25th NAIS People of Color Conference
Hilton Americas-Houston

19th NAIS Student Diversity Leadership Conference
(AND JOINT SESSIONS WITH PoCC)
George R. Brown
Convention Center

DEC 6-8, 2012 HOUSTON
ENERGIZING OUR FUTURE
THROUGH REFINING OUR SHARED SENSE OF COMMUNITY
25 YEARS OF FUELING THE POWER OF CHANGE IN INDEPENDENT SCHOOLS
PoCC BLOGGERS

Follow the 2012 PoCC Bloggers as they experience this year’s conference at www.nais.org. This year’s bloggers are:

JOHN HOYE, Awty International School (TX)
SANDRA “CHAP” CHAPMAN, LREI (NY)
CHRISTOPHER THINNES, Curtis School (CA)
STACEY-LEE WILLIAMS, Somersfield Academy (Bermuda)
NAKEIHA PRIMUS, The Haverford School (PA)

PoCC/SDLC OPENING CEREMONY SPEAKER

Helene Cooper
White House Correspondent for The New York Times and best-selling author
THURSDAY, DECEMBER 6
8:00 - 9:15 AM
George R. Brown Convention Center, General Assembly Theater

PoCC FEATURED SPEAKER

Dan Choi
Iraq war veteran and protestor of the “Don’t Ask, Don’t Tell” policy
THURSDAY, DECEMBER 6
10:00 - 11:15 AM
Hilton Americas–Houston, Lanier Grand Ballroom, AB

PoCC FEATURED SPEAKER

Keshni Kashyap
Author of the award-winning graphic novel Tina’s Mouth: An Existential Comic Diary
THURSDAY, DECEMBER 6
3:45 - 5:00 PM
Hilton Americas–Houston, Lanier Grand Ballroom, AB
PoCC General Session Speaker

William Perez
Researcher on academic access and achievement among immigrants and author of *We ARE Americans: Undocumented Students Pursuing the American Dream*

Thursday, December 6
5:30 – 6:30 PM
George R. Brown Convention Center, General Assembly Theater

PoCC General Session Speaker

Kim Phuc Phan Thi
The "girl in the picture" and founder of the Kim Foundation, which provides medical and psychological support to children who are victims of war

Friday, December 7
8:00 – 9:00 AM
George R. Brown Convention Center, General Assembly Theater

PoCC Featured Speaker

Steven Jones
C.E.O. of Jones & Associates Consulting, Inc., a diversity and organizational change consulting firm

Friday, December 7
3:00 – 4:15 PM
Hilton Americas–Houston, Lanier Grand Ballroom, AB

PoCC Featured Speaker/SDLC Keynote

Bernard Harris
First African-American to walk in space and founder of Harris Foundation, which supports math and science education and crime prevention programs

Friday, December 7
4:30 – 5:45 PM
Hilton Americas–Houston, Lanier Grand Ballroom, AB

PoCC/SDLC Closing Ceremony Speaker

Baratunde Thurston
Director of digital for *The Onion* and author of *How to Be Black*

Saturday, December 8
11:30 AM – 1:00 PM
George R. Brown Convention Center, General Assembly Theater
We’re celebrating 25 years of PoCC! Each year, each host city and conference theme has given the conference a unique character and cultural perspective.

1986
1
RESTON
The First National Conference for Teachers and Administrators of Color in Independent Schools

1989
2
PHILADELPHIA
Common Ground

1990
3
LOS ANGELES
Unity in the Midst of Diversity

1991
4
NEW YORK CITY
From Thought to Action

1992
5
ATLANTA
Vision 2020

1993
6
ST. PAUL
Seeing Beyond—Becoming Advocates for Creating Multicultural Educational Institutions

1994
7
ALBUQUERQUE
Los Colores de la Educación—Continuing to Build Environments in Independent Schools that Address the Needs and Issues of Children and Adults of Color

1995
8
PHILADELPHIA
Lighting the Way to the Millennium: Our Selves, Our Children, Our Schools

1996
9
BALTIMORE
A Vision for Building New Alliances

1997
10
ST. LOUIS
Journey to Spirit: Solidarity and Voice through Dialogue

1998
11
SAN JUAN
Puerto Rico—The Caribbean: Encounter History, Culture, and Self
Welcome to the 2012 People of Color Conference (PoCC) and the Student Diversity Leadership Conference in Houston. This is the second time in NAIS history that a vibrant and culturally diverse city in the Lone Star State has served as host to the conferences. The Greater Houston Partnership (www.houston.org) reports that Houston has been recognized in the following categories: Most Racially/Ethnically Diverse Large Metro Area (Kinder Institute for Urban Research & The Hobby Center for the Study of Texas, 2012); Top City For Women-Owned Business Revenue (The State of Women-Owned Business Report, 2012); Top Texas Tourist Destination (Office Of The Governor, Economic Development and Tourism, 2009); The World’s Most Inventive Cities (BusinessWeek, 2009); and Cities of Greatness in 2012 (The Street, 2012). These honors—and the innovation and diversity they represent—provide a few of the reasons why Houston is a logical match for PoCC/SDLC 2012.

In both large and small ways, we will be celebrating the 25th PoCC in Houston. Notice that the unique PoCC/SDLC logo celebrates this important milestone, which occurs during the same year that NAIS celebrates 50 years of existence.

In the conference preview we addressed the ongoing question of “Who Should Attend?,” and we thought it helpful to reiterate here. In 2001, the NAIS board affirmed that PoCC is “a conference by and for people of color and inclusive of all.” Its primary purpose is for people of color (and experienced allies and practitioners of all backgrounds, races, and ethnicities). We encourage you to see PoCC as different from a diversity conference for newcomers to diversity work. The purpose of PoCC is to help participants understand their roles in advancing equity and justice around racial and ethnic identity. The affinity group work offers a safe environment where these conversations can happen effectively.

In November 2006, the NAIS board reaffirmed the mission and purpose of PoCC by stating: “PoCC should be designed for people of color as it relates to their roles in independent schools. Its programming should include offerings that support people of color as they pursue strategies for success and leadership. Its focus should be on providing a sanctuary and networking opportunity for people of color and allies in independent schools as we build and sustain inclusive school communities.”

We are grateful to the Houston co-chairs, local committee, and heads of school, and to the leaders and staff of the Independent Schools Association of the Southwest (ISAS) for their enthusiastic support in helping us plan and deliver this year’s PoCC. We are also grateful to the new leadership of SDLC and its faculty members for working to provide a transformative conference for the next generation of advocates for equity and social justice.

Welcome to Houston!

PATRICK F. BASSETT  
NAIS President

HAROLD EUGENE BATISTE III  
NAIS Vice President, School Field Services and Equity & Justice Initiatives

Photography courtesy of the Greater Houston Convention and Visitors Bureau.
It is with great pride and pleasure that we welcome NAIS’s People of Color Conference and its participants to Houston.

You may already think of Houston as a focal point for NASA’s Space Program; a hub of medical innovation and the home of the M.D. Anderson Cancer Center; and a place of business for energy companies around the world. But did you know that Houston also boasts a dynamic, cosmopolitan atmosphere? Houstonians come from all corners of the globe and from all walks of life. Sizable Asian, Middle Eastern, Latino, and African-American communities help to shape the identity and culture of our diverse and international city today.

Houston has also been the location of key moments in our country’s history. In the post-Civil War era, Houston served as a cultural and economic center of opportunity for recent freedmen in the Gulf Coast region. During World War I, African-American servicemen in Houston protested and fought police brutality at Camp Logan (present-day Memorial Park). In the 1940s Houstonian Herman Sweatt argued before the Supreme Court for his right to equal access to the University of Texas Law School, opening the door for the landmark 1954 Brown v. Board decision ending Jim Crow laws related to school segregation. In the 1960s President Lyndon Johnson, from Texas, ushered in arguably three of the most important pieces of legislation in American history—the Civil Rights Act of 1964; the Voting Rights Act of 1965; and the Immigration and Nationality Act of 1965, which ended decades of dreadfully racist policies designed to keep people of color and other “undesirable” groups from approaching our shores. Lastly, Houston has served as a refugee center since the fall of Saigon, leading to the second largest Vietnamese American community in the nation.

This year’s theme taps both into that energetic history and culture and into the prominence of the oil, gas, and energy industries of Houston, which is often called the “Energy Capital of the World.” We as hosts ask you to join us in celebrating PoCC’s 25 years of fueling the power of change in independent schools.

This conference would not be possible without the heads of schools who have graciously supported our efforts in organizing the conference and the school visits and the members of the Local Committee for their hard work, ideas, and enthusiasm in piecing together the program.

Enjoy our great city and the conference!

JACK SOLIMAN
William P. Hobby Chair in Social Science, St. John’s School (Texas)
Local Committee Co-Chair

CHELSEA COLLINS
Middle School Dean, Kinkaid School (Texas)
Local Committee Co-Chair

JOHN HOYE
Director of Athletics, Awty International School (Texas)
Local Committee Co-Chair
# PoCC 2018 Schedule

**Wednesday, December 5**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td><strong>School Visits</strong></td>
<td>George R. Brown Convention Center (CC)     Hilton Americas–Houston (HAH)</td>
</tr>
<tr>
<td>8:00 AM – 12:00 PM</td>
<td><strong>PoCC/SDLC Opening Ceremonies with Helene Cooper</strong></td>
<td>General Assembly Theater</td>
</tr>
<tr>
<td>9:00 AM</td>
<td><strong>PoCC Affinity Group Training</strong></td>
<td>HAH, Room 336AB</td>
</tr>
<tr>
<td>1:00 PM</td>
<td><strong>PoCC Newcomer Orientation</strong></td>
<td>HAH, Grand Ballroom AB</td>
</tr>
<tr>
<td>8:00 – 6:45 PM</td>
<td><strong>SDLC Chaperone Orientation I (choose one)</strong></td>
<td>AB, Grand Ballroom</td>
</tr>
<tr>
<td>9:00 – 5:00 PM</td>
<td><strong>Workshop Session A with Featured Speaker Dan Choi</strong></td>
<td>AB, Grand Ballroom</td>
</tr>
<tr>
<td>10:00 AM</td>
<td><strong>PoCC General Session with William Perez</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>6:00 – 7:30 PM</td>
<td><strong>SDLC Chaperone Orientation II (choose one)</strong></td>
<td>AB, Grand Ballroom</td>
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**Thursday, December 6**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td><strong>Community Service Project, Houston Food Bank</strong></td>
<td>HAH, Room 335ABC</td>
</tr>
<tr>
<td>12:30 – 5:30 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>9:00 AM</td>
<td><strong>Student-Led Adult/Student Dialogues (by region/state)</strong></td>
<td>HAH, See page 39 for dialogue locations.</td>
</tr>
<tr>
<td>10:00 AM</td>
<td><strong>SDLC Chaperone Orientation II (choose one)</strong></td>
<td>AB, Grand Ballroom</td>
</tr>
<tr>
<td>9:00 AM – 9:15 AM</td>
<td><strong>PoCC General Session with Kim Phuc Phan Thi</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>1:00 PM</td>
<td><strong>PoCC Affinity Group Training</strong></td>
<td>HAH, See page 20 for affinity group locations.</td>
</tr>
<tr>
<td>1:30 – 2:30 PM</td>
<td><strong>State/Regional Meetings</strong></td>
<td>HAH, See page 27 for meeting locations.</td>
</tr>
<tr>
<td>2:00 PM</td>
<td><strong>PoCC/SDLC Closing Ceremonies with Baratunde Thurston</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>2:00 – 4:15 PM</td>
<td><strong>Workshop Session B with Featured Speaker Steven Jones</strong></td>
<td>AB, Grand Ballroom</td>
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<tr>
<td>3:00 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>4:30 – 5:45 PM</td>
<td><strong>Workshop Session D with Featured Speaker Bernard Harris</strong></td>
<td>AB, Grand Ballroom</td>
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<tr>
<td>6:00 PM</td>
<td><strong>PoCC Reception</strong></td>
<td>HAH, Ballroom of the Americas Foyer</td>
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<tr>
<td>7:00 PM</td>
<td><strong>GLBT Social Hour</strong></td>
<td>HAH, Room 344AB</td>
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**Friday, December 7**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td><strong>Affinity Group Session I</strong></td>
<td>HAH, See page 20 for affinity group locations.</td>
</tr>
<tr>
<td>10:00 AM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>1:00 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>1:30 – 2:30 PM</td>
<td><strong>Workshop Session C with Featured Speaker Steven Jones</strong></td>
<td>AB, Grand Ballroom</td>
</tr>
<tr>
<td>2:30 – 4:30 PM</td>
<td><strong>Workshop Session D with Featured Speaker Bernard Harris</strong></td>
<td>AB, Grand Ballroom</td>
</tr>
<tr>
<td>4:30 – 5:45 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>6:00 PM</td>
<td><strong>PoCC/SDLC Opening Ceremonies with Helene Cooper</strong></td>
<td>General Assembly Theater</td>
</tr>
<tr>
<td>6:30 – 7:30 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
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**Saturday, December 8**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
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<tr>
<td>9:30 – 11:00 AM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>11:30 AM – 1:00 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
</tr>
<tr>
<td>12:00 – 1:00 PM</td>
<td><strong>PoCC Choir Rehearsal</strong></td>
<td>CC, General Assembly Theater</td>
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*Purchased ticket required.*

