public Schools of Brookline- he/him/his

As Director of Professional Development, Gabriel supports adult learning across all roles in the Pk-12 system through coaching, facilitation, development of professional learning opportunities, and by modeling lifelong learning. Gabriel focuses on mentoring and supporting new and novice educators so that those novices can provide authentic and meaningful learning experiences for each and every student from year one onward. This support includes a dual focus balancing theoretical frameworks and practical applications so that educators can implement new learning from a place of confidence. Gabriel holds a B.A. in European History and East Asian Studies from Oberlin College and a M.A in Secondary Social Studies Education from the University of Washington, Seattle. Prior to joining Brookline as an administrator, Gabriel taught social studies & AVID in grades 6-12, and served as an instructional mentor for the Bellevue School District outside Seattle. *Twitter:* @gabemccormick

Description: We only know the stories we hear. The broader a range of stories we understand, the more likely we are to make positive connections across areas of difference and counteract societally reinforced biases. In this session participants will actively explore ways to interrupt the default stories we experience to diversify our inputs and expand our understanding of varied experiences. The session will present the concept that as individuals, we can change our default media inputs to develop a more nuanced understanding of experiences other than our own while maintaining strong connections to personally relevant topics. The first half of the session will focus on presentation of the concept and the second half of the session will be an opportunity for participants to develop sustainable practices that result in a continuous flow of new information.

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session C ~ 1:40-2:45 pm

C1 – Exploring Implicit Bias and Expectations (Repeated from Session B) - Rm. 313

Mirko Chardin, Head of School, Putnam Upper School, Cambridge Public Schools - Mirko is the Founding Head of School for the Putnam Avenue Upper School in Cambridge. Mirko's work has involved all areas of school management and student support; his greatest experience and passion revolves around culturally-connected teaching and learning, recruiting and retaining educators of color, restorative practice, and school culture. Mirko was a keynote speaker at the 2017 UDL Symposium. He is also a race, diversity and cultural proficiency facilitator and leadership coach for Boston University's Wheelock College of Education and Human Development's Aspire Institute, as well as for the Center of Artistry and Scholarship. He is a principal mentor for the Perone-Sizer Creative Leadership Institute and an active hip-hop artist.

Description: Growing research has shown the direct and indirect ways implicit bias can impact our relationships and students' ability to learn. In this session we will explore ideas of equity and implicit bias in education, asking the question, "What is the correlation between expectations, bias & student achievement data?"

C2 – R.E.D.-Reading Embraces Diversity...Let's Talk: Sharing Stories and Strategies for Building More Equitable and Inclusive Classrooms - Rm. 209

Members of the RED TEAM – Reading Embraces Diversity (R.E.D.) is a community group that works on the premise that social justice work is a journey not a destination. R.E.D. is engaged in a learning process, while planning programs, encouraging discussions, and building partnerships to promote communication and understanding across lines of difference.

Description: The Committee is excited to engage teachers in a discussion about their experiences of Equity, Diversity, and Inclusion. We do so while brainstorming connections that enable us together to translate what we learn into action. Our hope is that this session will be a catalyst for the sharing of stories and classroom strategies between teachers that will also inform the evolution of the missions of the town-wide R.E.D. team and the evolving Reading Human Rights Organization. Our goal is to nurture sensitivity to the impact of subtle messages, and brainstorm how unintentional marginalization, slights, and micro-aggressions can be turned into learning opportunities and stronger relationships. We also hope to document the experiences and stories of educators, while fostering connections between R.E.D., our schools, and the larger community.

C3 – Listening to Student Voices: Effectively Addressing Race and Identity in the Classroom (Repeated from Session B) - Rm. 311

Julia Jeffries, Harvard Graduate School - Julia is a Ph.D. candidate in Culture, Institutions, and Society at the Harvard Graduate school of Education. Her research interests lie at the intersection of race and identity in K-12 classrooms in both students and teachers. She seeks to use sociological and cultural frameworks to understand how schools can foster student racial and ethnic identity development and the pivotal role that teachers and their own understandings of identity play in this process. In her free time, she enjoys playing with her dog, running, and exploring new restaurants and recipes.

