PROGRAM

GOING THE DISTANCE, DRIVING CHANGE, LEADING THE RACE TOWARD EQUITY AND EXCELLENCE

27TH NAIS PEOPLE OF COLOR CONFERENCE

JW MARRIOTT INDIANAPOLIS AND INDIANAPOLIS MARRIOTT DOWNTOWN

DECEMBER 4 – 6, 2014 | INDIANAPOLIS, INDIANA

#POCC14 | #SDLC14

POCC.NAIS.ORG

LEADERSHIP AT THE WHEEL RIDING AT THE SPEED OF ACCEPTANCE

21ST NAIS STUDENT DIVERSITY LEADERSHIP CONFERENCE
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CONNECT WITH US ON TWITTER!
FOLLOW AND CONTRIBUTE TO
THE CONVERSATION USING THE
HASHTAGS #PoCC14 AND #SDLC14

Madame C.J. Walker, considered the first female self-made millionaire in America, headquartered her manufacturing company in Indianapolis.

PoCC BLOGGERS
Follow the 2014 PoCC Bloggers as they share their conference experiences. Find links on pocc.nais.org. This year’s bloggers are:

JEN LESAR
Senior Director, Digital Content Strategy, NAIS (DC)

NAKEIHA PRIMUS
Assistant Professor, Education Foundations, Millersville University (PA)

STACEY-LEE WILLIAMS
Director of Admissions and Parent Relations, Somersfield Academy (BERMUDA)
### PoCC AT A GLANCE

**JW Marriott Indianapolis**

**SUBJECT TO CHANGE**

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<td>PoCC Affinity Group Training</td>
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<td>Workshop Block A</td>
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<td>Workshop Block C</td>
<td>Workshop Block C</td>
<td>PoCC Choir Rehearsal</td>
<td>Master Class with Derald Wing Sue</td>
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<td><strong>5:15 PM - 6:30 PM</strong></td>
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<td>PoCC General Session with Maysoon Zayid</td>
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<td>PoCC Newcomer Orientation</td>
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<td><strong>9:00 PM - MIDNIGHT</strong></td>
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<td>SDLC Chaperone Orientation I (choose one)</td>
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<td>PoCC General Session with Maysoon Zayid</td>
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<td><strong>7:00 - 8:00 PM</strong></td>
<td>PoCC General Session with Jose Antonio Vargas</td>
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<td>PoCC Newcomer Orientation</td>
<td>PoCC General Session</td>
<td>Affinity Group Session III</td>
<td>Affinity Group Session III</td>
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<td>Book Signing and Networking</td>
<td>Workshop Block A</td>
<td>Student-Led Adult/Student Dialogues (by region/state)</td>
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<td>Coffee Break</td>
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*Ticketed Event

**PoCC EXPO HOURS**

**THURSDAY, DECEMBER 4**

- **3:45 PM - 5:00 PM, 7:15 - 9:00 PM**
- **FRIDAY, DECEMBER 5**
  - **9:00 AM - 5:00 PM**
  - MORE INFO, PAGE 12
CONFERENCE HISTORY

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

1989 - PHILADELPHIA
Common Ground

1990 - LOS ANGELES
Unity in the Midst of Diversity

1991 - NEW YORK CITY
From Thought to Action

1992 - ATLANTA
Vision 2020

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

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

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

1996 - BALTIMORE
A Vision for Building New Alliances

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

1998 - SAN JUAN
Puerto Rico — The Caribbean: Encounter History, Culture, and Self

1999 - SAN FRANCISCO
Mosaic: Connecting Communities for Action

2000 - NASHVILLE
The Children Are Our Business

2001 - PROVIDENCE
Connecting Cultures, Connecting Worlds
Each year, the host city and conference theme have given PoCC and SDLC a unique character and cultural perspective.

2002

CHICAGO

15

Bridging Cultures, Sharing Stories

2003

HONOLULU

16

PoCC E Huaka’i Pū Kākou (Let’s Voyage Together)
SDLC X Marks the Spot

2004

MIAMI

17

PoCC Miami: Gateway to Multiculturalism
SDLC Connecting to Self, Connecting to Others

2005

DALLAS

18

PoCC At the Crossroads: Deepening Perspectives of the Cultural Kaleidoscope
SDLC Collide-o-scope: Twisting Lenses, Seeing Change

2006

SEATTLE

19

PoCC Nourishing Ourselves for the Swim Upstream
SDLC Upstream, Uphill, Up to Us

2007

BOSTON

20

PoCC Learning from the Past, Leading for the Future
SDLC The Time Is Now

2008

NEW ORLEANS

21

PoCC Music for Life, Food for Thought, Friendships that Sustain
SDLC Preserving Self, Building Community, and Sustaining Change

2009

DENVER

22

PoCC Moving Mountains: Mining Within
SDLC Mine, Yours & Ours: The Responsibility to Navigate the Rapids of Change

2010

SAN DIEGO

23

PoCC Catching the Tides of Change, Riding the Waves of Opportunity
SDLC Coast 2 Coast, Seek to See

2011

PHILADELPHIA

24

PoCC We the People: Painting Our New Mural of Community
SDLC Updating Our Status: A Declaration of Interdependence

2012

HOUSTON

25

PoCC Energizing Our Future through Refining Our Shared Sense of Community
SDLC Timeless Resources, Renewable Energy

2013

NATIONAL HARBOR

26

PoCC The Capital’s Mosaic: Independent School Leaders Building an Interconnected World
SDLC Foresight is 20/20: Capitalizing on Our United State
Thank you for joining us at the 27th annual NAIS People of Color Conference.

PoCC serves as a clarion call to leverage the unparalleled opportunity for educational excellence that racial, ethnic, and cultural differences present in our schools and in our communities. This conference is also a unique model for leadership development, as it is presented from an all-too-often unexplored vantage point—that of teachers, administrators, staff, and heads of color in independent schools. We are honored you have joined us to share your perspective as well.

Our location in Indianapolis and our conference theme inspire us to examine not only the ways in which our individual and group paths circle and cross, but also the way we measure our movement along the journey to safe and fully inclusive school communities. Are you at a “pit stop”? Do you have cause for a “victory lap”? Are you leading? Following? Have you defined the markers of equity and excellence? We hope this event will fuel you for the noble and necessary work of equity in our schools.

This year, we encourage you to explore an array of new opportunities at PoCC. Our new PoCC Equity Seminars will provide intensive learning opportunities for teachers, administrators, heads of school, and other leaders. 2014 inaugurates the PoCC Community Engagement Initiative, which will use the conference’s clout to advance equity and inclusion efforts in host community schools. The Indianapolis initiative includes a powerful and collaborative traveling exhibit demonstrating students’ exploration of a range of “isms,” inspired by Tahar Ben Jelloun’s book *Racism Explained to My Daughter*. The debut display will be available at PoCC. Lastly, be sure to visit the PoCC Expo—an exciting new exhibit and education space at the conference.

We recently shared with members our four rearticulated NAIS core values, of which *equity* is one. These core values underpin our vision for NAIS schools to be a “vibrant community of independent schools for a changing nation and demanding world.” Our diverse nation is hungry for schools that serve all students well and that provide a collegial home for quality educators of all types. We are confident that our schools can lead the nation in equitable practice. PoCC aims to play an important role in cultivating that leadership.

We are fortunate and grateful to have our own hard-working and motivated leaders on the PoCC Local Committee and SDLC Leadership Team. We all look forward to working with you, the adult and student leaders who make our schools the equitable and excellent institutions all of our communities need.
It is our honor to welcome the NAIS People of Color Conference.

When people think about Indianapolis, what typically comes to mind is race car driving and basketball. Yes, we Hoosiers have a deep fondness for both activities, but this region has much more to offer.

Residents enjoy the small town appeal of this bustling city. Indianapolis was nicknamed the “Circle City” due to the orbital layout of its highways and because of Monument Circle, the downtown circular, brick-paved area dedicated to common soldiers. Indianapolis is also referred to as the “Crossroads of America” because the city is the hub for several major interstate highways that crisscross the state. And as if two nicknames weren’t enough, “Indy” is also known as the “Racing Capital of the World” because of the 103-year old Indianapolis 500 race.

Although Indiana’s roots go back to cornfields and soybean crops, as the city’s industry shifts and grows, so do its residents. Indianapolis’s growing diversity is due in part to organizations such as Eli Lilly and Company, the NCAA Headquarters, and WellPoint, all of which bring people from all over the world to our city. Indianapolis also attracts national and international students to our colleges and universities.