*Program subject to change.*

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*Buses will pick up from the George R. Brown Convention Center, Level 1, Entrance D.*
<table>
<thead>
<tr>
<th><strong>SDLC</strong></th>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
<th><strong>FRIDAY</strong></th>
<th><strong>SATURDAY</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>December 5</strong></td>
<td>Peer Facilitator Training for Wednesday Night Late Arrivals 7:00 – 7:45 AM, CC, Meeting Room 330B SDLC Chaperone Orientation III (choose one) 7:00 – 7:45 AM, CC, Meeting Room 330A</td>
<td>PoCC/SDLC Opening Ceremony and Opening Address with Helen Cooper 8:00 – 9:15 AM, CC, General Assembly Theater SDLC Opening Ceremonies and Family Groups 9:30 – 11:30 AM, CC, General Assembly Theater</td>
<td>Student Luncheon 11:30 AM – 12:45 PM, CC, Grand Ballroom ABC</td>
<td>Student Luncheon and Talent Show 12:00 AM – 1:45 PM, CC, Grand Ballroom ABC</td>
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<tr>
<td><strong>8:00 AM</strong></td>
<td><em><em>School Visits</em> 8:00 AM – 12:00 PM</em>*</td>
<td>Breakfast with Chaperones 7:00 – 7:45 AM</td>
<td>Breakfast with Chaperones 7:00 – 7:45 AM</td>
<td>Breakfast with Chaperones 7:00 – 7:45 AM</td>
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<tr>
<td><strong>9:00 AM</strong></td>
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<td><strong>10:00 AM</strong></td>
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<td><strong>11:00 AM</strong></td>
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<tr>
<td><strong>12:00 PM</strong></td>
<td><em><em>Community Service Project, Houston Food Bank</em> 12:30 – 5:30 PM</em>*</td>
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<tr>
<td><strong>1:00 PM</strong></td>
<td>Family/Home Groups 1:00 – 5:15 PM, CC, Meeting Rooms 310–360</td>
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<td><strong>2:00 PM</strong></td>
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<td><strong>3:00 PM</strong></td>
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<td><strong>4:00 PM</strong></td>
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<td><strong>5:00 PM</strong></td>
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<tr>
<td><strong>6:00 PM</strong></td>
<td>Peer Facilitator Training 6:00 – 10:00 PM, HAH, Grand Ballroom D SDLC Chaperone Orientation I (choose one) 6:00 – 6:45 PM, HAH, Grand Ballroom E</td>
<td>Student Dinner 5:30 – 6:30 PM, CC, Grand Ballroom ABC</td>
<td>Student Dinner, Family Groups, and SDLC Closing Ceremonies 5:30 – 9:45 PM, CC, Grand Ballroom ABC</td>
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<tr>
<td><strong>7:00 PM</strong></td>
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<td>Affinity Groups 6:45 – 7:30 PM, CC</td>
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<tr>
<td><strong>8:00 PM</strong></td>
<td>Family/Home Groups 7:45 – 9:30 PM, CC, Meeting Rooms 310–360</td>
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<tr>
<td><strong>9:00 PM</strong></td>
<td>SDLC Chaperone Orientation II (choose one) 9:15 – 10:00 PM, HAH, Grand Ballroom E</td>
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<td>Regional Groups 9:45 – 10:15 PM, CC</td>
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<tr>
<td><strong>10:00 PM</strong></td>
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<td>Students dismissed to Chaperones 10:15 PM, CC, Meeting Rooms 310–360</td>
<td>Student Dance (movie option provided) 10:00 – 11:15 PM, CC, Grand Ballroom C</td>
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<tr>
<td><strong>11:00 PM</strong></td>
<td></td>
<td>Curfew 11:00 PM</td>
<td>Students released to Chaperones 11:15 PM, CC, Grand Ballroom C Curfew 12:00 AM</td>
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</tbody>
</table>

*Buses will pick up from the George R. Brown Convention Center, Level 1, Entrance D.

Program subject to change.
Location
PoCC and SDLC will take place in two facilities this year (see floor plans on right):

HILTON AMERICAS–HOUSTON
1600 Lamar Street, Houston

GEORGE R. BROWN CONVENTION CENTER
1001 Avenida de las Americas, Houston

All PoCC general sessions will take place at the George R. Brown Convention Center, but all other PoCC activities, workshops, and events will take place at Hilton Americas–Houston. All SDLC activities will take place at George R. Brown Convention Center.

How to Get the Most Out of PoCC
For 24 years, PoCC has nurtured and sustained people of color in independent schools. The creation of this sanctuary is possible because of the participants’ acceptance of cherished community norms. Speakers, affinity group work, and workshop presenters will not only inform participants, but also challenge them to think in different and new ways. Conference attendees will have the opportunity to network and build connections with others who are committed to building and sustaining independent school communities for people of color.

In order to maximize the conference experience, participants are expected to lean into discomfort and accept conflict as a catalyst for change. When this is done effectively, participants are fully present, they suspend judgment of themselves and others, and they listen and think before speaking from their perspectives. Participants’ commitment to honor confidentiality fosters this respectful community. Attendees of PoCC will leave energized and recommitted.

Workshops
PoCC attendees can choose from more than 65 workshops that are 75 minutes in length and offered in four blocks during the conference. Practitioners and experts will present workshops in the following topical areas:

- People of Color in Leadership: Pathways and Programs to Success
- Nurturing Our Soul: Self-Care Strategies for Success
- Expanding Our Tool Box: Curricular and Professional Skills for Excellence
- Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools
- Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

Featured Speakers
One featured speaker will present during each workshop block, giving conference attendees expanded choices in professional development and an opportunity to hear from noted people of color from diverse fields and backgrounds.

Dialogue Sessions
In addition to the third affinity group session that brings together adults from PoCC and students from SDLC, the Saturday Adult/Student Dialogues are an opportunity for adults to learn from students. The dialogue groups meet by home state or regions. Using skills cultivated during SDLC, students will facilitate a dialogue on applying strategies from both conferences. This session empowers the students with an important voice as advocates for diversity, multiculturalism, and equity and justice. Attendance by adults is vital to the success of this session. It is also critically important for the adults to be led by the students and for the adults to practice good followership.
Affinity Group Work at PoCC

See locations of the affinity group sessions (on Thursday, Friday, and Saturday) throughout the program.

PoCC Affinity Groups offer a unique opportunity to connect with others and truly be in community. The qualitative difference between affinity group work and other aspects of PoCC is that affinity group sessions are an opportunity for each participant to explore and develop her or his own specific racial or ethnic identity development in a safe and trusted environment.

Led by a team of trained facilitators, NAIS provides a curriculum that is facilitated in three dialogue-based sessions offered each day of the conference. Each session is designed to support participants in CELEBRATING and sharing successes, EXPLORING issues and challenges, and SHARING inspiration for our journeys ahead.

Affinity group work is designed each summer by Call to Action. This group’s overarching vision for PoCC affinity group work includes:

- providing a safe environment where people who share a racial/ethnic identity can come together to build community, fellowship, and empowerment;
- facilitating opportunities for affirming, nurturing, and celebrating; and
- discussing issues related to racial/ethnic identity development.

WHICH AFFINITY GROUP IS FOR YOU?

Throughout the daily schedule for Thursday, Friday, and Saturday, you’ll find an expanded list of affinity groups, and the locations for each group at each of the three sessions.

Affinity group conversations are for the singular lens of our individual racial/ethnic background. We may have cultural lenses that are more diverse that create the tapestry within our racial group, adding even more beauty to our communities. However, during affinity groups sessions we speak from the “I” perspective. Therefore, they are not interest groups, but rather racial/ethnic identity groups. Do not attend an affinity group out of interest or desire to learn something about racial/ethnic identities and/or experiences that are not your own.

AFFINITY GROUP SESSIONS:

**25 Year Celebration: Fueling the Power of Change**
**THURSDAY, DECEMBER 6, 1:15 – 3:15 PM**
See page 20 for room numbers.

Through the shared experiences of each affinity group and each unique racial identity lens, participants collaboratively build the history of PoCC and tap into their changing sources of energy and strength.

**Action: Refining our Shared Community**
**FRIDAY, DECEMBER 7, 9:45 – 11:45 AM**
See page 26 for room numbers.

Participants discuss their commitment to sustain their sources of power through self-generated topics and storytelling. This is your opportunity to share your wisdom and gain ideas for action from others.

**Energizing Our Future for Adult and Student Participants**
**SATURDAY, DECEMBER 8, 8:00 – 9:15 AM**
See page 38 for room numbers.

Adult and student participants unite to take a stand and support one another to take action and fuel change in our communities.

Anita L. Sanchez will serve as the lead facilitator of our affinity group work. She is an organization development consultant, trainer, and speaker focusing on diversity and inclusion, large system change, team building, and coaching. Learn more at www.sancheztennisassociates.com
PoCC Networking Coffee Breaks and Book Signings
Hilton Americas–Houston, Level 2 & 4
Following the Opening Ceremonies, General Sessions, and noted Featured Speakers Sessions, grab a cup of coffee and a chat before heading off to the next conference activity. Many of our speakers will be signing books during these break times.

State and Regional Meetings
FRIDAY, DECEMBER 7
1:30 – 2:30 PM
Hilton Americas–Houston
See page 27 for locations.
This time is set aside for state and regional diversity committees to meet with their constituents. For those states and regions without diversity committees, this time should be used for meeting other attendees from your area and for networking on ways to use experiences gained at the conferences as a catalyst for change back at home.

NAIS Bookstore and Cyber Café
Hilton Americas–Houston, Level 4
NAIS will offer a complimentary Cyber Café as well as the NAIS Bookstore, which provides a wide range of books and materials and the works of keynote and featured speakers.

Gay, Lesbian, Bisexual, and Transgendered (GLBT) Social Hour
FRIDAY, DECEMBER 7
7:00 – 8:00 PM
Hilton Americas–Houston, Room 344AB

Performing Arts Groups
HOUSTON-AREA SCHOOL GROUPS
NAIS is proud to feature the following Houston-area school groups, who will perform during the conferences:

- St. John’s School East Asian Affinity Group’s Dance Performance, directed by Jack Soliman
- Post Oak School’s Mexican Folklore Dance, directed by Shekkola Gray and Patricia Onofre
- Awty International School’s performing group, directed by Martha Bawara
- Kinkaid Middle School’s Eighth Grade Girls’ Ensemble, directed by Debbie Stark, Middle School Choir Director

PoCC CHOIR
Directed by Charles Owens of Francis Parker School (Illinois) and accompanied by Stephen W. Jones of Kinkaid School (Texas), the PoCC choir is comprised of PoCC attendees who volunteer to raise their voices in song. Rehearsal times are allotted throughout the program. The choir will present diverse song selections during the Closing Ceremonies, providing a wonderful celebration and sending forth.

<table>
<thead>
<tr>
<th>NAIS BOOKSTORE HOURS</th>
<th>NAIS CYBER CAFÉ HOURS</th>
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7:00 am – 8:00 PM
PoCC/SDLC REGISTRATION
George R. Brown Convention Center, Level 3

7:30 am – 5:00 PM
NAIS CYBER CAFÉ
Hilton Americas–Houston, Level 4

8:00 AM – 12:00 PM
SCHOOL VISITS
**TICKET REQUIRED**
Onsite registration is not available.
Buses will pick up from the George R. Brown Convention Center, Level 1, Entrance D.
School Visits offer independent and special focus
schools in the host city an opportunity to offer a
site-visit agenda that celebrates each school’s unique
culture and mission while sharing the ways in which
diversity and multicultural education play a role.
NAIS thanks the following Houston area schools
for hosting visits:

- The Awty International School
- KIPP Houston
- St. John’s School

12:30 – 5:30 PM
COMMUNITY SERVICE PROJECT:
The Houston Food Bank
**TICKET REQUIRED**
A completed volunteer form/waiver is required.
The Houston Food Bank is the nation’s largest Feeding America food bank. A network of nearly 500
food pantries, soup kitchens, senior centers, and
other agencies feed 137,000 people each week, and
provide more than 50 million nutritious meals annu-
ally. Volunteers will help build boxes; sort and inspect
recovered products; and/or bag rice and beans.
Please dress in comfortable attire such as tennis
shoes, jeans, and T-shirts. Students who are younger
than 16 must participate with a chaperone.
**9:00 AM – 5:00 PM**
**LEADERSHIP SEMINAR FOR PEOPLE OF COLOR AND WOMEN**
**Hilton Americas–Houston, Meeting Room 335ABC**

**TICKET REQUIRED**
Onsite registration is not available.

This new PoCC Leadership Seminar is tailored for people of color and women who aspire to leadership in independent schools. It is based on state-of-the-art leadership development strategies and skills building while creating an experience of encouragement, healing, hope, and transformation. Participants will leave the seminar inspired to declare, “I can do this!” Led by nationally recognized diversity, inclusion, and leadership development expert Steven Jones and leaders in independent schools, the seminar will cover the following topics:

- Leadership Assessment
- Trust Building
- Brand Management — How do I brand myself? How do I promote myself without “promoting” myself?
- Effective Networking
- Finding a Mentor
- Building and Leading High Performing teams
- Change Management
- Creating an Action Plan for My Leadership Goals

**LEADERSHIP SEMINAR FACULTY:**
Dennis Bisgaard, Head of School, Kingswood Oxford School (CT); Carolyn Chandler, Head of School, Metairie Park Country Day School (LA); Stephen Codrington, Head of School, Awty International School (TX); Mark Desjardins, Headmaster, St. John’s School (TX); Katherine Dinh, Head of School, Prospect Sierra School (CA); Darryl Ford, Head of School, William Penn Charter School (PA); Kathleen McNamara, Head of School, Tuxedo Park School (NY); Marcia Prewitt Spiller, Vice President and Dean for Academic Affairs, Woodward Academy (GA)

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**1:00 – 5:00 PM**
**PoCC AFFINITY GROUP TRAINING**
**Hilton Americas–Houston, Room 336AB**

**1:00 – 6:00 PM**
**NAIS BOOKSTORE**
**Hilton Americas–Houston, Level 4**

**6:00 – 6:45 PM**
**SDLC CHAPERONE ORIENTATION I**
Attend just one of the orientations offered.
**Hilton Americas–Houston, Grand Ballroom E**

**7:00 – 8:00 PM**
**PoCC NEWCOMER ORIENTATION**
**Hilton Americas–Houston, Grand Ballroom AB**
**FACILITATORS:** Gloria Fernandez-Tearte, Greenwich Academy (CT) and Matthew Suzuki, Rye Country Day School (NY)

**9:15 – 10:00 PM**
**SDLC CHAPERONE ORIENTATION II**
Attend just one of the orientations offered.
**Hilton Americas–Houston, Grand Ballroom E**

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Steven Jones is an author and national expert on diversity, inclusion, and leadership development. He is C.E.O. of Jones & Associates Consulting, Inc., a firm that specializes in diversity and organizational effectiveness consulting. Jones is also serving as a featured speaker at the 2012 PoCC. See his full bio on page 29.
7:00 – 7:45 AM
SDLC CHAPERONE ORIENTATION III (CHOOSE ONE)
George R. Brown Convention Center,
Meeting Room 330A

7:00 AM – 8:00 PM
PoCC/SDLC REGISTRATION
George R. Brown Convention Center, Level 3

7:00 AM – 7:30 PM
NAIS BOOKSTORE
Hilton Americas–Houston, Level 4

7:30 AM – 5:00 PM
NAIS CYBER CAFE
Hilton Americas–Houston, Level 4

8:00 – 9:15 AM
PoCC/SDLC OPENING CEREMONIES
WITH HELENE COOPER
George R. Brown Convention Center,
General Assembly Theater
See Cooper’s bio on next page.