Description: In this workshop, we will discuss the importance of Ethnic-Racial identity development for your people. Why does attuning to race matter for both white students and students of color? We will explore the positive outcomes associated with naming and discussing race as well as the negative effects ignoring these issues can have. In order to do this work effectively teachers must also unpack their own identities. We will discuss strategies and ways of doing this as well as how to employ such strategies in the classroom.

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session C ~ 1:40-2:45 pm

C4 - Interrupting Racism - Rm. Performing Arts Center

Jason Cross, Reading Public Schools METCO Director & Julia Hendrix, Reading Public Schools, Birch Meadow Principal

Jason has been the Reading METCO Director for the past 6 years. He holds a B.S in Human Services from Springfield College, a Master's in Exercise Science from California University of Pennsylvania and lastly, a Ph.D. in "Being Black in America" from Life University. For over a decade Jason has used his humorous; yet blunt style, to motivate, challenge and encourage audiences in various venues. Jason believes that if we all start with the "Human in the mirror", we can make the world a better place. Julia has worked in education for 25 years as a classroom teacher, mathematics specialist and coach, and elementary school administrator. She is currently the Principal of the Birch Meadow School in Reading. She holds a Bachelor of Arts from Wellesley College, a Master of Theological Studies from Harvard Divinity School, and a Master of Education from Lesley University. Currently she is working with her school to develop a collaborative staff coaching model to support our commitment to teaching all students.

Description: In this workshop, Jason and Julia will share information regarding bias development, examine our own biases, and share resources for interrupting bias.

C5 - What It Means to Be Jewish - Rm. 201

Deborah Coltin, Executive Director, Lappin Foundation - Deborah is the executive director of Lappin Foundation, whose mission is enhancing Jewish identity across generations. Headquartered in Salem, Massachusetts, Lappin Foundation funds more than 200 Jewish programs, classes, services and events every year for the Jewish and interfaith community of the North Shore of Massachusetts. The Foundation is a resource for Holocaust education and for programs and speakers about Judaism. Deborah holds Masters degrees in Education and Jewish Studies.

Description: In this session, you will learn a little about the history, culture and symbols of Judaism and explore the challenges of what it means to be a Jew, especially in a climate of growing antisemitism, locally, nationally and globally. In addition, workshop participants will hear from an RMHS student about what it means to be a Jewish student in Reading.

C6 - A Deep(er) Dive into Critical Practices for Anti-bias Education using Social Justice Standards: The Teaching Tolerance Anti-Bias Framework - Rm. 207

Sara Wicht, Founder and CEO Wicht Consulting Inc. - Sara is an educational consultant with over 20 years of experience in K-12 education. Her work in social justice and anti-bias education includes expertise in literacy instruction, equity and diversity and inclusive practice, teacher mentoring, professional development, curriculum design and educational publishing. Wicht is the former senior manager of teaching and learning for Teaching Tolerance.

Description: In this session, we will explore a set of 20 anchor standards and 80 grade-level outcomes organized into four domains—identity, diversity, justice and action—that reflect the desired impact of successful anti-bias and social justice education on educator and student personal and social development. The standards provide a common language and organizational structure. Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. This professional development aims to help educators understand the Social Justice Standards and begin identifying ways to use them to engage students in a range of anti-bias, multicultural and social justice issues. **Attendance at an earlier session is not mandatory.**

Essential Questions:

- How can schools affirm identity, celebrate diversity, teach justice and inspire action?
- How can anti-bias education bridge the goals of prejudice reduction and collective action?

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session C ~ 1:40-2:45 pm

C7 - Helping Traumatized Children at School - Rm. 203

Dr. Barbara Gortych, Former Watertown Public Schools Coordinator of Behavioral Health, MYP - Dr. Gortych has worked as a licensed psychologist for over 30 years. During that time, she has worked in private practice as a child and adult therapist, as well as in hospitals as a neuropsychologist and Training Director. In addition, she recently retired from the Watertown Public Schools as Coordinator of Behavioral Health, where she oversaw the district's response to the Boston Marathon Manhunt.

Description: At least 20% of the children in our schools have experienced significant trauma which can interfere with their physical health, learning and socio-emotional growth. This presentation will focus on students K-12. It will address 1) the definition and sources of trauma, 2) how to identify trauma symptoms in children, 3) the impact of trauma on brain development and learning, and 4) interventions for teachers and staff to support children with the aim of creating a trauma-sensitive school environment.