Indeed, sports is a way of life in Indiana. Many Hoosiers have learned the irreplaceable values of teamwork and perseverance through sports. The sports movie classics *Hoosiers* and *Rudy* were filmed and/or inspired in Indiana. We are home to the Colts, Pacers, Fever, Indians, Indy Eleven, and Ice. Formerly, we were the home to the Indianapolis Clowns, a part of the Negro Leagues and the first team to employ a female professional baseball player, Toni Stone. We have proven ourselves as an excellent hosting city not only for countless sporting tournaments but also for the Indiana Black Expo, Indiana Latino Expo, Indy’s International Festival, and the Indy Jazz Fest.

This year’s conference theme speaks to the crossroads in which Indianapolis now finds itself with respect to racial diversity and its cultural history, as well as to how many of us feel about where our schools stand with regard to diversity initiatives. At this year’s PoCC, you will discover a multitude of experiences and tools to take back to your communities to assist you in overcoming your individual pit stops and in reaching your personal and institutional victory laps.

We are so thankful that our city can share in the 27-year history of this empowering conference. We are grateful for the dedication of our amazing local committee members and for their willingness to embrace our vision to take this conference to places it has never been.

*LISA PRYOR*
The Orchard School (IN)

*YNGRID THURSTON*
The Summit Country Day School (OH)

*TERRI WALLACE*
The Orchard School (IN)
**Michael Eric Dyson**

**Public Intellectual and Best-Selling Author**

**Thursday, December 4**

8:00 – 9:15 AM

JW Grand Ballroom

**Topic:** Race, Racism, and Race Relations in America

Hailed as one of the nation’s most inspiring African Americans, Michael Eric Dyson eloquently melds scholarly insight with the phenomena of contemporary culture, emphasizing their interconnectedness and force in shaping our society. His NPR radio show, *The Michael Eric Dyson Show*, and his books provide commentary on modern social and intellectual thought, interwoven with cultural criticism, race theory, religion, philosophical reflection, and gender studies. His works include *Making Malcolm X; I May Not Get There with You; Holler if You Hear Me; Mercy, Mercy Me: The Art, Loves and Demons of Marvin Gaye; Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind?; Come Hell or High Water: Hurricane Katrina and the Color of Disaster; and the recent Can You Hear Me Now? The Inspiration, Wisdom, and Insight of Michael Eric Dyson.* A professor of sociology at Georgetown University, Dyson bridges gaps between generations, connecting civil rights identity to hip-hop culture while forging links between older and younger Americans, especially black Americans. With his powerful voice, Dyson reaches beyond race, addressing the universal commonality of American concern.

**BOOK SIGNING EVENT**

Sponsored by StratéGenius

**Maysoon Zayid**

**Comedian, Actress, Activist**

**Thursday, December 4**

5:15 – 6:30 PM

JW Grand Ballroom

**Topic:** Growing Up Muslim in America

Maysoon Zayid has described herself as “a Palestinian Muslim with cerebral palsy from New Jersey, who is an actress, comedian, and activist.” She is considered one of America’s first Muslim women comedians and the first person ever to perform standup in Palestine and Jordan. Zayid is the co-founder and co-executive producer of the New York Arab American Comedy Festival and has appeared on Comedy Central’s *The Watch List* and PBS’s *America at a Crossroads: Muslim Comics Stand Up*. Zayid debuted her one-woman show, “Little American Whore (LAW),” at Los Angeles’s Comedy Central Space. In 2008, her screenplay *LAW* was chosen for the Sundance Screenwriters Lab and is now slated to begin production with Zayid as the lead. She also headlined the Arabs Gone Wild Comedy Tour. Her comedy has been featured on PBS, MTV, BBC, and *NBC Nightly News*. Zayid is a graduate of The Hala Salaam Maksoud Foundation for Arab-American Leadership and was a New Jersey delegate to the 2008 Democratic National Convention. She spends three months a year in Palestine, where she runs Maysoon’s Kids, a scholarship and wellness program for disabled and wounded refugee children and orphans.

**BOOK SIGNING EVENT**

Sponsored, in part, by Educator’s Ally

**Derald Wing Sue**

**Psychologist and Multicultural Scholar**

**Friday, December 5**

8:00 – 9:00 AM

JW Grand Ballroom

**Topic:** Microaggressions

For Dr. Derald Wing Sue, the son of parents who emigrated from China, childhood experiences of being teased about his ethnicity led to his fascination with human behavior. He is now one of the most prominent voices in multicultural counseling and diversity training. Sue received a bachelor’s degree from Oregon State University and a doctorate in counseling psychology from the University of Oregon. His passion for the Civil Rights Movement was the foundation for his interest in multicultural studies. Sue, along with his brother and fellow psychologist Dr. Stanley Sue, wanted to emphasize the importance of providing Asian Americans and Pacific Islanders effective mental health services; in 1972, they co-founded the Asian American Psychological Association (AAPA). Currently, Sue is a professor of psychology at Teachers College, Columbia University. He has also held numerous positions throughout the American Psychological Association, including president of Division 45, Society for the Psychological Study of Ethnic Minority Issues. His books include *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation; Counseling the Culturally Diverse: Theory and Practice; and Overcoming Our Racism: The Journey to Liberation.*
Cheryl Brown Henderson

**BROWN V. BOARD OF EDUCATION ORIGINATOR AND CIVIL RIGHTS ACTIVIST**

**SDLC KEYNOTE SPEAKER**

**FRIDAY, DECEMBER 5**

8:30 – 9:30 AM

Marriott Ballroom,
Marriott Downtown Indianapolis

**TOPIC**

*Brown v. Board of Education: The Legacy Continues*

Cheryl Brown Henderson is a daughter of the late Reverend Oliver L. Brown, who, along with 12 other parents led by the NAACP, filed a lawsuit against the local Board of Education on behalf of their children in the historic case *Oliver L. Brown et al. vs. the Board of Education of Topeka, et. al.* Their case joined with other cases on appeal to the U.S. Supreme Court and in 1954 became known as the landmark decision. Brown Henderson is now the founding president of The Brown Foundation for Educational Equity, Excellence and Research, and owner of Brown & Associates, an educational consulting firm. The Brown Foundation provides scholarships to minority students, establishes libraries in low-income communities, and develops curriculum on Brown for educators across the country. The foundation also helped to establish the Brown v. Board of Education National Park in Topeka, as well as the Brown v. Board of Education 50th Anniversary Presidential Commission. Brown Henderson has been a sixth grade teacher, university guest lecturer, school guidance counselor, and state educational administrator. She is past chair of Women Work, a national network for women seeking career assistance in non-traditional fields.

Jose Antonio Vargas

**PULITZER PRIZE-WINNING JOURNALIST, FILMMAKER, AND UNDOCUMENTED IMMIGRANT**

**FRIDAY, DECEMBER 5**

5:15 – 6:30 PM

JW Grand Ballroom

**TOPIC**

*My Life as an Undocumented Immigrant*

Jose Antonio Vargas is the Pulitzer Prize-winning journalist who outed himself as an undocumented immigrant in a groundbreaking essay published in *The New York Times Magazine* in 2011. The article stunned media and political circles throughout the country and attracted world-wide coverage. Vargas has since testified at a U.S. Senate Judiciary Committee hearing on immigration reform and has been at the forefront of challenging the media’s coverage of undocumented immigrants. Vargas is a firm believer that to change the politics of immigration and citizenship, we must change the way we portray undocumented people and their roles in society, compelling him to write, produce, and direct the film *Documented.* Vargas is also the founder of Define American, a media and culture campaign that seeks to elevate the conversation around immigration and citizenship in a changing America. At PoCC, Vargas will take us deeper into his journey. With anecdotes from both his own story and the struggles of countless other undocumented immigrants in America, Vargas poignantly explores the question: How do you define “American”?

Sonia Nazario

**PULITZER PRIZE-WINNING JOURNALIST AND AUTHOR OF ENRIQUE’S JOURNEY**

**SATURDAY, DECEMBER 6**

11:30 AM – 1:00 PM

JW Grand Ballroom

**TOPIC**

*Immigration and Motivation*

Sonia Nazario has spent more than 20 years reporting and writing about social issues, most recently for the *Los Angeles Times*. She has tackled some of this country’s most intractable issues, including hunger, drug addiction, and immigration. In 2003, her story “Enrique’s Journey,” about a Honduran boy’s struggle to find his mother in the U.S., won the Pulitzer Prize for feature writing, a George Polk Award for International Reporting, the Grand Prize of the Robert F. Kennedy Journalism Award, and the National Association of Hispanic Journalists’ Guillermo Martinez-Marquez Award for Overall Excellence. Expanded into a book, *Enrique’s Journey* became a national bestseller, won book awards, and became required reading at scores of U.S. colleges and high schools. In 1998 Nazario was a Pulitzer Prize finalist for a series on children of drug-addicted parents. And in 1994 she won a George Polk Award for Local Reporting for a series about hunger among school children in California. Nazario, who grew up in Kansas and in Argentina, has been named among the most influential Latinos by *Hispanic Business Magazine* and a “trendsetter” by *Hispanic* magazine. In 2012 *Columbia Journalism Review* named Nazario among “40 women who changed the media business in the past 40 years.”
THE DESTINATION
PoCC programming will take place at the JW Marriott Indianapolis and SDLC programming will primarily take place at the Indianapolis Marriott Downtown. We encourage conference participants to enjoy Indianapolis’s attractions, including the Eiteljorg Museum of American Indians & Western Art, the Indianapolis Zoo, the Indianapolis Museum of Art, and six unique cultural districts: Broad Ripple Village, Massachusetts Avenue, Fountain Square, The Wholesale District, Canal and White River State Park, and Indiana Avenue.