“Unique Rhythm–Common Energy,” performed by several Houston-area independent schools and directed by Cathy Doxtater, math department chair, Houston Christian High School (Texas)
• “25 Years of PoCC” video presentation
• Welcome from the PoCC Local Committee Co-Chairs
• NAIS Welcomes from Jack Creeden, board chair, Pat Bassett, president, and Gene Batiste, vice president, School Field Services and Equity & Justice Initiatives
• Dance performance by the East Asian Affinity Group of St. John’s School (Texas), directed by Jack Soliman
• Welcome from the SDLC Leadership Team
• Introduction of Helene Cooper by Chelsea Pope Collins, Kinkaid School (Texas)
• Presentation by Helene Cooper
• ISAS Welcome by Rhonda Durham, executive director
• Corporate Sponsor Recognition and Announcements
9:15 – 10:00 AM
HELENE COOPER BOOK SIGNING
AND NETWORKING COFFEE BREAK
Hilton Americas-Houston,
Lanier Grand Ballroom Foyer

10:00 – 11:15 AM
Workshop Session A
Hilton Americas-Houston

Featured Speaker Dan Choi
Lanier Grand Ballroom AB
See Choi’s bio at right.
Introduced by Jack Soliman,
St. John’s School (Texas)

BUILDING INCLUSIVE COMMUNITIES
FOR PEOPLE OF COLOR: PROGRAMS AND
INITIATIVES TO STRENGTHEN PEOPLE
OF COLOR IN INDEPENDENT SCHOOLS

A-4 Walking The Walk: Creating
An Inclusive Community Through
Civil Rights Education
Room 335AB
How can a school apply the principles of
the Civil Rights Movement to a model of
community that is not just diverse, but
inclusive and innovative? How does a school
thread civil rights curricula into every grade,
year-round? Inspired by the work of Dr.
King, the Manhattan Country School was
founded as a space where equality, social
justice, and diversity would form the basis
for children's education. Today it is a place
with no racial majority and a commitment to
activism. The fundamental values that guide
instruction, operations, and relations with
stakeholders are grounded in the belief that
community is enriched by open exchange of
ideas and experiences. This presentation will
share strategies and firsthand experiences
with the work. PRESENTER: Karen Zaidberg,
Manhattan Country School (NY)

PoCC/SDLC OPENING
CEREMONY SPEAKER

Helene Cooper
Helene Cooper has a unique window into world events. As White
House correspondent for The New York Times, she has a front row
seat to the major breaking stories from Washington. Coupled with
her experience as a diplomatic correspondent for The New York
Times and a reporter and foreign correspondent at The Wall Street
Journal, she has a perspective few others can offer. She has covered
international economics, politics, race, and foreign policy. Her own
story is just as compelling. Born into privilege in Liberia, she fled
the Liberian coup in 1980 with her mother and sister. In her bestsell-
ing memoir, The House at Sugar Beach, she chronicles her journey
from living a life of affluence and security to escaping for her very
life. It all led to her search, 23 years later, for the sister—and
country—she had left behind.

BOOK SIGNING EVENT

PoCC FEATURED SPEAKER

Dan Choi
In March 2009 Lt. Dan Choi, a West Point graduate and Iraq
veteran, announced that he was gay on The Rachel Maddow
Show. Despite Choi’s unique credentials as a fluent Arabic
speaker, one month later the Army began discharge pro-
cedings against him. Choi had served for a decade under
“Don’t Ask, Don’t Tell,” a policy that forced soldiers to hide
their sexual orientation. Choi felt he was following the Cadet
Honor Code when he made the decision to no longer lie about
his identity. At Choi’s trial, he demonstrated his fluency in
Arabic and presented more than 260,000 support statements.
The military board decided to discharge Choi for violation of
“Don’t Ask, Don’t Tell.” While the case was appealed, Choi served
openly in his infantry unit for more than a year. During that
time, he publicly pushed for the repeal of the policy and took
part in many demonstrations. He was arrested several times
for handcuffing himself to the White House fence. In 2010 Choi
attended the bill signing that would repeal “Don’t Ask, Don’t Tell.” Today, Choi continues
to advocate for full Lesbian, Gay, Bisexual, and Transgender
(LGBT) civil rights and veterans’
health. He appears frequently
on major news programs and
serves on the boards of Marriage
Equality USA and the American
Foundation for Equal Rights.
A-5 A Look in the Mirror
Room 335C
The achievement gap is not just a public school problem. Despite well-intentioned efforts by independent schools, Europeans and Asian-Americans continue to outperform African-Americans and Latinos academically. This presentation will review our school’s 2007 study (sponsored by the E.E. Ford Foundation) by examining our methodology and findings as well as explaining our original action plan for eliminating the discrepancies in achievement. We will also provide an overview of phase two of the study by assessing the effectiveness of our school’s actions to increase achievement and describing our future steps. In addition, we will help participants create a vision and action plan for the necessary reforms their institutions must undergo to achieve academic equity. PRESENTERS: Brian Johnson, Alda Farlow, and Katie Gayman, Buckingham Browne and Nichols (MA)

A-6 Admitted but Left Out? Making Sure Every Student Can Participate Fully in the Life of Your School
Room 336AB
Identifying and assuring access for every student to all that is essential in a school’s program is a complicated and tricky business that requires input from students, parents, faculty, and administrators. What is essential to a child’s experience in your school? Is it having a team jacket? Being able to attend a school dance? Going on a class trip? Having a ride home from practice? Having your own copy of a textbook? Owning a laptop? Having your own cleats? Is it all the same at all schools? PRESENTERS: Trina A. Gary and Mary Dyer, Pingree School (MA)

Room 337AB
Lakeside School has a solid Mission and Mission Focus statement that addresses diversity. In order to maintain our professional development and advance our programs, we used a consensus model that included all constituent groups (faculty and staff, administration, parents and guardians, board of trustees, and alumni) to develop the next phase of our school’s diversity work by establishing a Diversity and Inclusion Initiative. This initiative set goals in the areas of “Inclusive Pedagogy,” “Inclusive Family Culture,” “Inclusive Student Culture,” “Inclusive Adult Culture,” and “Access and Affordability.” Come find out how to guide your community though an exercise that can lead to creating goals for a school that is working to advance its diversity and inclusion programs. PRESENTERS: Jamie Asaka, Elaine Christensen, Bernie Noe, and Christel McGuigan, Lakeside School (WA)

EXPANDING OUR TOOLBOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

A-14 Teaching Social Injustice and Inequality without Creating a Greater Racial Divide
Ballroom I
Today’s students reap the benefits of the suffering and hard-fought victories of earlier generations, without understanding the historical context and residual effects of the events. Kids use words, symbols, “silly” accents, and other racially/ethnically insensitive actions, often in the name of fun, without understanding the subtext. They do not realize that their intentions and ignorance do not negate the destructive power of these words or symbols. How do we address this problem without recreating racial divides and unnecessary tension or undoing progress? We do not have all the answers, but we will present examples and ideas for facilitating difficult conversations, while opening a dialogue to create resources for educators. PRESENTER: Orlando Greene, The Hockaday School (TX)
Ballroom E
In this workshop, participants will identify various dimensions of culture and how they influence our communication, identify common pitfalls of cross-cultural communication that lead to conflict, and learn competencies and gain tools for cross-cultural communication. The workshop will include presentations on theory and models, interactive and reflective activities, and several take-home tools for bringing back to school community and personal life. 
**Presenter:** Rosetta Eun Ryong Lee, Seattle Girls’ School (WA)

A-17 Creating Leadership and Learning Opportunities through a Multicultural Curriculum
Ballroom K
This workshop will briefly describe a model for curriculum mapping that led to a successfully implemented K–12 multicultural scope and sequence. Participants will take part in an interactive curriculum mapping activity for the first third of the workshop by reflecting on their personal curriculum connections to multicultural themes and social identifiers. Examples of projects and lesson plans will be shared from elementary, middle, and upper grades that exemplify the scope and sequence as it “lives” in advisories and classrooms. Resources will be shared, including articles, facilitation tips, a sample scope and sequence model, multicultural theme-related lesson plans and projects, and a theme-specific year-long advisory curriculum outline. Participants will critically analyze the model, consider application of strategies, and create an action plan for implementation in small groups.
**Presenters:** Donald Smith and Sandi Crozier, Wildwood School (CA)

EXPLORING RACIAL/ETHNIC IDENTITIES FOR PEOPLE OF COLOR: OUR MANY JOURNEYS AND STAGES

A-13 Race-Based Affinity Groups: Affirming Identities...And What About the White Kids?
Ballroom H
Laugh. Learn. Share. Think. Dig deep and be prepared to be brutally honest. We will be. We are eager to share with you what we know about race-based affinity groups, as well as support you in returning to your institution invigorated, renewed, and confident in the work of supporting all of your students. At a dynamic, independent Quaker school in Cambridge, MA, faculty, staff and students of color work to ask and answer the ways race-based affinity groups meet the needs of both the students of color and their white classmates. A panel of staff and faculty will share how affinity groups started and what they look like today. In addition, the presenters will share how we support our white faculty and how they have committed to support us in this important endeavor. We will explore ways to nurture a community of students of color and engage white faculty, staff, and students in conversations about race and in the teaching of ally behavior. Leave the workshop able to articulate why we have race-based affinity groups, and be inspired to support the white faculty in answering the question, “…and what about the white kids?”
**Presenters:** Elizabeth Brown, Fonda Chin, Sandra Rojas, Laura Yardumian, P.J. Clark, and Kevin Edmond, Cambridge Friends School (MA)

A-3 Who Gets to Tell the Story?
Americas F
Can a man author a story as a woman? Can a white director make a film about Native Americans? Can someone other than a Jewish artist depict the Holocaust? This workshop will focus on the tricky subject of authenticity and how it is determined in literature and film. Expect good discussion and the challenging of assumptions.
**Presenter:** Robert Johnson, Breck School (MN)
NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS

A-1 Building Support Networks for All Community Members
Ameri cas E
This workshop will offer practical techniques for adults who want to create learning and growing environments that acknowledge, respect, and celebrate the identities of all its community members. We will examine the emotional and psychological effects on historically under-represented adults within predominantly white institutions. This workshop is rooted in the premise that healthy identities enhance learning and collaboration, leadership and initiative, and personal success. The interactive exploration of our own personal and professional stories will shed light on how internalized oppression impacts our world. Participants will journal, work in small groups, create art work, and strategize ways in which we can build support networks within our schools to foster healthy souls while encouraging other adults in our communities to continually analyze our thought patterns, belief systems, and emotional responses to the world around us. PRESENTERS: Marta Grajeda and Rachel Parrish, The Bentley School (CA)

A-2 Shielding My Race from the Blindness of Whiteness
Ameri cas D
Teachers College psychologist Derald Wing Sue (“Dr. Sue”) defines racial microaggressions as “the brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile or derogatory racial slights and insults to people of color.” How do people of color shield themselves from these insidious remarks and educate white people about the damage of racial microaggressions? As a foundation for this workshop, the presenter will refer to the scholarly work of Dr. Sue, Dr. Cross, Dr. Helms, and to segments of films like “The Color of Fear” by Lee Mun Wah and “ColorBlind,” based on the book by Tim Wise. Participants will work in small groups, share within the larger group, and come to a better understanding of how to recuperate from racial microaggressions and/or how best to address them when they occur. This workshop is open to people of color in all positions and white allies. PRESENTER: Sandra Chapman, Little Red School House and Elisabeth Irwin High School (NY)

A-9 Keep it Moving: Reducing Stress During the Work Week
Ballroom C
As a physical education faculty member, the presenter encourages fellow faculty and staff members as well as students to find a healthy balance on a daily basis. In this workshop, attendees will learn simple ways to help reduce stress, alternatives to uninspired workouts, and ways to cultivate a culture of healthy living in school communities. PRESENTER: Adaku Achilefu, The Hockaday School (TX)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

A-10 Queer, Brown, and Beautiful: Using Organizing as a Pathway to Leadership and Success
Ballroom J
At the Students of Color Organizing (SOCO) Summit, LGBT students of color and allies from schools across the country engage in meaningful conversations around the intersectionalities that come with being both LGBT and a student of color. This year, teams were charged with the mission of creating and executing a year-long project that directly benefits LGBT students of color, as implemented within the larger context of furthering the safe schools movement. Through PowerPoint presentations, videos, and facilitated discussions, workshop participants will engage with the program managers, chapter coordinators, and student leaders, particularly around the ways in which SOCO has provided a pathway to leadership and success for LGBT students of color within their communities. SOCO has been a GLSEN program for nearly a decade and continues to provide a model for providing the space for learning, networking, and empowering young leaders of color. PRESENTER: Ikaika Regidor, GLSEN, the Gay, Lesbian and Straight Education Network (NY)
A-11 Pursuing a Career in Leadership: Secrets for Success for Candidates of Color
Ballroom F
This session will facilitate an open and candid discussion for candidates of color on how they can strategically advance their leadership careers in independent schools. The goal is for attending participants to emerge with a practical road map that delineates how they can enhance their future job searches. The presenters offer a variety of perspectives: Devereaux McClatchey, as President of Carney, Sandoe & Associates, will speak about the challenges inherent in the search process and recent trends in the head of school job market. Marcia Spiller, as both a former head of school and one who has recently navigated a successful job search, will offer her unique experience as a candidate of color in a leadership search process. PRESENTERS: Devereaux McClatchey, Carney, Sandoe & Associates (MA); Marcia Spiller, Woodward Academy (GA)