C8 - Supporting Transgender Youth (Repeated from Session B) - Rm. 328

Cory Mashburn, Middlesex Youth Partnership - Cory has over 20 years' experience working with youth and people with disabilities, as well as 10 years expertise in the field of prevention services. As the father of two young children he understands the importance of equipping youth, their parents, and their communities with the knowledge and skills to enable young people to become the best version of themselves.

Description: This workshop is designed to provide a basic understanding and increase awareness of issues faced by transgender students. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. Participants of this workshop will have a greater understanding of the terminology associated with gender identity, inclusive school policies & practices, and why it is important to provide a safe and supportive school environment for these students whose rights are protected under the law.

C9 - Stories from PFLAG (Repeated from Sessions A and B) - Rm. 307

Sam Thomasson-Bless - Sam (she/her/hers) is the Program Manager for Greater Boston PFLAG (Parents and Friends of Lesbians and Gays). She completed her undergraduate degree from UNC-Chapel where she majored in Gender Studies and English. Over the last 10 years, she has worked to provide trainings and programming to at risk communities.

Description: In this session, you will learn more about PFLAG (Parents and Friends of Lesbian and Gay Youth). Greater Boston PFLAG is a group of parents, families, friends, and lesbian, gay, bisexual, transgender, and queer people. We help change attitudes and create an environment of understanding so that our LGBTQ family members and friends can live in a world that is safe and inclusive. We accomplish this through support, education, and advocacy. We offer monthly group support meetings, confidential telephone support and information, parent-to-parent support, publication, teacher and student training, community forums, evening and parent programs.

C10 - From Color Blind to Color Brave (Repeated from Session B) - Rm. 205

Akil Mondesir, Bedford Public Schools METCO Director - Akil is a proud graduate of the Bedford METCO Program, class of '98. Upon graduating from High School, he explored his interest in Sports Management and began at Northern Essex Community College and completed an Associate Degree. After graduating he went on to Framingham State College and decided to further his educational career in Sociology. Shortly after, he realized his true passion was in giving back, specifically by working with "at risk" youth, and subsequently in 2004 began working at the Brandon School and Residential Treatment Center in Natick MA, a treatment program specifically designed to work with young men, who had complex trauma, emotional and educational needs. While he enjoyed the work at Brandon, he realized a growing desire to give back by working in the METCO Program specifically, Bedford. He began his career at Bedford HS in 2009 and started out as a TA. He then made the decision to return to school in pursuit of a Bachelor's degree and graduated from Cambridge College first with a Bachelor's Degree and then a Masters' in Education. He is now the director of the Bedford Public Schools METCO Program.

A Day Focused on Equity, Diversity and Inclusion
The Reading Institute-Spring
Workshop Session C ~ 1:40-2:45 pm

C10 - From Color Blind to Color Brave (Continued)

Description: This workshop is designed for teachers and administrator K-12. This workshop is designed to discuss and unpack the ideologies of how we view Students of Color and that we should see all students as merely students but instead see them for who and what they are.

C11 - Special Education: Identifying and Supporting Students of Color (Repeated from Session B) – Rm. 334

Lateefah Frank, Lincoln Public Schools METCO Director - Lateefah has been in the education field for 18 years. She began her educational journey in inclusion and LEP classroom as a 1st, 3rd and 4th grade classroom teacher. She has also served as a literacy specialist for upper elementary school struggling readers, before solidly placing her feet in school leadership. She was an instructional coach before becoming the upper Elementary School Principal at the Boston Renaissance Charter Public School. Lateefah currently serves as METCO Director in Lincoln, where she has extended her work as an educational leader providing support to educators.

Description: Students of color have consistently been over identified to special education. As a starting point to this session we will explore the historical context of this phenomenon. We will examine ways to respond to students of color who are presenting as struggling learners, as well as the systematic steps of the pre-referral process. We will look at assumptions and biases that are commonplace in the classroom that may result in negative intervention outcomes. We will delve into a courageous conversation about how to be honest with educators, parents and students regarding academic and mental health services. Lastly, we will discuss parental, student, and faculty fears specific to the METCO program. Participants will have the opportunity to role-play common parental scenarios that take place during the IEP process. As a result of this workshop participants will be able to develop culturally responsive questions to help guide conversations with all stakeholders. Participants should leave the workshop with an understanding of the parental point of view.