HOW TO GET THE MOST OUT OF PoCC
For 26 years, PoCC has developed, nurtured, and sustained the leadership and professional journeys of people of color in independent schools. For many, this conference also serves as a harbor, a place of deep recognition, implicit understanding, trust, and refueling for our sometimes taxing work in schools. This vital aspect of PoCC’s mission lives in a context of also welcoming white educators committed to equity, racial, and social justice to work in respectful partnership with colleagues of color to build and sustain equitable and inclusive climates in our schools. The kind of awareness, communication, and interaction that support the conference mission is embodied in attendees’ acceptance of PoCC community norms—guidelines that help us effectively navigate the generative energy and tension experienced in formal and informal settings.

During the conference, speakers, affinity group members, and workshop presenters will not only inform participants, but also challenge them to think in new and different ways. Attendees will have the opportunity to network and build connections in support of their own growth and development as well as that of their schools.

To maximize the conference experience, participants are encouraged to lean into discomfort, expect non-closure, and accept conflict as a catalyst for change. When this is done effectively, attendees engage with greater presence, feel more capable of suspending judgment of themselves and others, and are better able to think, rather than react, before speaking from their perspectives. Conference norms also invite participants to honor the confidentiality that fosters respectful community. Getting the most out of PoCC calls on attendees to give of themselves cognitively, affectively, spiritually, and cooperatively.
PoCC WORKSHOPS
PoCC attendees can choose from more than seventy 75-minute workshops offered in three blocks during the conference. Practitioners and experts will present workshops in the areas of:

- Institutional Change: Building Inclusive Communities for People of Color
- Building Capacity: Expanding Your Professional Toolbox
- Exemplary Programs, Models, and Case Studies
- Exploring Racial and Ethnic Identities: Meanings and Matters
- Self-Efficacy and Empowerment: Mind, Body, Spirit Connections
- People of Color in Leadership: From Theory to Praxis

ADULT/STUDENT DIALOGUES
In addition to the three affinity group sessions, PoCC participants will also take part in Saturday’s student-led Adult/Student Dialogues, a unique opportunity for adults to learn first-hand some of the takeaways students derive from their SDLC experience. These dialogue groups meet by home state or regions and are student-led and facilitated. These sessions vest students with an important voice as advocates for diversity, multiculturalism, and equity and justice. Adult attendance, in the spirit and practice of followership, is vital to the success of the sessions.

AFFINITY GROUP WORK
Affinity group sessions are designed to help conference participants engage in conversations that matter within a space defined and protected by and for those who share race and ethnicity in common.

The qualitative difference between PoCC affinity group work and other aspects of the conference is that success is contingent upon an agreement by all to respect group membership and self-identification. Unlike all other conference programming (which is open to all irrespective of race and ethnicity), affinity group space derives its meaning, integrity, and transformative power from participation by same-group members. Affinity groups are not places to go “to learn about others,” even when the “other” is a participant’s child, friend, or colleague. Entering affinity group space in this way extinguishes the safety and trust that defines them.

PoCC affinity group sessions will be organized using the technique of “Open Space Technology.” Open Space is a “meeting” process that maximizes the human capacity for self-organizing and authentic learning. While our conference theme will give shape and context to affinity group experience sessions, the specific content of small-group conversations will be determined, put forward, and convened by conference participants. In this way, the real issues that participants care about and for which they have energy and passion become the agenda. A team of trained teachers and administrators will assist with the affinity group process.

For the locations of the three Affinity Group meetings, please visit the following pages: 25, 39, and 41.

COMPLIMENTARY WIRELESS ACCESS AT THE JW MARRIOTT
WIRELESS NETWORK NAME: JWMarriott-MEETING
PASSCODE: POCC14

FOLLOW PoCC AND SDLC ON TWITTER USING THE HASHTAGS #PoCC14 AND #SDLC14.
PoCC NETWORKING COFFEE BREAKS AND BOOK SIGNINGS
JW Grand Ballroom Foyer, Level 3
Following the general sessions, grab a cup of coffee and a chat before heading off to the next conference activity.

NAIS BOOKSTORE AND CYBER CAFÉ
NAIS will offer a complimentary Cyber Café and bookstore that includes a wide range of materials on people of color and building inclusive communities, as well as works by keynote speakers.

STATE AND REGIONAL MEETINGS
FRIDAY, DECEMBER 5
3:45 – 5:00 PM
See page 39 for room 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 is ideal for meeting other attendees from your area and for networking on ways to use the experiences at the conference as a catalyst for change back at home.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDERED (LGBT) SOCIAL HOUR
FRIDAY, DECEMBER 5
6:30 – 7:30 PM
JW Grand Ballroom 4
Join other conference attendees for an hour of conversation and networking in an enjoyable social setting.

CLUB PoCC
FRIDAY, DECEMBER 5
9:00 PM – MIDNIGHT
JW White River Ballroom E
Keep the conversations and camaraderie flowing in a more relaxed setting featuring great music, light refreshments, and dancing.

NEW! MASTER CLASS EVENT WITH DERALD WING SUE
FRIDAY, DECEMBER 5
10:00 AM – NOON
JW Grand Ballroom 5–10
Ticket Required: Attendees who signed up for the Master Class will join Derald Wing Sue in this strategic learning experience.

PERFORMING ARTS GROUPS
Our general sessions will be illuminated by the performances of the following local groups, to whom we are grateful!

› University High School Choir and Strings Ensemble
› Kayla Sweet, Brebeuf Jesuit Preparatory School (Soloist)
› Indy Dance Academy
› Bollywood Dance Indianapolis
› Iibada Dance Company

DOWNLOAD THE 2014 PoCC MOBILE APP
Enhance your conference experience with this free, easy-to-use mobile app.

› Stay organized with up-to-the-minute event and speaker information.
› Use the My Schedule feature to plan your time.
› Use the Friends feature to stay in touch with friends old and new.
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› Follow and join conference chatter on Twitter and Facebook.

Complimentary Wireless Access at the JW Marriott
Wireless Network Name: JWMarriott-MEETING
Passcode: POCC14

All of the special events listed take place at the JW Marriott Indianapolis.
NEW! PoCC Community Engagement Initiative
Griffin Hall Foyer, Level 2
In the inaugural year of the PoCC Community Engagement Initiative, Indianapolis area independent schools have created an exhibit on “isms” inspired by Tahar Ben Jelloun’s book, *Racism Explained to My Daughter*. The exhibit will showcase students, families, and faculty members sharing their experiences with “isms” through storytelling and other artistic means of expression. We invite PoCC and SDLC attendees to respond and add to the exhibit. At the conclusion of PoCC, this exhibit will travel from school to school to prompt thoughtful dialogue, understanding, and change throughout the Indianapolis area.

JOIN THE PoCC CHOIR
The PoCC Choir is directed by Charles Owens of Oregon Episcopal School with Greg Williams as accompanist and is comprised of PoCC attendees. The choir will present diverse song selections during the Closing Ceremonies, providing a wonderful celebration and sending forth. All attendees are welcome to join!

PoCC CHOIR REHEARSALS:
JW Grand Ballroom
THURSDAY, DECEMBER 4
NOON – 1:00 PM
FRIDAY, DECEMBER 5
NOON – 1:00 PM
SATURDAY, DECEMBER 6
7:00 – 8:00 AM

EMERGENCY PLAN
In the case of a medical emergency, dial 0 from any house phone and state that you have a medical emergency. Services will be provided by the hotel or convention center. First aid services will also be provided for SDLC attendees throughout the conference. In case of an emergency such as a fire alarm, an alarm will sound. Please remain calm and wait for instructions. If it is necessary to evacuate, follow the instructions of the hotel or convention center staff.

I’M NOT RACIST… AM I?
JW Grand Ballroom 2
This feature documentary follows a diverse group of teens through a yearlong exploration to get at the heart of racism. Through some tense and painful moments, we see how these difficult conversations affect their relationships with friends and parents, and ultimately challenge them to look deep within themselves. By the end of their time together, we’ll see these remarkable young people develop deeper bonds, a stronger resolve, and a bigger, more significant definition of racism than any of us ever imagined. We’ll realize the hard work has only just begun, and these courageous teens won’t be the only ones asking, “I’m Not Racist... Am I?”