A-12 Prepping for Leadership/Papers, Preparation, and Presentation on the Road to Headship
Ballroom G
So you have the experience and are ready to start your search for the perfect headship—now what? This session will offer an overview of the details involved in how to jump (or walk carefully!) into the head search process and will address such questions as, “What papers do I need to pull together?” “How do I find out about jobs?” “Who do I need to connect with?” “What is the timeline?” “Who is going to tell me whether I’m qualified?” “How are search committees today thinking about and interacting with diverse candidates?” Participants will leave with the practical information needed to present themselves as candidates in head of school searches. PRESENTERS: Bill Lyons, Independent Thinking (MA); Lee Miller, Cal/West Educators (CA); Judith Glickman, Educators’ Collaborative (CA)

A-8 Better, Longer, Stronger: People of Color’s Pathway to Headship
Ballroom D
NAIS reports that almost 70% of heads of school will leave their positions with the next 10 years. With only 5% of heads of school identifying themselves as a person of color, it is an important time to begin to answer Pat Bassett’s query of what schools, boards, and candidates of color can do to increase the racial diversity within this pivotal position. Based on a recent study of newly appointed heads of school, this workshop will give participants a better understanding of some of the differences in the educational backgrounds, work experiences, and social networks between recently appointed heads of color and their white counterparts. Participants will then have the opportunity to hear first-hand accounts from several recently appointed heads of color about their pathway to their first headship. The workshop will conclude with crucial feedback for aspiring heads, search firms, and boards. PRESENTERS: Ara Brown, Cranbrook Schools–Upper School (MI); Dennis Bisgaard, Kingswood Oxford School (CT); Karen Eshoo, Vistamar School (CA); Joan Hill, The Lamplighter School (TX); Wanda Holland Greene, The Hamlin School (CA); Sylvia Rodriguez Vargas, Brownell-Talbot School (NE)

11:15 AM – 1:00 PM
LUNCH

11:30 AM – 1:00 PM
FILM SCREENING OF COEXIST
Hilton Americas–Houston, Lanier Grand Ballroom AB
Don’t miss a special screening and conversation about the critically acclaimed documentary film, Coexist. Grab your lunch and join Director Adam Mazo and Learning Director Dr. Mishy Lesser to hear the story of survivors, perpetrators, social commentators, activists, a government official, and U.S. Rwanda scholar as they share their perspectives on the 1994 Rwandan genocide and the reconciliation process. Hear how the film and its four-lesson Teacher’s Guide are impacting middle and high school students in thousands of schools as they study genocide, the legacy of colonialism, and Rwanda’s contribution to the world’s understanding of social healing. Learn how Coexist is contributing to social and emotional learning in U.S. classrooms, especially in relation to how we see and deal with difference, whether we forgive or seek revenge, become bystanders or upstanders, and blame others for our actions or make ourselves accountable. Workshop participants will experience teaching approaches that undermine “othering” and foster inclusive and expansive communities.

12:00 – 1:00 PM
PoCC CHOIR REHEARSAL
George R. Brown Convention Center, General Assembly Theater
1:15 – 3:15 PM
Affinity Group Session I
25 YEAR CELEBRATION: FUELING THE POWER OF CHANGE
Hilton Americas–Houston
Through the shared experiences of each affinity group and each unique racial identity lens, participants collaboratively build the history of PoCC and tap into their changing sources of energy and strength.

- Black, African Heritage, Afro-Caribbean Heritage, African American Ballrooms of the Americas, ABC
- East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Lanier Grand Ballroom, G
- First Nations Heritage, Indigenous and Aboriginal People, Native American Meeting Room 337AB
- Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Meeting Room 339AB
- International—Citizens from Countries Outside of the U.S., Recent Arrivals to the United States Meeting Room 340AB
- Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Ballroom of the Americas, D
- Multiracial Heritage, Multiracial American Lanier Grand Ballroom, J
- Transracially Adopted Meeting Rooms 336AB
- White, European Heritage, European American Lanier Grand Ballroom, AB

3:45 – 5:00 PM
Workshop Session B
Hilton Americas–Houston

**B-18 Cultivating Awareness and Sensitivity among Faculty Towards Students of Color**
Room 340AB
Students of color face unique challenges in independent schools each and every day. It is important to increase awareness and sensitivity among faculty members in independent schools, and one way to accomplish this is through a program called Lunches with Diversity. This workshop will first identify some of the common challenges that students of color have reported while attending independent schools. Then the presenter will discuss the Lunches with Diversity program and give instruction on how to begin the program at your school. Lastly, the presenter will discuss the benefits of the program and how it can impact your school in a positive way.

**PRESENTER:** Aaron Layton, Westminster Christian Academy (MO)

**B-19 Fostering A Climate of Racial Diversity Inclusion for Racially Excluded Students**
Room 340AB
Come to embrace the term “And Inclusion for All” by immersing yourself in this presentation’s approach for moving schools towards being climates of racial diversity inclusion. Here, inclusion will be used to challenge participants to move beyond delight in having “cultural awareness” to reflection on racial group differences through the lens of racial justice. That is, they will reflect on how race sometimes creates hierarchical, school-produced differences that harm the identities of minority students. Through this reflective and interactive process, participants will depart the session with knowledge to understand how school culture impacts the identity of students of color; skills to develop conscious approaches to eliminating racial disparities that shortchange the schooling experiences of students of color; and disposition to answer the call for creating color-embracing opportunities for students of color to experience the diversity, inclusion, and acceptance needed to succeed in schools.

**PRESENTER:** Mack Hines, Mack Hines Consulting, LLC (TX)
B-3 LGBT Students of Color: Addressing Challenges and Fostering Resilience

**Americas D**

The experiences and challenges that many LGBTQ youth face in school are well documented, but how these experiences may vary by the intersection of personal characteristics of race and ethnicity is less often addressed. Addressing the concerns of LGBTQ students of color necessitates a nuanced approach to combating multiple forms of oppression. This work requires an understanding of how these youth make sense of the harassment and assault they experience as well as how they experience the multiple facets of their identities. In this session, participants will explore research on the school experiences of LGBTQ students of color and identify the challenges that many of these students face as a result of the intersection of identities. Workshop participants will also gain an understanding of the sources of resiliency that LGBTQ students of color report drawing upon and consider how to best provide these sources. **PRESENTER:** Robert McGarry, GLSEN, the Gay, Lesbian & Straight Education Network (NY)

B-4 The Lawrenceville School Rising Program (LSRP)

**Room 335AB**

LSRP is a three-week summer program, borne to facilitate the transition to boarding school for students from non-traditional independent school backgrounds. We invite to LSRP students who will experience school in some significant way. The program offers students an opportunity to get to know faculty and administrators and to develop close mentorship that will last through graduation. It seeks to acclimate bright students to a foreign school culture, and to introduce the pace and rigor so they are ready to hit the ground running. This presentation will explore ways to facilitate the transition of under-represented groups to your school. **PRESENTERS:** Vicky Martinez, Charise Hall, and Wilburn Williams, The Lawrenceville School (NJ)

B-5 Black Students, Teacher Expectations, Racial Congruence, and Stereotype Threat

**Ballroom D**

This session will review the presenter’s research study, exploring how teacher expectations, racial congruence, and stereotype threat impacted the educational experiences, outcomes, and achievements of African-American students. This session will present the phenomenological study, which examined the retrospective perceptions of the academic experiences and outcomes of 13 African-American full or part-time college students enrolled in either a community college or university located in an urban area. The session will explore how the research can be applied to teaching practices and will provide an open forum for discussion around this topic. **PRESENTER:** Carla Postell, Ypsilanti High School (MI)

**PoCC FEATURED SPEAKER**

**Keshni Kashyap**

Born in Singapore and raised in California, Keshni Kashyap is most recently the writer and creator of the award-winning graphic novel *Tina’s Mouth: An Existential Comic Diary*, which was published in January 2012 by Houghton Mifflin Harcourt and chronicles the life and times of a 15-year-old Indian-American teenager growing up in contemporary Los Angeles. The book has received much praise. *The Wall Street Journal*, in its profile of the book writes, “Ms. Kashyap transfers her adolescent angst—and fascination with philosopher Jean-Paul Sartre—to her protagonist, Tina Malhotra, the youngest daughter of Punjabi immigrants in Southern California, simultaneously tolerating over-bearing, sari-swathed aunts and snooty high-school cliques.” Trained as a filmmaker, Kashyap’s short films have screened in more than 40 festivals around the world. She is also an occasional contributor to *The Daily Beast*. Currently, she divides her time between New York and Los Angeles. She is a graduate of Chadwick School (California).
B-6 Educación that Matters for Latinos
Room 335C

_Educación_ from the Latino families’ perspective, is, as author Concha Delgado Gaitan (2004) states, “more comprehensive than the generally accepted American usage.” In addition to academic success, the terms education and educated refer to how people conduct themselves politely, act collectively, support and respect others, and respond to authority. The emphasis is on relationships with others, and this basic premise is taught within the Latino home. Luis Moll and Richard Ruiz, in _The Schooling of Latino Children_ , call for schools to create mechanisms for the education of Latino children that capitalizes on, rather than devalues, their cultural resources. The facilitator will present best practices gathered from Latino authors and researchers for educating Latino/a students and engaging their families in the life of our independent schools. **PRESENTER:** Sandra Chapman, Little Red School House and Elisabeth Irwin High School (NY)

B-7 Braiding Together Two School Communities: The North Star Collaborative Model
Room 336AB

The North Star Collaborative (NSC) is a partnership between Laurel School, an independent day school for girls K–Grade 12 with a coed Pre-Primary, and Warner Girls Leadership Academy, a public Pre-K–Grade 8 single-gender school in the Cleveland Metropolitan School District. Our mission is to inspire girls to fulfill their promise—intellectually, socially, emotionally, and physically—and to better the world through socially conscious and action-oriented behavior. This workshop will exhibit the NSC model of braiding two school communities together with three strands—an annual Summer Academy, Shared Learning Experiences, and Professional Development Exchanges. This workshop will also provide a much needed context and rationale for creating effective collaborations that support underrepresented groups. We have intentionally taken a holistic—mind, body, and spirit—approach to building skills, trust, and ownership and we continue to strengthen the ties between the girls and their families and the larger community. **PRESENTER:** Holly Fidler, Laurel School (OH)

B-8 360 Degree Coaching for Preparedness and Success
Ballroom F

Student and family coaching is the driving force behind the success of REACH Prep’s Prep Academy. It is inherent in all aspects of our program, including our advisory curriculum, interdisciplinary approach to learning, assessment tools, and “Parent Partners for Prep” program. Additionally, our post-placement services and the return of our alumni in the role of counselors and advisors confirm the purpose of coaching as the fundamental foundation of our program. Participants in this workshop will have the opportunity to assess the value of coaching as our overarching philosophy, and examine specific concepts, strategies, and techniques used to achieve our ultimate goal of preparing our students for college graduation, transition, and success as 21st century scholars. **PRESENTERS:** Bryan Diaz and Camille Spaulding, REACH Prep (CT)

EXPANDING OUR TOOLBOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

B-10 Growing a High School/Elementary School Cultural Perspectives Mentoring Program after Founders Graduate
Ballroom E

How do you successfully maintain and revitalize a hs/es cultural perspectives mentoring program after the mentors graduate? Using case studies and personal testimony, workshop participants will learn how two colleagues (a first grade teacher and secondary school administrator) collaborate and partner with high school student leaders to build upon the foundation of a cultural perspectives mentoring program originally created by NAIS SDLC participants in 2009. **PRESENTERS:** Linda Rose-Winters and Melanie Jacobson, Oakwood School (CA)
B-11 Teaching the Messy Parts of American History as a Person of Color: Strategies for Intellectually Rewarding Classroom Experiences for All
Room 337AB
It is in history classrooms where the topics of race, class, gender, religion, and sexuality are discussed most often. Using the past as a guide to understanding the contemporary moment, most students cannot help but compare what they learn about 17th Century Puritans to, for example, modern-day advocates of American exceptionalism. They learn about slavery and racial discrimination and immediately jump to make better sense of the enduring legacies of race prejudice and other expressions of bigotry. How, then, do we as instructors foster a classroom environment in which all students feel comfortable speaking openly? How do we ensure that students are correctly referencing the past as they struggle to fully grasp today’s politics and so-called culture wars? And more importantly, how do we as faculty of color use our own ideological perspectives, standpoints, and positionalities to inform our instruction? What is at stake when we use our own personal experiences to illuminate key themes? Not limited exclusively to history instructors, this workshop provides an open forum to discuss pedagogically sound techniques for conducting classroom debates on issues concerning matters of race, class, gender, religion, sexuality, and social justice. **PRESENTER:** Jermaine Thibodeaux, St. John’s School (TX)

B-12 Peer Cohorts-Creating Spaces for Personal & Professional Transformation
Ballroom H
This workshop’s presenters regularly facilitate interactive workshops and cohort gatherings to invite teachers’ conscious attention to the personal growth necessary for organizational transformation. Participants in this workshop will reflect on the educations we receive through inadvertent instruction about power, especially with regard to gender, ethnicity, sexuality, class, race, group dynamics, commonalities, differences, and intragroup relations. Participants will be introduced to cohort models for intercultural dialogue as well as affinity group conversation and discussion about using these models in their schools. **PRESENTERS:** Deborra Pancoe, Friends Council on Education (PA); Toni Williamson, Abington Friends School (PA)

B-13 Changing the Face of Science: Inspiring Future STEM Professionals
Ballroom I
Whose image comes to mind at the words “doctor,” “scientist,” and “engineer?” Underrepresented minorities comprise fewer than 10% of college graduates in science or engineering professions. In a school community in which everyone feels valued, students must see themselves reflected in their environment and the professions in which we teach. Inspired by Dr. Beverly Daniel Tatum’s ABCs of creating learning environments, the presenters designed a science, technology, engineering, and math focused biography project to affirm student identity. Students research STEM-professionals they identify with based on race, culture, gender, or learning ability. Using technology, students discover the diverse population that has contributed to current knowledge, which encourages a sense of shared community. Presenters will share how students can learn digital-age research skills, applicable in all curricula. Participants will brainstorm ideas for curricular projects to build a sense of community in their classrooms. **PRESENTERS:** Jessica Parsons, Shelley Paul, and Tim Hipp, Woodward Academy (GA)