C12 - Interrupt Your Feed: Intentionally Expanding Your Inputs to Address Bias – Rm. 332

Gabriel McCormick, Director of Professional Development, Public Schools of Brookline- he/him/his

As Director of Professional Development, Gabriel supports adult learning across all roles in the Pk-12 system through coaching, facilitation, development of professional learning opportunities, and by modeling lifelong learning. Gabriel focuses on mentoring and supporting new and novice educators so that those novices can provide authentic and meaningful learning experiences for each and every student from year one onward. This support includes a dual focus balancing theoretical frameworks and practical applications so that educators can implement new learning from a place of confidence. Gabriel holds a B.A. in European History and East Asian Studies from Oberlin College and a M.A in Secondary Social Studies Education from the University of Washington, Seattle. Prior to joining Brookline as an administrator, Gabriel taught social studies & AVID in grades 6-12, and served as an instructional mentor for the Bellevue School District outside Seattle. *Twitter:* @gabemccormick

Description: We only know the stories we hear. The broader a range of stories we understand, the more likely we are to make positive connections across areas of difference and counteract societally reinforced biases. In this session participants will actively explore ways to interrupt the default stories we experience to diversify our inputs and expand our understanding of varied experiences. The session will present the concept that as individuals, we can change our default media inputs to develop a more nuanced understanding of experiences other than our own while maintaining strong connections to personally relevant topics. The first half of the session will focus on presentation of the concept and the second half of the session will be an opportunity for participants to develop sustainable practices that result in a continuous flow of new information.

Session	Rm.	Title	Presenter	Position
ABC1	Supt. Conf. Room	The Mask You Live In	Audra Williams, Leia Richardson and Zachary Brokenrope	RMHS English Teachers
BC1	413 Distance Learning Lab	Recognizing and Responding to Implicit Bias and the 4 I's of Oppression	Gene Thompson-Grove	Founder of Gene Thompson-Grove & Associates Consulting Firm
A1	PAC	Embracing the Power of Narrative for Equitable Schools and Classrooms	Dena Simmons	Keynote Speaker & Asst. Director of the Yale Center for Emotional Intelligence
A2	209	A Story of Inclusion from a Reading Family	Lisa & Samantha Gibbs	RPS Parent and Counselor at Shawsheen ES Wilmington PS & RMHS Junior
A3	313	A World of Difference	RMHS AWOD Students	
A4	305	United in the Work: Understanding Each Other's Journey	Dr. Joanne Allen-Willoughby	Director of Needham PS METCO Program
A5	309	Talking and Teaching about Racism: The Mirror and Window Approach	Dr. Carroll Blake	President, CW Blake Associates
A6	207	Critical Practices for Anti-Bias Education	Sara Wicht	Founder and CEO Wicht Consulting Inc.
A7	413 Distance Learning Lab	Diversity, Inclusion, Equity and Identity	Gene Thompson-Grove	Founder of Gene Thompson-Grove & Associates Consulting Firm
A8	205	Case Studies	Kate Boynton	RMHS Principal
A9	307	Stories from PFLAG	Sam Thomasson-Bless	Program Manager for Greater Boston PFLAG
A10	328	Supporting Transgender and Gender-Nonconforming Students	Ashley Barnes-Cocke & Minh Nguyen	Consultants with Safe Schools Program for LGBTQ Students
A11	203	What Does Hate Look Like? Exploring Connections Between Anti-Semitism and Racism	Danica Manso-Brown & Karen Schwartz	Anti-Defamation League, NE Associate Director and Assistant Director
A12	201	Understanding Disabilities: Experience and Share Disability Awareness Education	Understanding Disabilities	
A13	311	GSA: Respect is Universal: Why LGBTQ Inclusive Classrooms are Good for Everyone	RMHS Gay Straight Alliance Students	
A14	336	A World of Difference	Coolidge Students	
A15	334	Differentiating Instruction at the Secondary Level	Adam Blaustein & Melissa Forbes	RMHS Team Chairpersons