PORTRAITS OF A BLACK GIRL
JW Grand Ballroom 4
When a group of teenage girls from a city public school is introduced to a group of girls from a suburban private school, they worry that they’ll have little, if anything, in common. They soon discover that their worlds are actually not that far apart. Each of the girls struggles to find true empowerment in an atmosphere of negative perceptions and destructive images of women in the media. This group of young African-American girls is determined to set their own standards of what it means to be an authentic woman of color in today’s society.

Sponsored by Campbell Hall

Sponsored by The Calhoun School
THE PoCC EXPO IS A CONFERENCE HUB WHERE PARTICIPANTS CAN LEARN AND INTERACT THROUGH A WIDE RANGE OF ACTIVITIES, EXHIBITS, AND EDUCATIONAL EVENTS. VISIT THE EXPO FOR THE FOLLOWING CONFERENCE FEATURES:

**NAIS MEMBER RESOURCE CENTER**

Come explore NAIS services that can enrich the work you do. See a demonstration of Data and Analysis for School Leadership (DASL), your new data center replacing StatsOnline; the NAIS Survey Center; Inspiration Lab, a website that showcases innovative programs in independent schools; and School and Student Services (SSS), NAIS’s newly-upgraded financial aid program for families. Plus, learn about the forthcoming re-launch of Assessment of Inclusivity and Multiculturalism, the comprehensive climate assessment tool—soon to be available for a lower fee and in more flexible formats.

**PoCCSpeaks**

**Thursday, December 4**

7:15 – 9:00 PM

**EdZone 1**

Join friends and colleagues for an evening of thought leadership and “edutainment” presented in 15-minute talks on topics of equity and social justice in schools and society. Talks will be presented by:

- **Doreen Oleson**, head of school, Saint Mark’s School (CA)  
  **Talk Title**: Aloha nui... Lessons Learned

- **Chris Thiness**, director, Center for the Future of Education & Democracy (CA)  
  **Talk Title**: Going to School in the World: Educational-Relational Thinking and the Future of Public-Private Partnerships

- **Ingrid Tucker**, head of school, Cambridge Montessori School (MA)  
  **Talk Title**: Leadership and Spirituality: When SWAG Is Having Courage to Lead by the Spirit!

- **Jeremiah Jackson**, director of diversity and inclusion, The College Preparatory School (CA)  
  **Talk Title**: The Exit Letter that Never Was! What Every School Leader Should Know and Understand to Inspire Trust, Honesty and Collaboration in the Work Place and Beyond.

- **Rosetta Lee**, outreach specialist, Seattle Girls’ School (WA)  
  **Talk Title**: Missing From the Conversation: Growth Mindset in Cultural Competency.

- **Daniel Harris**, PoCCSpeaks Emcee, director of diversity & multicultural education, John Burroughs School (MO)  
  **Talk Title**: 10 Miles From/To Ferguson: A Reactive, Responsive, Proactive Opportunity

**“STOP + LEARN” PRESENTATIONS**

**Friday, December 5**

9:25 AM – 12:50 PM

**EdZone 1 and 2**

Learn tricks of the trade and insider tips at these short presentations offered by experts in the fields of hiring, leadership development, and more. See descriptions and times on the next page.

**APPY HOUR**

**Friday, December 5**

11:30 AM – 12:30 PM

Come learn about the apps your peers use for productivity in the office, on the road, and at home, and share yours too!

**PoCC CELEBRATION LUNCHEON**

**Friday, December 5**

11:00 AM – 1:00 PM

Whether you’re at a pit stop, taking a victory lap, or just cruising around PoCC, you need fuel for your journey. Join us for a celebration luncheon to celebrate your importance to the mission and vision of NAIS.

Sponsored by Carney, Sandoe & Associates

**SELECT WORKSHOP SESSIONS**

Throughout the conference, a small number of workshops will be held in the PoCC Expo, in EdZone 1 or 2. See the daily program for details.
**“STOP + LEARN” PRESENTATIONS**
Friday, December 5
EdZone 1 and 2
Stop by the PoCC Expo to pick up useful advice in these brief 20-minute sessions.

9:25 - 9:45 AM
The Secret to Great Facilitation
Michele Mattoon, National School Reform Faculty
What is the secret to becoming a great facilitator? Do it mindfully. Mindfulness is an intentional, moment-to-moment awareness that is nonjudgmental, curious, and open. Learn six tips that will encourage active, engaged listening skills that will help you become a more successful facilitator.

Getting Your Timeline Right for a Successful Job Search
Aly Fiorillo, Carney, Sandoe & Associates
Learn all about the hiring timeline of independent and charter schools. When is the best time to start your job search so that you don’t miss out on opportunities? When should you talk to your current employer about possibly moving on? Learn what you should know during contract season and how that affects your job search.

11:30 - 11:50 AM
Investing in Yourself, and Your Future, as a Leader of Color
Orpheus Crutchfield, StratéGenius and Sherry Coleman, Coleman Strategic Consulting
What is executive coaching? What does it mean for educators like you looking to move up into school leadership? How should you be investing in yourself? Come join these two executive coaches, with over 50 years of experience coaching heads, division leadership, faculty, and trustees, on how to advance the main agenda item: YOU!

Think Local, Act Global: A View for a Changing Nation and Demanding World
Kendall Masten, Judy Torres, and Esayas Wureta, The U.S. Peace Corps
Hear a first-hand account of the imagination of children and educators in the United States and overseas as a Peace Corps Volunteer. Then participate in a discussion that brings forth the rich content of World Wise Schools to connect classrooms globally.

NOON - 12:20 PM
You Never Get a Second Chance to Make a First Impression: Tips for a Winning Job Search
Abby Glover and Lisa Lovering, Educator’s Ally
From resume advice to interview strategies, these experienced independent school placement counselors will help you make sure your search is set up for success as you explore teaching and administrator opportunities in independent schools. Take advantage of their expertise so you can show yourself in the best light and avoid pitfalls that can derail a job search.

The Welcoming Schools’ Approach: Strategies to Respond to Students’ Difficult Questions and Comments
Kisha L. Webster, Welcoming Schools
Come and learn strategies to effectively respond to students’ questions and/or comments regarding race, gender, and sexual orientation.

12:30 - 12:50 PM
Brand You: Crafting Your 3-5 Year Plan
Lee Miller and Betty Linville, CalWest Educators Placement
How would you like to grow professionally? Do you aim to be a leader within the classroom? Thinking about a move into administration? Come discuss the many paths open to you, whether you choose to stay at your current school or are considering a job search in the next few years.

Representative and Broadly Diverse Book Collections: A Necessary Component of Identity-Safe Classrooms
Taun Wright, Equal Read
Reading literary fiction that reflects diverse cultures increases empathy, yet with less than 10% of books published for children featuring a person of color, it can feel impossible to build a truly diverse collection. Learn about the impact of diverse books on empathy and engagement and how to build your own expansive collection.
EXHIBITORS IN THE PoCC EXPO
Come talk with representatives from the following targeted organizations that provide services to help advance your efforts toward diversity and inclusion.

Welcoming Schools
Table 1
www.welcomingschools.org
(202) 572-8954
Welcoming Schools is an LGBT-inclusive approach to improve school climate with tools and resources to embrace family diversity, avoid gender-stereotyping, and end bias-based bullying in schools.

African Studies Center, Boston University
Table 2
www.bu.edu/africa
(617) 353-7303
Enrich your Africa teaching. View K-12 outstanding books and DVDs, including items for purchase. Discuss ideas and questions with a specialist on K-12 Africa teaching.

The United States Peace Corps
Table 3
www.peacecorps.gov
(202) 692-1795
Peace Corps volunteers live, learn, and work with a community overseas for 27 months, providing technical assistance in six program areas.

Educator’s Ally
Table 4
www.educatorsally.com
(914) 666-6323
EA connects teachers, administrators, and senior leaders with independent schools in NYC, the tri-state area, and boarding schools in the Mid-Atlantic region and New England. Founded in 1975, EA has a highly personalized approach to recruiting and is considered the preeminent New York area placement agency.

CalWest Educators Placement
Table 5
www.calwesteducators.com
(818) 906-2972
Connecting educators with independent schools is our passion. We succeed through a commitment to diversity, professionalism, and personal attention. Are you curious about future options? Contact us to realize your potential.

Equal Read
Table 6
www.equalread.org
(510) 798-8573
Equal Read provides diverse children’s book collections, parent education, community-building, and teacher professional development for K-8 schools, to increase empathy and create identity-safe learning environments.

Indiana Youth Group (IYG)
Table 7
www.indianayouthgroup.org
(317) 541-8726
IYG creates safe spaces, provides wellness programming and education to LGBTQ youth and the community, with a mission of empowered LGBTQ flourishing in welcoming communities across Indiana.