B-15 Going International: Supporting International Students at a Day School
Ballroom G
This presentation will walk participants through our recent experiences with international upper school students. Of the approximately 500 students in our upper school, some 20-30 are from overseas—mostly Asia, but elsewhere as well. This “surge” occurred before the recession hit but hasn’t abated much. As a day school, we’ve run the gamut of experiences in supporting students, many of whom are here on their own, in making the transition to an American college preparatory school. Participants will leave with a clear understanding of dos/don’ts and tips, as well as a grasp of the many benefits of welcoming such students to their schools. **PRESENTERS:** Janice Murabayashi and Roderick Jemison, La Jolla Country Day School (CA)
NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS

B-9 The Color of Competence
Ballroom C
This workshop is put together to actively discuss our feelings about racist remarks in our schools—“un-fluffed” and “un-flowered.” With our ears, eyes, and hearts, through video, conversation, and role-play, we will leave this workshop inspired and equipped with the language we need to address this issue. PRESENTER: Peaches Gillette, The Town School (NY)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

B-1 Inside Leadership: Independent School Leaders and Search Consultants Tell All
Americas E
This session will inspire under-represented leaders in schools (women, people of color, LGBT individuals) who are aspiring towards senior administration or headships. A panel of independent school leaders and the search consultants who placed them will share stories. In addition, small break-out groups will allow participants to interact directly with school leaders and search consultants to ask questions and receive guidance. Participants will leave with great insight on the path to leadership for women, people of color, and LGBT professionals in independent schools, and have an excellent opportunity to network with school leaders, search consultants, and other aspiring leaders. PRESENTERS: Katherine Dinh, Prospect Sierra School (CA); Lee Miller, Cal/West Educators (CA); Travis Brownley, Marin Academy (CA); Zanita Gwin, Saint Mark’s School (CA); Randall Dunn, Chicago Latin School, (IL); Gregory Floyd, Gregory Floyd & Associates (ME)

B-16 Leading Diversity Strategically: The Critical Role of School Leaders
Ballroom J
Preparing students for success in the 21st Century requires us to link cultural competency, diversity, and inclusion to educational excellence. This workshop will identify methods to build a strategy and action plan for making a linkage that is unique to the culture, history, and mission of your independent school. For our schools to be viable in the 21st Century and beyond, we need the creativity and innovation of diverse thinkers—this challenges our schools to push beyond our cultures of being nice and conflict-averse to a culture that thrives on fearless conversations and culturally competent adult leadership. Central to that effort is the functioning and effectiveness of teams of heads of school, diversity directors, boards, and other allies working together to build a campus community that authentically embraces the richness of diversity. Participants will hear the insights of experts in the field and share with each other successful practices from their own school communities. PRESENTERS: Robert Greene, Marin Country Day School (CA); Diana Artis, Pingry School (NJ); David Grant, Potomac School (MD); Steven Jones, Jones & Associates Consulting, Inc. (CA)

B-20 Moving the Needle
Americas F
Over the past decade the percent of leaders of color in independent schools has declined despite efforts on the part of several organizations including NAIS, the Klingenstein Center, Interschool in NYC, and recruitment firms dedicated to advancing the careers of people of color. This session will provide historic data on the representation of people of color in independent schools and compare these findings with the demographics in other non-profits and in the corporate sector. What are other sectors doing to tap the talents and promote employees of color that may inform those involved with independent schools? Hear from a panel of prominent educators who have been involved in increasing the representation of educators of color. PRESENTERS: Pearl Kane, The Klingenstein Center (NY); Reveta Bowers, The Center for Early Education (CA); Jim Scott, Punahou School (HI)
5:00 – 5:30 PM
BOOK SIGNING WITH KESHNI KASHYAP
Hilton Americas-Houston, Lanier Grand Ballroom Foyer

5:30 – 6:30 PM
GENERAL SESSION WITH WILLIAM PEREZ
George R. Brown Convention Center,
General Assembly Theater
See Perez’s bio at right.

- Performance of a Mexican Folklore Dance
  by Post Oak School (Texas), directed by Shekkola
  Gray, middle school director, and Patricia Onofre,
  Spanish coordinator
- Introduction of William Perez by Gabriela Flores
  Irwin, Houston One Conference
- Presentation by William Perez, followed by
  a Questions & Answers session
- Announcements

6:30 – 7:00 PM
BOOK SIGNING WITH WILLIAM PEREZ
George R. Brown Convention Center,
Third Floor Foyer

PoCC GENERAL SESSION SPEAKER
William Perez
William Perez is Associate Professor of Education
at Claremont Graduate University (CGU). His
research focuses on immigrant students, aca-
demic achievement, and Latino higher education
access. Before joining CGU, he worked at various
research institutes including the RAND Corpora-
tion, the Stanford Institute for Higher Education
Research, the UCLA Neuropsychiatric Institute,
and the Tomas Rivera Policy Institute. His
research on undocumented students has been
published in various academic journals including
The Hispanic Journal of Behavioral Sciences,
The Journal of College Admissions, The Journal
of Hispanic Higher Education, and New Directions
for Student Services. Perez is also the author
of the acclaimed book We ARE Americans:
Undocumented Students Pursuing the American
Dream, which was awarded the 2009 Mildred
Garcia Prize for Excellence in Research by the
Association for the Study of Higher Education.
Born in El Salvador, Perez came to the United
States at the age of 10 to escape the country’s
civil war and spent his remaining childhood
in Pomona, California. He earned his BA at
Pomona College, and his Ph.D. at Stanford
University. Most recently, Alma Magazine named
him as one of four Lo Mejor de Nosotros (One
of Our Best) in its 50th Anniversary Hispanic
Heritage Month edition.

BOOK SIGNING EVENT
FRIDAY, DECEMBER 7

7:00 AM - 6:00 PM
POCC/SDLC REGISTRATION
George R. Brown Convention Center, Level 3

7:00 AM - 6:45 PM
NAIS BOOKSTORE
Hilton Americas-Houston, Level 4

7:30 AM - 5:00 PM
NAIS CYBER CAFÉ
Hilton Americas-Houston, Level 4

8:00 - 9:00 AM
GENERAL SESSION WITH KIM PHUC PHAN THI
George R. Brown Convention Center, General Assembly Theater
See Phan Thi's bio on next page.

- “The Cold Within” a dramatic retelling of James Patrick Kinney’s poem by students from Awty International School (Texas), directed by Martha Bawara, director of IB theatre arts
- Introduction of Kim Phuc Phan Thi by Katherine Dinh, head of school, Prospect Sierra School (California)
- Presentation by Kim Phuc Phan Thi
- Recognition of heads of color in independent schools
- Announcements

9:00 - 9:45 AM
KIM PHUC PHAN THI BOOK SIGNING
AND NETWORKING COFFEE BREAK
Hilton Americas-Houston, Lanier Grand Ballroom Foyer

9:45 - 11:45 AM
Affinity Group Session II
ACTION: REFINING OUR SHARED COMMUNITY
Participants discuss their commitment to sustain their sources of power through self-generated topics and storytelling. This is your opportunity to share your wisdom and gain ideas for action from others.

- Black, African Heritage, Afro-Caribbean Heritage, African American Ballrooms of the Americas, ABC
- East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Lanier Grand Ballroom, G
- First Nations Heritage, Indigenous and Aboriginal People, Native American Meeting Room 337AB
- Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Meeting Room 339AB
- International—Citizens from Countries Outside of the U.S., Recent Arrivals to the United States Meeting Room 340AB
- Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Ballroom of the Americas, D
- Multiracial Heritage, Multiracial American Lanier Grand Ballroom, J
- Transracially Adopted Meeting Rooms 336AB
- White, European Heritage, European American Lanier Grand Ballroom, AB
11:45 AM – 1:15 PM

LUNCH

12:15 – 1:15 PM

POCC CHOIR REHEARSAL
George R. Brown Convention Center,
General Assembly Theater

1:30 – 2:30 PM

STATE/REGIONAL ASSOCIATION MEETINGS
Hilton Americas–Houston

- Bermuda, Puerto Rico, Virgin Islands, Hawaii, and International **Room 339AB**
- Cleveland Council of Independent Schools **Grand Ballroom L**
- Colorado and ACIS **Room 335AB**
- Connecticut, CODIS, and SPHERE **Grand Ballroom H**
- Florida and FCIS **Room 340AB**
- Maryland and AIMS MD/DC **Grand Ballroom G**
- Midwest and ISACS **Ballroom of the Americas E**
- New England and POCISNE **Ballroom of the Americas F**
- New Jersey and NJAIS **Grand Ballroom F**
- New York and POCIS-NY **Ballroom of the Americas D**
- North Carolina **Room 336AB**
- Northern California and NORCAL POCIS **Grand Ballroom D**
- Pacific Northwest and PNAIS **Room 337AB**
- Pennsylvania and Delaware Valley **Grand Ballroom C**
- South and SAIS (Alabama, Georgia, Kentucky, Mississippi, South Carolina, Central America, South America) **Grand Ballroom K**
- Southern California and SOUCAL POCIS **Grand Ballroom E**
- Southwest and ISAS **Grand Ballroom AB**
- Tennessee and TAIS **Room 335C**
- Virginia and VAIS **Grand Ballroom I**
- Washington, D.C. and IE **Grand Ballroom J**

3:00 – 4:15 PM

Workshop Session C

Hilton Americas–Houston

**Featured Speaker Steven Jones**
Lanier Grand Ballroom, AB
See Jones’s bio on next page.
Introduction by Jenine Alig, upper school dean,
Kinkaid School (Texas)

PoCC GENERAL SESSION SPEAKER

Kim Phuc Phan Thi
In 1972, Americans and the South Vietnamese Airforce dropped napalm bombs on a village near Saigon. Nine-year-old Kim Phuc Phan Thi was photographed running down the road, screaming from burns to her skin. That unforgettable Pulitzer Prize-winning photograph changed the way the world looked at the Vietnam War, and at all wars. After two years of medical care, Phan Thi returned to her village. Her government subjected her to endless interviews, used her story in propaganda films, and supervised her as a “national symbol of war.” In 1986 she settled in Canada. In a commemorative ceremony for the Vietnam War in Washington DC, as she was delivering a speech, she publicly pardoned the person who had launched the napalm bombing of her village in Vietnam. Phan Thi’s story was turned into the book *The Girl in the Picture* and the documentary film *Kim’s Story: The Road from Vietnam*. Kim Phuc Phan Thi was designated UNESCO Goodwill Ambassador in 1994. Ever since, she has dedicated her life to promoting peace. She founded the Kim Foundation International, which provides medical and psychological support to children who are victims of war, to help them overcome their traumatic experiences.

**BOOK SIGNING EVENT**
BUILDING INCLUSIVE COMMUNITIES FOR PEOPLE OF COLOR: PROGRAMS AND INITIATIVES TO STRENGTHEN PEOPLE OF COLOR IN INDEPENDENT SCHOOLS

C-3 Middle School Affinity Groups: The Good, the Bad, and the Ugly
Ballroom D
At Germantown Friends we currently have three affinity groups: Young People of Color, Jewish Affinity Group and Straight and Gay Alliance. In the past and—we hope—in the near future, we will add a White Allies Group. Attendees of this session will hear about the process of creating affinity groups, as well as the ongoing scheduling difficulties of maintaining affinity groups in a jam-packed day. They will gain an understanding of how to create a welcoming environment that makes students feel safe to share incidents of racism from peers and faculty. We will share the strategies that we have imparted with our groups to counter racism and address those who have made our students feel unwanted or oppressed. Attendees will also hear about how to bring this information to the faculty in a productive and meaningful dialogue to heighten awareness of racially charged situations. PRESENTERS: Aaron Preetam, Germantown Friends School (PA)

C-4 AlMing for Inclusion with the NAIS Assessment of Inclusivity and Multiculturalism
Ballroom F
The NAIS Assessment of Inclusivity and Multiculturalism (AIM) augments formal accreditation and internal review procedures by focusing on the development of an inclusive school community, establishing a reliable framework for identifying constituents’ perceptions and felt needs, and providing a process for amplifying the voices and honoring the perspectives of students, parents, teachers, and leaders of color in an independent school community. Come join representatives from Curtis School who have successfully coordinated the school’s participation in AIM, to learn more about the AIM process and its capacity not only to honor the voices of people of color, but also to identify and promote a school-wide vision to build and sustain a genuinely inclusive independent school community. PRESENTERS: Christopher Thinnes, Sharoni Little, and Monique Sherman, Curtis School (CA)

C-6 International People in Independent Schools: A Case for Transnational Education
Ballroom C
As we prepare students and communities for the challenges of the 21st Century, how do their interactions with international students, faculty, and parents enhance their skills and world views? How do we educate for global partnership in a world that is increasingly connecting? What does it mean when thousands of international students and teachers attend and work in American schools? This workshop addresses identity, pedagogy, cross-cultural communication, and the challenges of international elements in independent schools. Three educators and world travelers will lead a discussion on how educating with a global view may help develop global citizens, leaders, and lifelong learners. PRESENTERS: Karim Sow, Moses Brown School (RI); Tete Cobblah and David Wayne, Fenn School (MA)

EXPANDING OUR TOOLBOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

C-10 Beyond Numbers: Math Across History and Cultures
Room 335AB
Mathematics is a formal language that can be universally understood. From its beginnings, it has traveled around the world, permeating every civilization and discipline. This project is intended for elementary schools to build a historical understanding of mathematics through the lens of world cultures and civilizations. Children conduct research pertaining to how mathematics has evolved throughout history and its conceptualization in world cultures. The workshop will showcase how students execute a given number of math activities within the context of a historical setting or culture. PRESENTER: Luana Ferreira, Horace Mann School (NY)

C-17 Diversity and Inclusion from the Ground Up and the Top Down
Ballroom L
In two years the K-8 Diversity and Inclusion Teaching Team at Prospect Sierra School has affected institutional change at multiple levels. Each year members of the team have facilitated year-long professional development programs to build common language, created opportunities for learning and growth
through conversations, and shared curriculum and resources on relevant topics. They introduced a middle school-wide alternative approach to affinity groups using iMovie for storytelling. They also collaboratively reframed the Kindergarten curriculum to create an integrated approach to set context for the Martin Luther King, Jr. holiday. Prospect Sierra’s Diversity and Inclusion Teaching Team and head of school will share the elements of their programs that made these changes successful from creation to implementation. The projects and presentations are all multimedia and this presentation will include an interactive portion where participants will experience the alternative approach to affinity groups. **Presenters:** Britt Anderson, Kathrine Dinh, Suzette Duncan, and Madeleine Regin, Prospect Sierra School (CA)