Session	Rm.	Title	Presenter	Position
B1	313	Exploring Implicit Bias and Expectations	Mirko Chardin	Head of School, Putnam Upper School, Cambridge PS
B2	209	A Story of Inclusion from a Reading Family (Repeated from Session A)	Lisa & Samantha Gibbs	RPS Parent and Counselor at Shawsheen ES Wilmington PS, & RMHS Junior
B3	311	Listening to Student Voices: Effectively Addressing Race and Identity in the Classroom	Julia Jeffries	Harvard Graduate School
B4	305	United in the Work: Understanding Each Other's Journey (Repeated from Session A)	Dr. Joanne Allen-Willoughby	Director of Needham PS METCO Program
B5	309	Talking and Teaching about Racism: The Mirror and Window Approach (Repeated from Session A)	Dr. Carroll Blake	President, CW Blake Associates
B6	207	Critical Practices for Anti-Bias Education (Repeated from Session A)	Sara Wicht	Founder and CEO Wicht Consulting Inc.
B7	203	Helping Traumatized Children at School	Dr. Barbara Gortych	Former Watertown PS Coordinator of Behavioral Health, MYP
B8	328	Supporting Transgender Youth at School	Cory Mashburn	Middlesex Partnership for Youth
B9	307	Stories from PFLAG (Repeated from Session A)	Sam Thomasson-Bless	Program Manager for Greater Boston PFLAG
B10	PAC	Mini KeyNote Break Out Session	Jason Cross & Jesenia Castro	Reading PS METCO Director & Walpole PS METCO Director
B11	205	From Color Blind to Color Brave	Akil Mondesir	Bedford Public Schools METCO Director
B12	201	Understanding Disabilities: Experience and share Disability Awareness Education (Repeated from Session A)	Understanding Disabilities	
B13	336	AWOD - Coolidge Middle School (Repeated from Session A)	Coolidge Students	
B14	334	Special Education: Identifying and Supporting Students of Color	Lateefah Franck	Lincoln Public Schools METCO Director
B15	332	Interrupt Your Feed: Intentionally Expanding Your Inputs to Address Bias	Gabriel McCormick	Director of Professional Development, Public Schools of Brookline

Session	Rm.	Title	Presenter	Position
C1	313	Exploring Implicit Bias and Expectations (Repeated from Session B)	Mirko Chardin	Head of School, Putnam Upper School, Cambridge PS
C2	209	R.E.D.-Reading Embraces Diversity...Let's Talk: Sharing Stories and Strategies for Building More Equitable and Inclusive Classrooms	Members of the R.E.D. TEAM	
C3	311	Listening to Student Voices: Effectively Addressing Race and Identity in the Classroom (Repeated from Session B)	Julia Jeffries	Harvard Graduate School
C4	PAC	Interrupting Racism	Jason Cross & Julia Hendrix	RPS METCO Director, RPS Birch Meadow ES Principal
C5	201	What It Means to Be Jewish	Deborah Coltin	Lappin Foundation Executive Director
C6	207	A Deep(er) Dive into Critical Practices for Anti-bias Education using Social Justice Standards: The Teaching Tolerance Anti-Bias Framework	Sara Wicht	Founder and CEO Wicht Consulting Inc.
C7	203	Helping Traumatized Children at School (Repeated from Session B)	Dr. Barbara Gortych	Former Watertown PS Coordinator of Behavioral Health, MYP
C8	328	Supporting Immigrant Students at School (Repeated from Session B)	Cory Mashburn	Middlesex Partnership for Youth
C9	307	Stories from PFLAG (Repeated from Sessions A and B)	Sam Thomasson-Bless	Program Manager for Greater Boston PFLAG
C10	205	From Color Blind to Color Brave (Repeated from Session B)	Akil Mondesir	Bedford Public Schools METCO Director
C11	334	Special Education: Identifying and Supporting Students of Color (Repeated from Session B)	Lateefah Franck	Lincoln Public Schools METCO Director
C12	332	Interrupt Your Feed: Intentionally Expanding Your Inputs to Address Bias (Repeated Session B)	Gabriel McCormick	Director of Professional Development, Public Schools of Brookline

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