Carney, Sandoe & Associates (CS&A)
Table 8
www.carneysandoe.com
(617) 542-0260
CS&A provides faculty and administrator recruitment, leadership search, and strategic consulting services to independent, international, and like-kind schools. Founded in 1977, CS&A is recognized as the preeminent recruiter of teachers and administrators.

DEFAMATION: The Play
Table 9
www.defamationtheplay.com
(312) 720-1471
DEFAMATION is a play that explores the highly charged issues of race, religion, gender, class and the law with a twist: the audience is the jury.

National School Reform Faculty (NSRF)
Table 10
www.nsrfharmony.org
(812) 330-2702
We are a professional development initiative that focuses on increasing student achievement through professional learning communities. We train educators to coach Critical Friends Group (CFG) communities. CFG communities use NSRF protocols and activities to facilitate meaningful and efficient communication, problem solving, and learning.

The White Privilege Conference (WPC)
Table 19
www.whiteprivilegeconference.com
(313) 486-6890
WPC is a conference that examines challenging concepts of privilege and oppression and offers solutions and team building strategies to work toward a more equitable world.

StratéGenius
Table 20
www.strategenius.org
(510) 685-0861
StratéGenius specializes in placing exceptional administrators and faculty of color nationally in independent and charter schools proven to value diversity and inclusion.

ASSESSMENT OF INCLUSIVITY AND MULTICULTURALISM (AIM)
Use this assessment tool to help your school build and sustain a truly inclusive community. ≫ New lower priced options
≫ New survey platform
≫ Updated questions and resources
Starting in early 2015: Available in a more flexible, lower-cost, easier-to-use format
STOP BY THE MEMBER RESOURCE CENTER IN THE PoCC EXPO TO LEARN MORE.
PoCC
8:00 AM – 5:00 PM
PoCC Affinity Group Training
9:00 AM – 1:00 PM
School Visits
9:00 AM – 5:00 PM
PoCC Equity Seminars
6:00 – 6:45 PM
SDLC Chaperone Orientation I (choose one)
7:00 – 8:00 PM
PoCC Newcomer Orientation
9:15 – 10:00 PM
SDLC Chaperone Orientation II (choose one)

SDLC
9:00 AM – 1:00 PM
School Visits
6:00 – 6:45 PM
SDLC Chaperone Orientation I (choose one)
6:00 – 10:00 PM
SDLC Peer Facilitator Training
More info, page 45.
9:15 – 10:00 PM
SDLC Chaperone Orientation II (choose one)
7:00 AM – 8:00 PM
PoCC/SDLC REGISTRATION
JW Marriott Indianapolis, Grand East Registration, Level 3

7:30 AM – 5:00 PM
NAIS CYBER CAFÉ
JW Marriott Indianapolis, Grand East Registration, Level 3

8:00 AM – 5:00 PM
PoCC AFFINITY GROUP TRAINING
JW Marriott Indianapolis, White River Ballroom D

9:00 AM – 1:00 PM
SCHOOL VISITS
Ticket Required. On-site registration is not available. Bus pick-up is from JW Marriott Indianapolis, Event Center Drive, Level 1. 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. We thank the following Indianapolis area schools for hosting visits:

› The Orchard School
› Park Tudor School
› University High School of Indiana

9:00 AM – 5:00 PM
PoCC EQUITY SEMINARS
Ticket Required. On-site registration is not available. Individuals who registered for these seminars will participate in all-day learning in one of the following key areas.

AFRICA AND ITS DIASPORA
Marriott Downtown, Florida Room
Presenters: Sylviane Diouf, The Schomburg Center, New York Public Library (NY); Eileen Julien, Indiana University (IN); Barbara Brown, Boston University (MA); Kelena Maxwell, The Bosque School (NM); Shields Sundberg, Sidwell Friends School (DC); Omékongo Dibinga, UPstander International

THERE’S NO SUCH THING AS THE “N-WORD”: A CRITICAL EXAMINATION OF NIGGA(ER) IN LITERATURE, POP CULTURE, SPORTS, AND MORE
Marriott Downtown, Michigan Room
Presenters: Eddie Moore, The Privilege Institute (NY); Shanelle Robinson, Friends Academy (NY)

VISION, ALIGNMENT, EXECUTION: THE PoCC LEADERSHIP SEMINAR FOR PEOPLE OF COLOR AND WOMEN
JW Marriott Indianapolis, Room 309–310
Presenters: Marcia A. Chambers, Chambers Consulting, Inc.; Sylvia Rodríguez Vargas, Leadership Consultant and Researcher; Ara Brown, Cranbrook Schools (MI); Donna Orem, NAIS (DC); Dennis Bisgaard, Kingswood Oxford School (CT); Crissy Cáseres, Georgetown Day School (DC); Amani Reed, The School at Columbia University (NY); Martha Haakmat, Brooklyn Heights Montessori School (NY); Jay Rapp, NAIS (DC)

Sponsored by Calwest Educators Placement
CULTURALLY RESPONSIVE DESIGN THINKING
Marriott Downtown, Illinois Room
Presenters: Kapono Ciotti, Kapono Ciotti, Inc. (HI); Lynn Fujioka, isisHawaii (HI)

9:00 AM – 5:00 PM
COMMUNITY ENGAGEMENT PROJECT
JW Marriott Indianapolis, Griffin Hall Foyer, Level 2

1:00 – 6:00 PM
NAIS BOOKSTORE
JW Marriott Indianapolis, Griffin Hall Foyer, Level 2

6:00 – 6:45 PM
SDLC CHAPERONE ORIENTATION I
Attend just one of the three orientations offered.
Marriott Downtown, Indiana Ballroom CD

7:00 – 8:00 PM
SDLC CHAPERONE ORIENTATION II
Attend just one of the three orientations offered.
Marriott Downtown, Indiana Ballroom CD

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

FIESTA Indianapolis is the largest Latino Festival in the state, celebrating art, music, and culture.
**THURSDAY AT A GLANCE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>7:00 – 7:45 AM</td>
<td>SDLC Chaperone Orientation III (choose one)</td>
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<tr>
<td>8:00 – 9:15 AM</td>
<td>PoCC/SDLC Opening Ceremonies with Michael Eric Dyson</td>
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<tr>
<td>9:15 – 10:00 AM</td>
<td>Book Signing with Michael Eric Dyson and Networking Coffee Break</td>
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<tr>
<td>10:00 – 11:15 AM</td>
<td>Workshop Block A</td>
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<tr>
<td>11:30 AM – 1:00 PM</td>
<td>Film Screenings</td>
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<td>NOON – 1:00 PM</td>
<td>PoCC Choir Rehearsal</td>
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<tr>
<td>1:15 – 3:30 PM</td>
<td>Affinity Group Session I</td>
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<td>3:45 – 5:00 PM</td>
<td>Workshop Block B</td>
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<tr>
<td>3:45 – 5:00 PM, 7:15 – 9:00 PM</td>
<td>PoCC Expo Hours</td>
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<tr>
<td>5:15 – 6:30 PM</td>
<td>PoCC General Session with Maysoon Zayid</td>
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<tr>
<td>7:15 – 9:00 PM</td>
<td>PoCCSpeaks</td>
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USE THE PoCC MOBILE APP TO CREATE YOUR OWN SCHEDULE OF EVENTS AND WORKSHOPS.

7:00 – 7:45 AM
SDLC CHAPERONE ORIENTATION III
Attend just one of the three orientations offered. JW Marriott Indianapolis, Room 309–310

8:00 – 9:15 AM
PoCC/SDLC OPENING CEREMONIES
MICHAEL ERIC DYSON
TOPIC: Race, Racism, and Race Relations in America JW Grand Ballroom
More Info, Page 6

9:15 – 10:00 AM
BREAK
Book Signing with Michael Eric Dyson and Networking Coffee Break JW Grand Ballroom Foyer

10:00 – 11:15 AM
WORKSHOP BLOCK A
BUILDING CAPACITY: EXPANDING YOUR PROFESSIONAL TOOLBOX
Religious Diversity in Independent Schools: Policies and Curriculum
Learn how your school, whether secular or religious, can adapt to increasing religious diversity among the student body. Explore practical ways to help facilitate acceptance of all religious practices through two crucial platforms: school policies for a religiously diverse student body and faculty, and an appropriate curriculum for teaching World Religions in the classroom. Leave this workshop with specific, concrete policies and procedures that teachers and administrators can put in place to create a better school environment for religious diversity. You will also leave with an example of a World Religions course curriculum that can be used or modified to teach this critical subject in an engaging and responsible way.