C-11 Supporting On-Campus Alliances: The Role of White Affinity Groups
Room 335C
Engaging students and faculty in the process of making school culture truly multicultural requires structures for personal development and courageous conversations. This workshop will focus on the role of white affinity groups in a school committed to multiculturalism. Participants will explore the practical application of such a group in a school setting through the use of a case study protocol. They will then hear how these ongoing structures have facilitated personal, institutional, and cultural change. Participants will receive resources and strategies, including articles, tips for facilitation, and a basic run-down of initial steps, to begin implementing white affinity groups at their schools. In small groups, participants will construct initial action plans and strategize and role-play about how to talk with colleagues and administration about implementing or supporting white affinity groups on their campuses. **Presenter:** Jason David, Wildwood School (CA)

C-12 Addressing Identity, Power, and Privilege through Critical Service Learning
Ballroom K
Discussions around identity, power, and privilege are core components to constructing a critical service-learning curriculum. This workshop will define critical service learning in relation to traditional service learning. The presenters will rely heavily on Tania D. Mitchell’s article entitled, “Traditional vs. Critical Service Learning” as a framework for discussion. They will share experiences incorporating themes around identity, power, and privilege into a 9-12 independent school service-learning curriculum. Participants will have the opportunity to engage with other service-learning educators around these themes and come to new understandings around critical service learning while taking away practical tools and designing personal action steps. **Presenters:** Tomas Jacquez, Amy Argenal, and Ken Garcia-Gonzales, The Urban School of San Francisco (CA)

**Steven Jones**
Steven Jones is the C.E.O. of Jones & Associates Consulting, Inc., a firm that specializes in diversity and organizational change consulting. Named a national Top Diversity Expert by DiversityInc Magazine, he is a recognized national speaker, trainer, and consultant. Jones holds a B.S. in Computer Science, a M.Ed. in Counseling, and a M.S. and Ph.D. in Industrial/Organizational Psychology. His passion for fighting oppression has shaped his professional and personal life. Jones works with non-profit organizations, corporations, government agencies, and educational institutions nationwide. He has served as a facilitator and consultant to NAIS, as well as to independent schools nationwide. Other clients with which he partners include CBS, Honda, Lexus, LG, Nokia, Qualcomm, Sempra Energy, Southern Company, and Toyota. A published author of *Journey to Excellence*, Jones has also taught graduate-level courses at Alliant International University, National University, San Diego State University, University of California at San Diego, and the University of San Diego. Some of those courses he teaches include “The Psychology Applied to Teaching Diverse Students,” “The Diverse Classroom,” and “Diversity in the Workplace.”
C-13 Building a Classroom Community through African-American Women’s Literature
Ballroom J
In many western literature courses taught in American high schools, many of the authors and protagonists are male. As a contrast, African-American Women’s Literature at The Bay School of San Francisco explored the following questions: What happens when a course is dedicated solely to authors who are African-American women and whose protagonists are African-American women? What impact does this focus have on its audience? How do students respond to these texts? How does this focus shape classroom interactions and discussions? This panel presentation offers participants a window into how students and teachers shared their views on gender, race, class, power, and sexuality through these works of literature and conducted constructive and meaningful discussions in a safe, respectful environment. Participants will have the opportunity to ask questions, devise strategies for their school sites, and participate in a dialogue about how literature can be a springboard for larger systemic issues that pervade our society today.

**presenters:** Lori Cohen, Joseph Oliver, and Tamara Tanujaya, The Bay School of San Francisco (CA)

C-14 Establishing Credibility: Teaching Marginalization in Settings of Privilege
Ballroom E
Teaching classroom material from diverse perspectives is a key trend in today’s education, particularly when it comes to teaching curriculum concerning the marginalization and discrimination of oppressed people. This workshop will focus on how independent school educators can effectively teach sensitive issues relating to race, gender, sexuality, and socioeconomic hierarchies in an environment that is largely associated with privilege. For example, participants will explore the advantages and disadvantages associated with employing ethnocentric models of analysis and emphasizing personal narratives over objective history. They will also discuss and explore the complexities that arise when the educator is the sole minority in the classroom and whether or not, under these circumstances, teaching strategies or approaches should or need to be adjusted to establish credibility.

**presenters:** Sherry Harley, Cannon School (NC); Nadia Johnson, Providence Day School (NC)

C-15 Build An Inclusive Classroom Community for Students of Color
Ballroom H
It is common knowledge that students of color thrive in environments where they feel safe, nurtured, and respected. We aim to build self-pride, a sense of community, mutual respect, and cultural awareness in a safe, supportive environment. This is achieved through literature connections, group games, and activities. Our work is key to the success, safety, and support of all students of color. By having students of color identify and value themselves, they in turn are more accepting and understanding of their peers. The goal for our students is to become lifelong learners who not only appreciate but also value the unique differences in themselves and others. In addition to a group presentation, participants will be divided into small groups and circulate through interactive stations, engaging in authentic activities that we use to strengthen our classroom communities. Participants will receive a book list, sample activities, and student work for immediate implementation in their own classrooms.

**presenters:** Paris McLean, Jennifer Vrandenburgh, and Susan Ferguson, Princeton Day School (NJ)

C-8 Why Not Us? Careers in Science, Technology, Engineering, and Math (STEM) Are an Exciting Pathway for Students of Color, but Do They Know That?
Americas D
With unemployment reaching historic levels, banks laying off tens of thousands, college graduates working as baristas in Starbucks, and law school graduates waiting tables, why don’t we put our heads together to change this outcome? And why are African Americans and students of color underrepresented in collegiate programs and professional careers that require a background in STEM, the hiring gem! Why not hire us? It is a known fact that
the U.S. can’t possibly fill the need for scientists, engineers, physicists, and innovators; and yet, the needs of our global society are dependent upon the contributions of talented people in these areas. So why isn’t this professional opportunity gap attractive to more people of color and more African-American girls? This presentation will explore the problem statement and exciting solutions for middle school and high school students. It offers participants the opportunity to engage in a conversation “around the kitchen table” about why not us! PRESENTER: Joanie Banks-Hunt, Menlo School (CA)

EXPLORING RACIAL/ETHNIC IDENTITIES FOR PEOPLE OF COLOR: OUR MANY JOURNEYS AND STAGES

C-16 The Art of Crossing Cultures: Dialogue with Palestine on Women’s Rights Ballroom I
At St. Mary’s Academy high school, girls talk with young Palestinian women through the Research Journalism Initiative and Jennifer Klein, a Jewish-American troubled by the absence of Palestinian perspectives in most American classrooms. Using methodologies that teach students to reach honest and powerful intercultural dialogue, Lebanese-American Amber Smith has found that these small gender-specific conversations lead to powerful explorations of women’s common experiences. She has built a classroom culture of curiosity, informality, and comfort with uncomfortable topics. Such global experiences have a direct impact on students’ ability to engage in intercultural dialogue in their own schoolhouses. Through live video conferences, students learn to ask good questions and engage in hard conversations, increasing their ability to express their own identity and honor the experiences of others and creating a culture of critical inquiry that goes beyond politics to the deeper human experience. PRESENTERS: Jennifer Klein and Amber Smith, St. Mary’s Academy (CO)

NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS

C-9 Half and Half: Using Contemplative Practice to Join Diverse Aspects of Self Americas F
Using contemplative mindfulness practice, this workshop will work on developing equanimity between aspects of self, which are often divided by social, political, racial, and gender labels. Participants will be guided in practice to quiet the mind and develop a contemplation to address suffering and distress that may have come from experience of “feeling out of place” or defining self with “labels that didn’t seem to fit.” Participants will develop a contemplative script that portrays a journey of connection and helps them let go of despair and address the question of “What are you?” This practice can be useful for self care as educators and as a skill set in facilitating cohesive identity development. PRESENTER: Pamela Williams, Independent Clinician and Educational Consultant (MD)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

C-1 Consider a Career in Development Americas E
This session will take some of the mystery out of the development office by introducing attendees to the earning potential within development, the impact of development on school life and how one can make a difference outside the classroom, the statistics on people of color in development, and steps for growing a career in development. Attendees will leave the session with greater awareness of career options within independent schools, a deepened respect for the development arm of the school, and perhaps a new desire to collaborate and cooperate. Administrators will be asked to consider new avenues for hiring people of color as development personnel or retaining people who want to move on by steering them toward development. PRESENTER: Mary Coleman, Woodberry Forest School (VA)
C-7 Growing Leaders: Discovering Paths to Leadership in Independent Schools

Ballroom G

According to a 2004 NAIS focus group conducted at the People of Color Conference, one of the major hurdles for faculty and administrators of color is “the knowledge that one would be isolated as one out of two or three if not the only person of color.” In 2012, this data holds bearing in the ability of independent schools to hire and retain people of color. It also continues to hold relevance in whether or not people of color choose to work in our schools. This presentation will examine how feelings of isolation and sometimes marginalization challenge our ability to retain faculty and administrators of color. The presentation will also discuss the ways that schools can support and develop pathways for growth and leadership for people of color in independent schools. Through personal narratives, participants will learn how to create pathways to leadership in independent schools. **Presenters:** Tiffany Bridgewater, Norwood School (MD); Kiki Davis, St. Stephen’s & St. Agnes School (VA)

4:30 – 5:45 PM

Workshop Session D

Hilton Americas–Houston

**Featured Speaker Bernard Harris**

Lanier Grand Ballroom, AB

See Harris’s bio on next page.

Introduction by Ronald Jackson, director of advancement and external affairs, Awty International School (Texas)

BUILDING INCLUSIVE COMMUNITIES FOR PEOPLE OF COLOR: PROGRAMS AND INITIATIVES TO STRENGTHEN PEOPLE OF COLOR IN INDEPENDENT SCHOOLS

**D-1 Empowerment through Knowledge: How Compelling Documentaries Can Build Awareness Americas D**

A documentary movie, by its appeal and impact through carefully chosen sounds and images, opens the door and facilitates curiosity in a topic, regardless of the school subject it might serve. The goal of this workshop is to share tested and confirmed classroom practices that build citizenship and awareness in students, helping them develop critical thinking skills and take personal and social responsibility. Workshop attendees will learn how to use and explore appealing and free and/or easy-to-access documentaries to fuel their students’ reflection, self-questioning, and curiosity about our world’s realities and challenges. By making them feel responsible for their choices, we empower and inspire students to take action in their daily lives. We will provide a list of documentaries that can be used in class and explore how to link them to the use of various new technologies that are so vital in today’s teaching. **Presenters:** Renata Bevilacqua and Melanie Gauthy, The Awty International School (TX)

D-16 The Good Ally: How Does a White Ally in a Multicultural Family Support Their Children of Color? Room 337AB

This workshop is designed for white allies who are in multiracial familial relationships and desire to better understand and support their children of color in their identity development. The panel of diverse educators (transracial adoptees and people of color) from a similar family dynamic will guide a discussion giving white participants the opportunity to ask questions as they endeavor to find spaces to discuss in their lives. It will provide participants a safe space for learning and sharing and will provide knowledge and ideas for future reflection in order that they feel better positioned to support and empower a distinct and separate identity in their children of color. Participants will also receive resources pertaining to this topic. **Presenters:** Heather Flewelling, Milton Academy (MA); Jason Gordon, Burgundy Farm Country Day School (VA); Carol Swainson, University of Chicago Laboratory School (IL); Anthony Witte, Head-Royce School (CA)

D-17 Moving From Supportive Dialogue to Direct Action

Ballroom C

Northern California People of Color in Independent Schools (NOCA POCIS) is a grassroots organization that originated from a need for teachers of color in independent schools to share stories of frustration, isolation, celebration, and transformation. Now NOCA POCIS is an active organization with 501c3 status serving 87 member schools. Our mission is
to support academic achievement, professional development and advancement, self-determination, and well-being of students, families, and adults of color in PK–12 bay area independent schools. This workshop will explore the history of how 14 years ago, a group of dedicated professionals of color used the PoCC Regional meeting to form a bond and create a lasting organization that now hosts annual student and adult conferences and workshops for admissions officers and school heads, and consults with numerous organizations throughout the greater bay area. You are invited to see how we took our conversation from the watercooler to the community.

**PRESENTERS:** Karla Brundage, The Athenian School (CA); Nathan Lundy, Lick-Wilmerding High School (CA)

**D-20 Men(toring) and Black Male Student Success in Independent Schools**

**Room 339AB**

This presentation will address how school-based peer mentoring programs for black males in independent schools can impact their academic and social success, as well as their overall retention. This discussion will examine how peer mentors can function as a “safety net(work)” for black males in independent schools as they navigate the intersections of race, class, and gender. Assessing such networks can give insight into how black males acclimate to the social and academic environment in independent schools, and the institutional efforts needed to ensure their overall success. Incorporating disparate student engagement, motivation, and self-efficacy theoretical tenets, this presentation will seek to identify best practices that can build effective interpersonal and institutional networks for all students. Participants will also learn about effective student engagement and inclusion efforts that will enhance diversity and equity best practices.