PRESENTERS: Erskine White and Sabina Moyhuddin, University School of Nashville (TN)  PRESIDER: Taleesha Martin, St. Richard’s School (IN) JW Grand Ballroom 1
Flip the Script, Change the Narrative: Educating and Advocating For Black Male Students
President Obama's second term presidency suggests positive change in our culture, yet black male students continue to encounter greater odds of academic failure than their white peers. Join this candid discussion about the broad and multidimensional challenges facing young black men in independent schools: ubiquitous stereotyping, lowered expectations, racially dissonant school communities, and disproportionate disciplinary measures. Explore how microaggressions and the “myth of sameness” impact the academic achievement and emotional health of young men of color. Current research and interviews with students, parents, and educators inform this framework for change and empowerment and encourage participants to break down barriers, reverse troubling trends, and clear pathways to opportunity and success for black male students in our schools.

Presenters: Jennifer Klein and Ross Wehner, World Leadership School (CO)  
Presider: Reegan Homburg, The Orchard School (IN)  
White River Ballroom B

By Extension: Teacher Griots and the Impact of Their Curriculum Stories
In NASCAR, one of the most vital tools of the pit crew is the extension rod. This simple piece of metal can greatly impact a driver’s ability to function and succeed in a race. Similarly, the curriculum stories teachers tell have an indelible effect on all students in independent schools. Reflect on your own stories as we explore curriculum narratives and their impact on two male educators of color. As dynamic records of personal story, curricular content, and school life, narratives can either subvert or perpetuate the societal ideals that hinder optimal outcomes academically, socially, and emotionally.

Presenter: Nakeiha Primus, Millersville University (PA)  
Presider: Allison Housefield, The Orchard School (IN)  
White River Ballroom C

Intersecting Global and Inclusive Education: From International Learning to Intercultural Competency for the Schoolhouse
Global learning experiences are often disconnected from inclusivity efforts in schools, yet our goals are the same: to foster students’ sense of common ground and a shared world, and to develop their ability to cross the boundaries that separate us. Explore how an intentional framework for global learning and intercultural competencies complements the work of diversity directors and helps develop buy-in from parents, board members, and other stakeholders. Rather than espousing “color blindness,” global education invites students to do authentic inquiry into the experiences of real people, and to understand people and culture in a pluralistic and nuanced way. Find out how NAIS schools are interweaving global programming with on-campus inclusivity efforts, and which strategies can help your school create authentic inclusivity, both locally and globally.

Presenters: Candice Powell, Newark Academy (NJ)  
Presider: Teressa Hart, The Orchard School (IN)  
White River Ballroom A
It’s Electric! Putting It into Practice
Children learn by doing. And there isn’t an area of study that cries out for applied science more than the unit on electricity. We will show you inexpensive ways to teach conductivity, design circuits, and have students put those ideas into practice. Different supporting tools will be made available like “Model Magic and Fruit” for testing conductivity. Participants will apply the science using Makey Makey (the invention kit) and see how easy it is for students to learn and science while having so much fun.

Presenter: Gina Marcel, The School at Columbia University  
Presider: Shira Malone, The Orchard School (IN)

White River Ballroom D

Exploring Intersectional Identity in Early Childhood (Birth-Age 8): A Conversation for Teachers and Parents
Parents and teachers of young children are often confronted with challenging questions about differences and are unable to find the language to answer them. Explore how our own identities impact how we answer questions like, “Why is her skin brown? Are you a boy or a girl?” and how we can give children the language and skills to navigate these differences. Learn about developmentally appropriate ways to talk to young children about family structure, adoption, class, race, gender identity, ability, religion, and body size.

Presenters: Kate Engle and Camille Fobbs, Brooklyn Friends School (NY)  
Presider: Brittany Wayman, The Orchard School (IN)

Room 314

What Does It Mean to Have Young Children Speak Truth to Power? (Part A)
Explore how preschool educators at Brooklyn Friends School apply the concept of speaking truth to power to their work with young children. At this Quaker institution, the idea of speaking truth to power is fundamentally implied in all interpersonal interactions and is the cornerstone of diversity work, including exposing students to the concepts of power, privilege, and intersectionality. Engage in discussions around this idea and discuss concrete examples of how this concept can be embedded within the curriculum. Follow up with this discussion by attending the “Part B” session later in the conference. See page 28 for more information.

Presenters: Orintha Swindell and Claudia Lewis, Brooklyn Friends School (NY)  
Presider: Javonne Stewart, Trinity School (GA)

Rooms 309–310

How to Use Students and Staff Diversity Information to Establish a Multicultural School Environment
Explore ways to access diversity data from NAIS’s Data and Analysis for School Leadership tool (DASL) and learn how to use the Demographic Center, reports, tables, and dashboards through this hands-on demonstration. Study, analyze, and project demographic information that will help students and staff benefit and learn from their own peers, enrich the school community experience, and deepen their understanding of diversity issues.

Presenters: Hilary LaMonte and Martha Galindo, NAIS (DC)  
Presider: Sven Dubie, Park Tudor School (IN)

Room 101

Cultural Competence and Educational-Relational Thinking: The Intersections of Learning and Community
“Cultural education is not a separate discipline,” Carlina Rinaldi reminds us. “It is more than this: it is primarily a style of educational-relational thinking.” Join us to extend our inquiry from the 2013 PoCC panel on “Cultural Competence and 21st Century Skills,” where we proposed that in order to support more inclusive communities in our schools, we must shift our focus in diversity work from cultural sensitivity to cultural competency—supporting deeper learning than “awareness” or “tolerance” implies, and helping students to develop specific skills. Explore connections between relational learning and inclusive communities, and identify resources that will cultivate cultural competency.

Presenters: Chris Thennes, Center for the Future of Education and Democracy (CA); Steven Jones, Jones Inclusive (CA); Gene Batiste, Independent Education; Alison Park, Blink Consulting  
Presider: Jane Sidey, Park Tudor School (IN)

Room 312

Uncovering Systemic Injustice: Guiding Students Through the Numbers
All students are interested in fairness, but most need help to broaden their understanding from interpersonal to systemic injustice. Examine how one school did just this by developing a multi-disciplinary, inquiry-based project culminating in a “Social Justice Data Fair.” Students were instructed use real-world data to identify and research a social justice issue and then present their findings to parents and the larger community. Learn how to use and adapt this model to get your own students to engage with such topics as the impact of poverty on children, compensating victims of Agent Orange, and helping returning citizens procure jobs.

Presenter: Sylvia Glauster, The Ancona School (IL)  
Presider: Peggy Meyer (IN)

Room 102
THURSDAY

10:00 – 11:15 AM
WORKSHOP BLOCK A

My Sisters’/Brothers’ Keeper: A Roundtable Discussion on the Role of Historically Black Greek Letter Organizations (BGLOs) in Independent Schools
College Black Greek Letter Organizations (BGLOs) boast a rich legacy. Discuss the purpose, mission, and history of each of the “Divine Nine” BGLOs in this engaging and educational session that outlines how independent schools can use these organizations to transform their diversity efforts. Each presenter on the roundtable is a member of a BGLO fraternity or sorority, and will share how they have collaborated with the independent school community on issues like admissions, faculty and staff hiring, and leadership and mentorship initiatives.

PRESIDENTS: Shanelle Robinson, Friends Academy (NY); Antonio Williams, William Penn Charter School (PA)
PRESIDENT: Cassandra Porter (IN)
Room 103

Diversity in Our Schools
Are you looking for engaging ideas and creative ways to integrate diversity initiatives into your middle and high school classrooms? From enriching discussions about literary texts and media literacy units to a discussion on student diversity workshops and student-run conferences, this hands-on session will equip you with examples and resource materials to take back to school. Find ways to help your students’ and faculty members’ grow their awareness around issues of diversity as we share both the pit stops and victory laps that we have experienced during our race to developing a school-wide diversity curriculum at the Orchard School.

PRESIDENTS: Terri Wallace and Lisa Pryor, The Orchard School (IN)  PRESIDENT: John Bower, The Rivers School (MA)
Room 104

Who We Are: Racial and Ethnic Identity Development for Educators and Youth
Learn about how we process our group identities like African American, Asian, Native American, Latino, White, etc. What messages have we internalized? Why do some of us love our identities and others of us have own-group shame and hatred? Explore how to co-author the identity development of youth and adults for the positive success for all. Use this workshop to claim your own racial and ethnic identity and experiences and learn about others’. learn racial and ethnic identity development theories, identify ways identity development manifests in our schools, and discover ways to support healthy identity development in our youth as well as ourselves. This workshop will include interactive exercises, presentations, and small group discussions.

White River Ballroom E

Avoiding the Pitfalls: Seven Practical Steps to Ensure an Effective Diversity Initiative
Schools who have become authentically inclusive communities have practical and strategic elements in common. Identify those successful strategies and recognize the pitfalls to avoid in seeking to implement a successful diversity initiative.

PRESIDENT: Andre Withers, The Madeira School (VA)  PRESIDENT: Brandon Jacobs, The Hill School (PA)
Room 201
Will the Circle Be Unbroken? Creating and Sustaining a Cycle of Diverse Leadership

Learn how to develop a school board that will reflect the ideals of diversity and inclusion that have been embraced by the vast majority of independent schools. Diversifying governance structures will strengthen your school and allow it to advance in a competitive market, more effectively support and inspire all students, and ensure greater sustainability in demographically different times. This interactive workshop will focus on how to cultivate boards that more accurately reflect independent school populations while supporting and advancing each school’s core mission. Redevlop your leadership identification plans with guidance from a presentation of best practice, group discussions, and a collaborative exercise.

**Presenters:** Danita Wickwire, Community Counseling Service (NY); Lee Carol Cook, Langley School (VA)  
**President:** Marlo Thomas-McNeil, Roland Park Country Day (MD)

Room 202

The Impact of Personal Narrative on Diversity Work

For those of us called to do the “heart work” of diversity and inclusion in independent schools, there is often a powerful story, or set of stories, behind that calling that lies deep within. Learn how a well-told personal story can broaden student and adult perspectives on diversity and inclusion. Examine the process to discover your own story and ways to connect with different audiences or constituencies. Telling these stories will allow you to model vulnerability and risk-taking, bring abstract concepts to life, and ultimately, change hearts and minds. When we share our stories with our communities in thoughtful, engaging, and strategic ways, magic can happen.

**Presenter:** Heather Wilson, The Potomac School (VA)  
**President:** Xiomara Hall, St. Patrick’s Episcopal School (DC)

Room 203

What About the Content? Revising Curricula for Cultural Competency

Has teaching for cultural competency penetrated your core secondary school curricula? Analyze sample curricula for ways to weavve principles of cultural competency through discrete academic subjects. While diversity programs have made progress in improving classroom climate, launching new elective classes, and running special focus days, the content required of all students cannot remain unchanged if we are to fully serve our students. Imagine an alternate vision of what schools might teach in the future, and identify points of access to the process of curriculum revision.

**Presenters:** Richard Kassissieh and Sarah Peterson, University Preparatory Academy (WA)  
**President:** Nick Eble, The Orchard School (IN)

Room 204

Ready, Set, AIM: Some Tips and Strategies for Making the Most of Your AIM Experience

Learn what to do with the tremendous amount of information you receive at the conclusion of the NAIS Assessment of Inclusivity and Multiculturalism (AIM) process. After a brief review of tips for setting up the AIM team, prepping the Discovery Groups for authentic conversations, and other survey logistics; delve into useful strategies for identifying key strengths and opportunities, ways to utilize the Steering Committee, and develop goals for inclusivity. Of course, day-to-day diversity work continues in conjunction with AIM activities; to this end, hear about steps you can take to enhance multiculturalism and inclusivity throughout your school community.

**Presenters:** Asako Kurosaka-Jost and Dawn Marie Cunnion, Brentwood School (CA)  
**President:** Betsy Fox, Charlotte Latin School (NC)

Room 205

Learn about the enhancements to AIM at the NAIS Member Resource Center in the PoCC Expo.

Telling Their Stories: Gender, Children, and Youth and the Power of Narrative

Discover the importance of listening to the voices of gender-expansive youth and their allies with a screening of the film *Creating Gender Inclusive Schools* by award-winning filmmaker Jonathan Skurnik. Following the film, take part in a facilitated discussion on ways in which films and other media can help build acceptance and support for transgender and gender-expansive children, while creating conditions for all children to more comfortably navigate their own experiences of gender. Explore some of the issues that caregivers and youth must consider as they make decisions about whether and how to tell their stories.

**Presenters:** Morgan Darby, Gender Spectrum (CA); Jonathan Skurnik  
**President:** Chris Holobek, Park Tudor School (IN)

Room 206

The Eiteljorg Museum’s mission is to inspire an appreciation of the art, history, and cultures of the American West and the indigenous peoples of North America.
The Power of Conversation: On the Diversity Director and Head Partnership
Engaging in authentic conversations about identity, inclusion, and equity is an ongoing component of the work of a diversity practitioner. These conversations help inform initiatives for equitable policies and practices at the school. The 2009 NAIS State of Diversity Practice report revealed that “frustrations and disappointments come from the difficulty of translating diversity objectives into true action.” Faced with similar frustrations, the diversity director and head of school at Little Red School House and Elisabeth Irwin High School (LREI) engaged in a series of discussions that helped to build a relationship between these two individuals. Hear how this effective working relationship has contributed to LREI’s ability to engage in challenging and courageous conversations about inclusion and equity, policy and practices, and identity and privilege.

**Presenters:** Sandra Chapman and Phillip Kassen, Little Red School House and Elisabeth Irwin High School (LREI) (NY)
**Presider:** India Williams, The Orchard School (IN)
**Location:** JW Grand Ballroom 2

The Leadership Continuum: Creating Pathways for Women of Color in Educational Leadership
Where are you on the leadership continuum? What are some specific next steps towards continued growth? Who can best assist you in this process? Focusing on the double minority of women of color in independent school leadership, take part in a panel discussion with women of color at every stage of their leadership journey, from aspiring leaders to heads of schools. In addition to providing best practices and next steps, frank personal narrative from panelists and participants will add a rich experience for conference attendees who aspire to diverse leadership positions in schools, who want to promote diversity in administration, or who wish to enhance their mentorship programs to provide adequate support for minorities and double minorities.

**Presenters:** Renee Price, St. Catherine’s School (VA); Amber Berry, St. Luke’s School (CT)
**Presider:** Shants Hart, Park Tudor School (IN)
**Location:** JW Grand Ballroom 3

From Teacher to Head of School: A Road Map of Leadership for Candidates of Color
While independent schools have made substantial progress in terms of diversifying their faculties, candidates of color remain significantly underrepresented in key leadership positions. This workshop will focus on strategies aspiring leaders can incorporate into their professional development and career choices as they go about the process of pursuing division head or head of school positions. What can you do to move ahead? What challenges do candidates of color face that other candidates don’t? Are you positioning yourself in the best possible way in terms of choices you are making outside of the classroom? Get answers to these questions and more.

**Presenters:** Ada McElroy and John Faubert, Carney, Sandoe & Associates (MA)
**Presider:** Robert Lightbody, Milton Academy (MA)
**Location:** JW Grand Ballroom 4
The Transformational Partnership: How Heads of School, CDOs, and Board Leaders Can Become a Motivated and Successful Team
Join together with heads of school, chief development officers, and board leaders as we work to clarify roles and responsibilities, develop strategies, and identify best practices for success. When these partnerships work well, organization growth surges. Use this relationship-building workshop to solve problems and share fresh ideas with your peers.
**Presenter:** Yolanda Rahman, The Osborne Group (NY)  
**Presider:** Tony Featherston, Town School (NY)  
**Rooms 302–303**

SELF-EFFICACY AND EMPOWERMENT: MIND, BODY, AND SPIRIT CONNECTIONS

Play It Forward: Developing Cultural Competence with Youth Through Storytelling, Story Listening, and Playback Theatre
In this experiential workshop, explore Playback Theatre, an improvisational theatre technique that centers on the personal feelings and experiences shared by audience members. Develop an understanding of how to reach into the story behind the story by adding insight and art to what has been shared. The only rule in Playback Theatre is that the story shared must be the personal experience of the storyteller. Student actors and musicians listen carefully without judgment as the conductor (emcee) shapes the story, which is then played back for the teller. Playback has been part of the Sidwell Friends School Middle School drama curriculum for 11 years and the Mary Institute and Saint Louis Country Day School for the past two years.
**Presenters:** Tim Reagan, Sidwell Friends School (DC); Charlotte Dougherty, Mary Institute and Saint Louis Country Day School (MO)  
**Presider:** Joyce Tucker, Park Tudor School (IN)  
**Rooms 305–306**

Many Hats: Balancing Career and Life Demands as a Working Mom
What is the climate for moms working in independent schools nationwide? How do working moms manage the demands of a career and family life? What support systems are in place personally and professionally for working moms? Explore data on the current policies in independent schools relevant to working mothers, including maternity leave, childcare, flexibility, and advancement. Share experiences, resources, and support in this safe forum through large and small group discussions led by two independent school working moms.
**Presenters:** Angela Miklavcic Brandon, The Episcopal Academy (PA); Priscilla Morales, Greenwich Academy (CT)  
**Presider:** Grace Trahan, The Orchard School (IN)  
**Room 308**

11:15 AM – 1:00 PM
LUNCH
On your own.