**PRESENTER:** Sharoni Little, Curtis School (CA)

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**PoCC FEATURED SPEAKER/SDLC KEYNOTE**

**Bernard Harris**

In 1995, Bernard Harris became the first African-American to walk in space. A veteran astronaut for more than 19 years, he has logged more than 438 hours and traveled over 7.2 million miles in space. After receiving his MBA degree from the University of Houston and then a Doctorate of Medicine (MD) from Texas Tech University, he trained as a flight surgeon at the Aerospace School of Medicine, Brooks Air Force Base in San Antonio, Texas. He served as vice president and chief scientist of SPACEHAB, Inc., an innovative space commercialization company, where he directed the company’s space science business. He also served as vice president of business development for Space Media, Inc., an Informatics company, establishing an e-commerce initiative that is now part of the United Nations’ education program. He is currently chief executive officer and managing partner of Vesalius Ventures, Inc., a venture capital firm that invests in early to mid-stage healthcare technologies and companies. Harris believes that education and effort will allow anyone to meet any challenge in life, inspiring others to reach for the stars. Among the many boards he serves on is the National Math and Science Initiative. Harris is the founder of the Harris Foundation, a non-profit organization that supports math and science education and crime prevention programs for America’s youth.
D-3 Developing Community: When the Development Office Joins the Conversation
Room 335AB
The development office has always been an integral part of the independent school community. But, in most instances, development officers tend to remove themselves from issues of race, diversity, and community building. In our session, we will use examples from our office and school experience to show the enrichment that can occur when members of the development team are a part of all of the conversations in an independent school. Through events, athletics, activities, community efforts, and much more, the inclusive dialogue at The Chestnut Hill School has allowed for the expertise in relationship building that is inherent in development to strengthen ties within the community that impact the students and future alumni constituents in a positive way. Participants will learn how community, diversity, curriculum, and development intersect and synergy is formed. PRESENTERS: Tramaine Weekes and Linda Hughes, The Chestnut Hill School (MA)

D-4 The Power of Understanding Intercultural Pedagogy for Institutional Change
Ballroom F
Diversity and inclusion programs have gone too long without applying a developmental approach. That is exactly why the right thing to do is usually the first thing to go when resources get low. When you know better, you do better. Using the Developmental Model of Intercultural Sensitivity (DMIS) as the approach and the Intercultural Development Inventory (IDI) as the psychometric valid and reliable assessment tool, institutions can learn how to attract, recruit, support, and retain their traditionally marginalized students, families, and educators. Participants will leave this workshop with a higher level of understanding about the DMIS; a clear description of what stage their institutions may be in; and a developmentally appropriately prescription for the key skills needed to engage, support, and challenge the status quo in order to promote institutional change. PRESENTER: Phyllis Braxton, PINK Consulting LLC (MN)

D-5 Where is Your School Going?: Navigating White Privilege in Independent Schools
Ballroom E
Many of our independent schools are undergoing diversity initiatives that are designed to create multicultural and racially diverse institutions. This workshop will explore how we can identify and navigate white privilege within our schools and then provide steps on how to combat it. Through a series of interactive activities and racial caucusing, we will take participants through a journey that will end by us, collectively, thinking of how to make our schools function from an anti-racist lens. We welcome participants who are willing to talk openly about white privilege and their respective schools and who are actively working to end racism within our institutions. PRESENTERS: Benny Vasquez, The Town School (NY); Ramon Javier, Packer Collegiate (NY)

D-6 How Parents of Color Can Help Their Children Succeed in the Private School World
Americas E
All parents want the best for their children and hope their children’s schools will nurture their development and add to a foundation that will help make them successful. Every school has a culture, and every culture has unwritten and unspoken truths. In the private school world there are students and parents who never learn the truths and never figure out how to navigate this different world. Some parents do not even realize that they could have navigated with less effort or with a “better” outcome. Because education remains more instrumental to the success of people of color, it is more incumbent upon them to learn these truths and figure out how to successfully navigate the private school world they have chosen for their children. Parents of color can be outsiders or at least feel that they are. They can be reluctant to assert themselves and advocate for their children. This workshop will address the unspoken truths of the private school world and parent, teacher, and administrator expectations. Most importantly we’ll explore how we can help parents of color access the best of what private schools have to offer. PRESENTER: Pamela Brown, Springside Chestnut Hill Academy (PA)
**D-7 Recruiting and Retaining a More Inclusive Faculty**  
**Ballroom H**  
This workshop explores the challenges, best practices, and strategies associated with minority faculty and staff recruitment. It will leverage more than 18 years of diversity recruitment experience in independent schools and is designed to empower individuals with information and resources to maximize their recruitment and retention efforts. Each participant will leave with concrete, tangible tips and strategies, along with a comprehensive plan to address his or her individual obstacles and needs. The workshop will provide a framework for change and improve effectiveness of current and future work. Participants will learn how to implement best practices and proven minority recruitment strategies and how and where to access information and resources that will assist them in meeting their diversity goals. **PRESENTERS:** Warren Reid, NEMNET Recruitment (NJ)

**EXPANDING OUR TOOLBOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE**

**D-10 Culturally Relevant Teaching: Educational Equity for Ethnically Diverse Students**  
**Ballroom G**  
How do we support our students of color in achieving academic success? Are we providing a learning environment that affirms and validates the heritages, learning styles, and value systems of our ethnically diverse students? How do culture and identity affect learning? These are some of the questions that will be answered in this workshop, where we will explore culturally responsive teaching. Unlike the “deficit syndrome” approach of attributing academic failure to what students of color don’t have or can’t do, culturally responsive teaching empowers students of color by using their cultural frames of reference to inform teaching practices and curriculum content. Presenters will introduce this educational philosophy, how it benefits our students of color, and why it is imperative to transform pedagogy and curriculum to create educational equity in our schools. Participants will receive a framework for pedagogical and curriculum evaluation; engage in meaningful dialogue around how to be culturally responsive teachers; and receive valuable resources to promote inclusive, equitable, and supportive learning environments for students of color. **PRESENTERS:** Christel McGuigan, Ted Chen, and Emily Pérez, Lakeside School (WA)

**D-11 That’s Just the Tip of the Iceberg: Identity Development through Literature**  
**Ballroom I**  
Harnessing the power of Cultural Competency Paradigms, the English curriculum can help all students take a deeper dive into exploring the formation of their own identities, while simultaneously honing their literary analysis skills. Learn what 7th and 8th grade English teachers have been doing to model the exploration of their own identities and create a broader and more refined lens through which to assess characters across different genres and choices of literature. Adolescence is challenging enough; infusing the use of a rich vocabulary to explore the essential questions of, “Who AM I?” and “Who are you?” helps students perceive more of what lies “below the surface.” Participants will leave with several models of identity development, practical application, and integration of these models into the middle school curriculum, as well as suggestions for activities that can help students develop greater understanding of themselves and formulate more authentic relationships across differences. **PRESENTERS:** Robert Greene, Noah Cho, Sungbae Park, and Ted Saltveit, Marin Country Day School (CA)
D-12 Train the Trainer: Facilitation Skills for Conversations About Race

Ballroom K

In this workshop, participants will discuss fears and anxieties associated with facilitating conversations about race; learn about common pitfalls and obstacles in discussing race; gain practical phrases, tools, and skills for facilitating emotionally charged conversations; and practice facilitating small groups through tough topics. The workshop will include presentations of resources, small group discussions, and role-play activities. It will also allow participants an opportunity to network with others who desire to become better facilitators, so that this difficult work does not seem so isolating and so that participants know there is considerable wisdom to be found among colleagues just a phone call or email away. 

**Presenter:** Rosetta Eun Ryong Lee, Seattle Girls’ School (WA)

EXPANDING OUR TOOLBOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

D-14 Inquiry into Identity: Using Race, Class, and Gender to Teach Critical Thinking

Room 335C

A white female and a black male teacher “discovered” a curriculum on race, class, and gender that riveted the attention of their students. Later, they began to understand why it worked so well. Identity formation is a key developmental task of adolescence. When teachers empower the identities of their students to be proud of who they are and where they come from, the result is a creative, dynamic classroom. By exploring their own identities and sharing their stories, students gain valuable listening and communication skills. In an environment made safe to express their differences, they find acceptance and support, and the empathy they generate serves as the building blocks of higher order thinking. They form alliances across divisions; collaborate to find creative solutions; and through their relationships with each other, learn to appreciate other cultures and are motivated to learn more. The presenters will explain key concepts and demonstrate how they combine interpersonal activities with inquiry and academic skill building to appeal to specific developmental needs of adolescents. Participants will discuss ways conversations about race, class, and gender in our schools prepare students for the global community of the future.

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

D-15 Lee and Mrs. Irving—An Interdisciplinary Collaboration

Americas F

This workshop will explore the unique partnership between two African-American teachers, one in her 41st year and one in his 11th. Bringing together American literature and American history, the presenters created a year-long course on American cultural history built around principal texts. Two of these texts, *Adventures of Huckleberry Finn* and *The Invisible Man*, presented the opportunity for the pair to plunge deeply into African-American history in a way not often accomplished in a traditional American history survey course. The presenters will share reflections on their rare collaboration including harmonizing different pedagogical approaches, co-creating curriculum, and engaging an overwhelmingly white student audience. Participants will take away insights about team teaching, interdisciplinary curriculum, and alternatives to traditional history and literature courses. 

**Presenters:** Levan Payton and Cheryl Irving, William Penn Charter School (PA)

EXPLORING RACIAL/ETHNIC IDENTITIES FOR PEOPLE OF COLOR: OUR MANY JOURNEYS AND STAGES

D-18 Getting Real About Whiteness in Independent Schools

Room 340AB

The notion of whiteness, in which one believes the world is color blind, teaches us that race does not matter. However, blackness cries out that race does exist; it does matter, but is often silenced by the pressures of our environment. Both of these concepts tend to be the underlying assumptions that are pervasive in predominately white independent schools. This interactive session will delve into the various change agents that predominately white independent schools must embrace in order to cultivate a true appreciation of multiculturalism.

**Presenter:** Eddie Carson, Houston Christian High School (TX)
Two years ago, presenter Loris Adams recognized a pattern of self-suppression emerging in some of the Trinity Episcopal School middle school girls of color. With no affinity group and little faculty of color to support, the challenge to give voice to the struggle of these young women proved nearly insurmountable. In order to magnify their voice, Adams found she had to be authentic about her struggle and passion. When her passion for drama intersected with a perceived need for “gender justice,” a new program was born. Drama Mamas is an all-girl middle school elective and lower school enrichment that engages girls in the challenge to be uniquely, culturally whole in a world that seems to define them at birth. This session will explore how to utilize personal passions in a similar manner to help participants make meaningful connections with students of color that reinforce both positive self-image and the preferred school culture. **PRESENTER:** Loris Adams, Trinity Episcopal School (NC)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

**D-19 Why So Few Heads and Senior Administrators of Color in Independent Schools? How Can We Increase the Numbers?**
**Room 336AB**

Fewer than 60 individuals of color from more than 1,400 NAIS member schools currently are heads of school. NAIS and search firms from across the country are engaged in a national dialogue about the under-representation of people of color and of women in senior administrative—and particularly head of school—positions. This interactive workshop will propose one regional approach to help solve the problem. The Kingswood Oxford School Leadership Institute for Educators of Color’s mission is “to help educators of color explore, prepare for, and position themselves for passageways into leadership roles within independent schools.” Kingswood Oxford Head of School and NAIS Trustee Dennis Bisgaard, founder and first director of the Collegiate School Teaching Institute (1995 to 2000)—the mission of which was to recruit more candidates of color into independent school teaching—is behind this new leadership initiative, which is supported by NAIS, CAIS, the Klingenstein Center, Strategenus, and NEMNET. Panelists will describe the goals and scope of the leadership program and—once the pilot program is fine tuned after its second summer session in 2013—will encourage others to replicate the initiative anywhere else in the country. Sometimes a national dilemma can be resolved locally and regionally, one initiative at a time. **PRESENTERS:** Dennis Bisgaard, Kingswood Oxford School (CT); Johanna Aeschliman, Esperanza Academy (MA); John Bracker, Watkinson School (CT); Katherine Dinh, Prospect Sierra School (CA); Wanda Holland Greene, The Hamlin School (CA)

**D-8 Operation Find A Leader**
**Ballroom D**

Continuing the conversation from the popular 2011 session, “What Color is a Leader?,” the presenters of this workshop are excited to provide participants with more statistics, resumes, articles, and advice about the current landscape of headships and other upper level administrative positions in independent schools. As a new generation of school heads step into new jobs, it is apparent that more people of color are showing interest in and gaining access to these positions. Current domestic and international heads of school, senior level administrators, and search consultants will discuss the application packet, interview process, and mentoring programs, among other things. Join this workshop to prepare yourself to become a head of school or upper level administrator. **PRESENTERS:** Roderick Jemison, La Jolla Country Day School (CA); Jim Wickenden, Wickenden Associates, Inc. (NJ); Brian Thomas, Bentley School (CA); Percy Abram, Gateway School (CA)

6:00 – 7:00 PM
**POCC RECEPTION**
Featuring Los Arrieros Mariachi Band, directed by Patricia Moreno
**Ballroom of the Americas Foyer**

7:00 – 8:00 PM
**GLBT SOCIAL HOUR**
Hilton Americas-Houston, Room 344AB
7:00 – 11:00 AM
POCC/SDLC REGISTRATION
George R. Brown Convention Center, Level 3

7:00 AM – 1:00 PM
NAIS BOOKSTORE
Hilton Americas–Houston, Level 4

7:30 – 11:00 AM
NAIS CYBER CAFÉ
Hilton Americas–Houston, Level 4

7:00 – 8:00 AM
POCC CHOIR REHEARSAL
George R. Brown Convention Center,
General Assembly Theater

8:00 – 9:15 AM
Affinity Group Session III
ENERGIZING OUR FUTURE
Adult and student participants unite to take a stand
and support one another to take action and fuel change
in our communities.

- Black, African Heritage, Afro-Caribbean Heritage,
  African American Men Ballroom of the Americas F
- Black, African Heritage, Afro-Caribbean Heritage,
  African American Women Ballroom of the Americas ABC
- East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Men Grand Ballroom H
- East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent Women Grand Ballroom G
- First Nations Heritage, Indigenous and Aboriginal People, Native American Meeting Room 337AB
- Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Meeting Room 339AB
- International—Citizens from Countries Outside of the U.S., Recent Arrivals to the United States Meeting Room 340AB
- Latina Heritage, Hispanic Heritage, Latino/a or Hispanic American Women Ballroom of the Americas E
- Latino Heritage, Hispanic Heritage, Latino/a or Hispanic American Men Ballroom of the Americas D
- Multiracial Heritage, Multiracial American Men Grand Ballroom K
- Multiracial Heritage, Multiracial American Women Grand Ballroom J
- Transracially Adopted Men Meeting Room 335C
- Transracially Adopted Women Meeting Room 335AB
- White, European Heritage, European American Men Grand Ballroom C
- White, European Heritage, European American Women Grand Ballroom AB
PoCC/SDLC CLOSING CEREMONY SPEAKER

Baratunde Thurston

Baratunde Thurston, a graduate of Sidwell Friends School (Washington, DC), is a technology-loving comedian. With ancestry that includes a great-grandfather who taught himself to read, a grandmother who was the first black employee at the U.S. Supreme Court building, and a mother who took over radio stations in the name of the black liberation struggle, Thurston has long been taught to question authority.

His creative and inquisitive mind, forged by his mother’s lessons and polished by a philosophy degree from Harvard, have found expression in the pages of *Vanity Fair* and *The UK Independent*; on the radio waves of WNYC, where he is a regular contributor; and on the screens of news networks such as CNN, MSNBC, BBC, and Al Jazeera. In 2006 he co-founded *Jack & Jill Politics*, a black political blog that covered the 2008 Democratic National Convention. For the past four years, he has served as director of digital for *The Onion*. His book, *How to Be Black*, was published in February 2012. He writes the monthly back page column for *FastCompany*. Thurston travels the world speaking and advising on the subjects of our digital future, media and democracy, and race and politics. He also performs standup comedy regularly in New York City.

BOOK SIGNING EVENT

PoCC/SDLC CLOSING CEREMONIES
WITH BARATUNDE THURSTON
George R. Brown Convention Center, General Assembly Theater

See Thurston’s bio at right.

Sponsored, in part, by StratéGenius

Performance by the PoCC Choir
SDLC Report Out
“At The Table with Dr. King” video
Introduction of Baratunde Thurston by John Hoye, Awty International School (Texas)
Presentation by Baratunde Thurston
Performance by the Eighth Grade Girls’ Ensemble from Kinkaid Middle School (Texas), directed by Debbie Stark, Middle School Choir Director
Thank Yous
2013 PoCC/SDLC Host City Announcement

1:00 – 1:30 PM

BOOK SIGNING WITH BARATUNDE THURSTON
George R. Brown Convention Center, Third Floor Foyer
Students are a timeless resource for fresh ideas, new perspective, and healthy challenge. Last year in Philadelphia, more than 1,500 students planted seeds of inclusivity, and returned to their schools renewed by the energy of this powerful and positive collective. Now in its 19th year, the Student Diversity Leadership Conference (SDLC) continues to harvest the sustainable legacy of equity and justice that began so many years ago.

Participants will be guided by a talented team of independent school educators, college students who are SDLC alums, and educational consultants. Students will deepen their “I” perspective by engaging in a curriculum centered on exploring cultural identifiers, working in affinity groups, and connecting with participants from their region to create a strong network for continued leadership at their schools. Our returning participants may seek the opportunity to serve as peer facilitators, taking a critical role in moving and shaping the dialogue that happens on site, or they may engage in an advanced group called Diversity 201. Our past participants have taken the learning back to their schools to open conversation, jumpstart regional efforts, and educate their peers. In joining us, you will find yourself in a network of some of the most committed student leaders in the country.

In Houston, let’s prepare for lift off. Let us lift off the barriers that divide us and tighten the ties that bind us together. Let us lift off the blinders that can make us unaware of the challenges that others face, and let us live in the spirit of interconnectedness that says that justice for all starts with justice for each one. Let us lift off to new ways of thinking and better ways of being as we celebrate the richness of our diverse, global community.

Welcome to Houston!

RODNEY GLASGOW
Head of Middle School, St. Andrew’s Episcopal School (Maryland)
SDLC Chair and Lead Curriculum Facilitator

OSCAR GONZALEZ
Program Director, Breakthrough Kent Denver (Colorado)
SDLC Lead Logistics Facilitator

COLLINUS NEWSOME-HUTT
Director of Diversity & Senior Instructor, University of Colorado at Boulder – School of Education
SDLC Lead Faculty Facilitator
The Student Diversity Leadership Conference (SDLC) is an inclusive multiracial, multicultural gathering of upper school student leaders (grades 9-12) from around the country that focuses on self-reflection, allyship, and community building. Led by a diverse team of trained adult and peer facilitators, participants will develop an appreciation of their own identities, build effective cross-cultural communication skills, better understand the nature and development of effective strategies for social justice, and practice expression through the arts, while networking with their peers.

In addition to large group sessions, SDLC further creates a safe, supportive environment by organizing participants into cross-sectional teams of 60 known as “family groups,” each of which is led by two adult facilitators. Each family group is further divided into small “home groups,” where intense dialogue and sharing take place, guided by trained peer facilitators, who take a critical role in moving and shaping the experience of all students.

SDLC participants will join PoCC participants for the Thursday opening ceremonies and Saturday closing ceremonies. Culminating experiences will include joining together on Saturday morning with PoCC attendees for student-facilitated dialogue sessions designed to explore concepts and themes of equity and justice in our schools. Highly rated in conference evaluations, everyone is encouraged to attend and support these opportunities for cross-generational work.

**PEER FACILITATORS**
Students who have attended SDLC before are eligible to take on a leadership role by serving as peer facilitators. Peer facilitators will be trained on-site on **WEDNESDAY, DECEMBER 5, 6:00 – 10:00 PM** in the Grand Ballroom D (HAH). *Dinner is included.* An additional training is schedule on **THURSDAY, DECEMBER 6, 7:00 – 7:45 AM** for late arrivals in Room 330B (CC).

**DIVERSITY 201**
Returning students not serving as peer facilitators will join an advanced family group called Diversity 201. Diversity 201 is a specialized experience designed to allow returning participants an opportunity to dig deeper into issues of identity, power, privilege and allyship.

**SDLC CHAPERONES**
Schools are required to send a chaperone(s) with their student delegation. Chaperones are expected to:
- Attend one of the chaperone orientation sessions:
  - **Orientation I:**
    **WEDNESDAY, DECEMBER 5, 6:00 – 6:45 PM**
    Hilton Americas–Houston, Ballroom E
  - **Orientation II:**
    **WEDNESDAY, DECEMBER 5, 9:15 – 10:00 PM**
    Hilton Americas–Houston, Ballroom E
  - **Orientation III:**
    **THURSDAY, DECEMBER 6, 7:00 – 7:45 AM**
    George R. Brown Convention Center, Room 330A
- Ensure students attend all SDLC activities.
- Arrange for students’ meals not included in the SDLC registration.
- Be responsible for their students during conference designated free times.
- Meet students at designated points and times.
- Support and enforce the Student Conduct Agreement, including participation requirements and adherence to curfew.
- Be on call at ALL TIMES during the conference.

**SDLC MEALS**
Student delegates will receive lunch and dinner on **THURSDAY, DECEMBER 6**, and lunch and dinner on **FRIDAY, DECEMBER 7**. Thursday through Saturday breakfasts are not included with student registration. Chaperones are expected to have breakfast with SDLC delegates.
2012 PoCC Co-Chairs and Local Committee

The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the Houston area independent schools that hosted local committee meetings with meals and refreshments, the local committee, and most especially the three co-chairs. They promoted the conferences, garnered corporate sponsorships, developed the conference general sessions, approved PoCC workshops, and supported conference logistics. Meeting regularly since February 2012, these individuals, their heads of school, and their school communities deserve our deepest gratitude.

CHELSEA COLLINS, The Kinkaid School (Texas), Co-Chair
JOHN HOYE, Awty International School (Texas), Co-Chair
JACK SOLIMAN, St. John’s School (Texas), Co-Chair
JENINE ALIG, The Kinkaid School (Texas)
DYVAR ANDERSON, The Fay School (Texas)
EDDIE CARSON, Houston Christian High School (Texas)
ISAIAH COLEMAN, Episcopal High School (Texas)
TROY FLOWERS, The Kinkaid School (Texas)
AMY GREARDY, Episcopal High School (Texas)
ESTELLA GIEN, St. John’s School (Texas)
FLORENCE HARRIS, St. John’s School (Texas)
ELISSE HAYES, St. Francis Episcopal Day School (Texas)
GABRIELA FLORES IRWIN, Houston One Conference (Texas)
RONALD JACKSON, The Awty International School (Texas)
DR. SUSAN B. LAIR, St. Francis Episcopal Day School (Texas)
DEIDRE LODRIG, The Post Oak School (Texas)
JOHN MENDOZA, St. John’s School (Texas)
CHERYL PLUMMER, St. John’s School (Texas)
PAT REYNOLDS, St. John’s School (Texas)
MIRANI SMITH, The Post Oak School (Texas)
MARION TALON, Episcopal High School (Texas)
ANTON TRUONG, The Awty International School (Texas)
RODNEY GLASGOW, St. Andrew’s Episcopal School (Maryland), SDLC Chair
OSCAR GONZALEZ, Breakthrough Kent Denver (Colorado), SDLC Lead Logistics Facilitator
COLLINS NEWSOME-HUJT, University of Colorado, Boulder (Colorado), SDLC Lead Faculty Facilitator
ROHAN M. ARJUN, St. Mark’s School (Massachusetts)
PAULA ATKESON, Smith College (Massachusetts)
HAMILTON BOGGS, Branson School (California)
NOAH CHO, Marin Country Day School (California)
WYNE CLER, Graland Country Day School (Colorado)
CECILIA COATS, Denver Public Schools (Colorado)
NATALIE COX, Breakthrough New York (New York)
ELIZABETH DOI, University of Pennsylvania (Pennsylvania)
MAX EDWARDS, Team Leader (District of Columbia)
NNAEMEKA (EMEKA) EKWELUM, Belmont Hill School (Massachusetts)
LINDSAY FASANO, Tech International Charter School (New York)
JOSE FILPO, Florida International University (Florida)
ANDREW FIRESTONE, Kenyon College (Ohio)
JAMOR GAFFNEY, University of Maryland (Maryland)
JOHN GENTILE, Eugene Lang College at the New School (New York)
LORRAINE MARTINEZ HANLEY, University of Southern California (California)
TANYNYA HEKYMARA, Northwestern University (Illinois)
CAMERON JOHNSON, NAIS (District of Columbia)
NIHAD MANSOUR, The University of North Carolina at Chapel Hill (North Carolina)
GUYTON MCKINLEY CHARLES MATHEWS IV, University of Toledo (Ohio)
MAYA MORALES, Occidental College (California)
RAQUELLE NEWMAN, University of Florida (Florida)
WINSTON NGUYEN, Columbia University (New York)
DIANE NICHOLS, Hathaway Brown School (Ohio)
SAKINA ASIFA PASHA, Barnard College (New York)
DANIELLE PASSNO, The Spence School (New York)
MICHELLE FRANCIS RIVERA
PRIYANKA RUPANI, Mastery Charter Schools (Pennsylvania)
CYNTHIA SORTO, Communities School (Texas)
LAUREN JILLIAN STEWART, City University London (England)
KELSEY ERIN TAYLOR, The Wharton School at the University of Pennsylvania (Pennsylvania)
KORDE A. TUTTLE, University of North Carolina (North Carolina)
DWIGHT VIDALE, Brown University (New York)
JARED WILLIAMS, Village Community School (New York)
TERRELL WINDER, University of California (California)
SOPHIA YAPALATER, Oberlin College (Ohio)
MAUREEN YUSUF-MORALES, The Brooklyn Friends School (New York)

SDLC Leadership and Faculty

NAIS and participating school gratefully acknowledge the 2012 SDLC leadership and faculty for their commitment and creativity in nurturing and providing for the empowerment of independent school student diversity leaders and advocates.

THANK YOU!
Call-to-Action

The mission of the Call-to-Action (CTA), NAIS’s national think tank and advisory council on diversity, is:

- to address current and emerging issues of equity and justice in independent schools;
- to support the creation of healthy inclusive and equitable educational communities;
- to identify best practices and assist in the development of sustainable initiatives and equity and justice initiatives in independent schools;
- to address current and emerging issues of equity and justice in independent schools;
- to provide opportunities for mutual support and professional development for its membership.

A substantial portion of the work of CTA is to work with the PoCC local committee co-chairs and NAIS staff in developing PoCC and SDLIC. NAIS extends its highest admiration for the work with the PoCC local committee co-chairs and NAIS staff in developing PoCC and SDLIC.

NAIS ON SITE STAFF

eFREM ABATE, staff accountant

GENE BATISTE, vice president, school field services and equity and justice initiatives

JANYCE BRAYANT, director of administration and facilities

VIVIAN DANDRIDGE-CHARLES, managing director, member services

CAMERON JOHNSON, web director

GEORGE MENDEL, senior director, network systems & operations

JOHN RODRIGUES, vice president, information technology

FLOYD SMITH, member services associate

AMADA TORRES, senior director of academic research

TINA WOOD, director of team administration and logistics, school field services and equity and justice initiatives

EXPERIENT

JOY WOMACK, meeting and event manager

JULIAN BRAXTON, The Winsor School (Massachusetts)

OLIVIA BROWN, Independent School Alliance for Minority Affairs (California)

PAMELA BUCHANAN MILLER, The Latin School of Chicago (Illinois)

CLINTON CARBON, Dwight-Englewood School (New Jersey)

SANDRA (CHAP) CHAPMAN, Little Red School House and Elisabeth Irwin High School (LREI) (New York)

SHERRY COLEMAN, STC Consulting and Associates (Pennsylvania)

JORDAN ELLIOTT, Oregon Episcopal School (Oregon)

JASON GORDON, Burgundy Farm Country Day School (Virginia)

ROBERT GREENE, JR., Marin Country Day School (California)

SCOTT GRIGGS, Greenhill School (Texas)

JACKIE HAMILTON, Tower Hill School (Delaware)

JOE HARVEY, Saint Mark’s School-San Rafael (California)

SARAH HERSHEY, inVision Consulting (California)

JOHN HOYE, The Awty International School (Texas)

ROSETTA LEE, Seattle Girls’ School (Washington)

CAROLYN LETT, The Roeper School (Michigan)

DONNA LINDNER, The Agnes Irwin School (Pennsylvania)

MONIQUE MARSHALL, Wildwood School (California)

PATRICIA MATOS, Greenwich Country Day School (Connecticut)

ROBYN MCCORMICK, Isidore Newman School (Louisiana)

CHINH NGUYEN, Lick-Wilmerding High School (California)

ERIC OSORIO, Worcester Academy (Massachusetts)

JACQUELINE PELZER, Early Steps Incorporated (New York)

AMANI REED, The School At Columbia University (New York)

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