11:30 AM – 1:00 PM
FILM SCREENINGS
Join us at one of the following film screenings.
   * I’m Not A Racist...Am I?
     JW Grand Ballroom 2  
     Read more on page 11.  
     Sponsored by The Calhoun School
   * Portraits of a Black Girl
     JW Grand Ballroom 4  
     Read more on page 11.  
     Sponsored by Campbell Hall

NOON – 1:00 PM
PoCC CHOIR REHEARSAL
JW Grand Ballroom

1:15 – 3:30 PM
AFFINITY GROUP SESSION I
Black, African Heritage, Afro-Caribbean Heritage, African American
JW Grand Ballroom 5–10

East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent
JW Grand Ballroom 3

First Nations Heritage, Indigenous and Aboriginal People, Native American
Room 308

Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American
Room 101

International—Citizens from Countries Outside of the U.S., Recent Arrivals to the United States
Room 102

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American
White River Ballroom BCD

Multiracial Heritage, Multiracial American
JW Grand Ballroom 1

Transracially Adopted
Room 309–310

White, European Heritage, European American
White River Ballroom E
**Building Capacity: Expanding Your Professional Toolbox**

**Adults of Color in Our Communities: What about Us?**
Independent schools often ask, “Are we doing enough?” when attempting to create communities where students of color feel supported, but might not ask the same questions about adults of color. Once faculty of color have been recruited and hired, who is responsible for helping to retain them? Discuss initiatives taken by several schools to create welcoming and supportive communities for faculty of color. What worked? Where did they stumble? What were their challenges? Explore the answers to these questions in this panel discussion.

**Presenters:** Veda Robinson, Edmund Burke School (DC); Bobby Edwards, McLean School of Maryland (MD); Linda Griffith and Ron Kim, Phillips Exeter Academy (NH)
**Location:** PoCC Expo, EdZone 1 (Griffin Hall, Level 2)

**An Ever-Widening Circle: How to Host a Student-Led Diversity Conference**
Learn how to host your own diversity conference starting with the proposal stage through to budget, organization, and implementation. Hear how the Diversity and Inclusion Team at the Summit Country Day School has successfully hosted SCD2—Summit Country Day’s Student Conference on Diversity—for the past two years. This event, based on the school’s eight-year attendance at the NAIS Student Diversity Leadership Conference (SDLC), came out of a compelling need to share knowledge with the greater Cincinnati community through a student-led diversity conference for area high school students. Explore how your school could benefit from a similar empowering experience.

**Presenters:** Gail Rosero and Marsha Wermes, The Summit Country Day School (OH)
**Presider:** Yngrid Thurston, The Summit Country Day School (OH)
**Location:** White River Ballroom B

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**3:45 – 5:00 PM**
**Workshop Block B**

**White Women’s Guide to Teaching Black Boys**
Reflect on the relationships between black male students and white women teachers in this experiential workshop based on the forthcoming online workbook *White Women’s Guide to Teaching Black Boys*. Engage in concentrated, focused inquiry around these relationships and the impact of race and racism on those interactions. Using video footage from interviews with both white female teachers and black men and boys, take part in a conversation designed to generate new avenues of reflection and action for white teachers.

**Presenters:** Eddie Moore, The Privilege Institute (NY); Marguerite Pennick-Parks, University of Wisconsin-Oshkosh (WI); Ali Michael, University of Pennsylvania (PA)
**Presider:** Allison Housefield, The Orchard School (IN)
**Location:** Rooms 302–303
Everybody’s Favorite Social Justice Novel: A Revisionist Approach to Teaching To Kill a Mockingbird

To Kill a Mockingbird by Harper Lee is one of the most widely read and beloved novels in middle and high school curricula. Engage in three hands-on, humanities-based lessons about the novel that will challenge us to think about this book — so universally accepted as a celebration of the redemptive power of white racial sensitivity — in more critical ways. Leave with lessons that can be easily adapted for your middle or high school classrooms.

**PRESENTERS:** Sven Dubie and Jane Sidey, Park Tudor School (IN)  **PRESIDER:** Terri Wallace, The Orchard School (IN)  **WHITE RIVER BALLROOM C**

Microaggressions: What They Are and How to Learn from Them

Defining and discussing microaggressions provides an opportunity for people from all backgrounds to share stories and reflect on the ways we communicate with one another. Explore the definition of a microaggression, share personal examples, and engage in role playing and small group work. Join us if you are new to the concept of microaggressions or if you want to learn ways to move forward and bring this conversation back to your school community.

**PRESENTERS:** Johanna Stadler and Lindsay Baker, Trinity School (NY)  **PRESIDER:** Taleesha Martin, St. Richard’s School (IN)  **ROOM 312**

Elevating the Black Male

Examine the societal perceptions of young black males that perpetuate racial disparities in education and cause them to be under-represented in rigorous instruction, honors and AP courses, and International Baccalaureate programs and over-represented in discipline referrals and suspension and expulsion rates. Build your cultural competence and develop a learning environment that fosters academic success for young black males. Learn how you can use cultural competence to reach black male students and therefore reach all students.

**PRESENTER:** Omékongo Dibinga, UPstander International (DC)  **PRESIDENT:** Corey Pettigrew, Park Tudor School (IN)  **ROOM 102**

A More Responsive Classroom: Challenging White Theories of Care in Responsive Classroom Settings

How responsive is the Responsive Classroom (RC) approach? Explore how RC reinforces white theories of caring that provide “subtractive” — rather than additive and affirming — schooling experiences for our students of color. Participants will leave with strategies to incorporate elements of culturally responsive teaching and culturally relevant pedagogy into an RC management model. Learn how to justify why such incorporation is necessary to support student success as well as how to develop allies among colleagues to forward this mission of an inclusive RC approach.

**PRESENTERS:** Laura Yee and Nichelle Dowell, Georgetown Day School (DC)  **PRESIDER:** Brittany Wayman, The Orchard School (IN)  **ROOM 103**

What I Said and What I Meant: Cross-Cultural Communication (Part A)

Humans communicate on many levels. Our cultural identities and experiences can sometimes increase the probability of miscommunication. Examine cross-cultural communication theories; ways that cultural values, power, and privilege impact the way we communicate; tools for questioning assumptions; and ways to improve cross-cultural communications skills. Participants will explore 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 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. Continue the conversation in our “Part B” session later in the conference. See page 34 for more information.

**PRESENTER:** Rosetta Lee, Seattle Girls’ School (WA)  **PRESIDER:** Grace Trahan, The Orchard School (IN)  **WHITE RIVER BALLROOM E**
What Does It Mean To Have Young Children Speak Truth To Power? (Part B)
In this “Part B” session, we build on the ideas proposed and discussed in Part A of this same session. (See page 21.) Explore how preschool educators at Brooklyn Friends School apply the concept of speaking truth to power to their work with young children. At this Quaker institution, the idea of speaking truth to power is fundamentally implied in all interpersonal interactions and is the cornerstone of diversity work, including exposing students to the concepts of power, privilege, and intersectionality. Engage in discussions around this idea and discuss concrete examples of how this concept can be embedded within the curriculum.

Presenters: Orinthia Swindell and Claudia Lewis, Brooklyn Friends School (NY)
Presider: Javonne Steward, Trinity School (GA)
Rooms 309–310

Finding Voices: Empowering Students of Color in Discussion-Based Classrooms
Explore and dissect the hidden dynamics of discussions in the classroom as they affect and are affected by minority voices. What can teachers do to empower students of color to speak up? Learn how to empower the disempowered in this philosophical workshop.

Presenters: Adam Ruderman and Marcus Chang, The Bishop’s School (CA)
Presider: Candice Powell, Newark Academy (NJ)
JW Grand Ballroom 1

Blurring the Lines: The Role of Schools in Managing Social Media
The use of technology as a means of communication has blurred the lines between students’ personal and school life, but there are no well established guidelines for deciding when it is necessary for schools to intervene in situations involving social media. As educators continually encounter new situations, we’re making up these guidelines as we go along. Discuss various scenarios, using case studies from Montclair Kimberley Academy’s Middle School, that required evaluation of existing policies for student behavior and the role of the school in situations involving sexting, cyberbullying, and social networking sites like Facebook and Snapchat. Reflect upon incidents you have encountered as educators and leave with a greater understanding of the unintended consequences of technology communications by middle schoolers.

Presenters: Maria Arellano and Randy Kleinman, Montclair Kimberley Academy (NJ)
Presider: Reegan Homburg, The Orchard School (IN)
Room 104

Family Groups and Dialogue: Empowering Student Leaders as Agents of Social Change
Where are relevant social, cultural, and equity issues discussed within your school program? Ideally, these issues are interwoven intentionally and regularly throughout the curricular experience of all students. Explore how Head-Royce Upper School students and faculty established a family group program modeled on their attendance at the 2011 People of Color Conference and Student Diversity Leadership Conference. Hear how they responded to a perceived need for mixed grade level dialogue groups with mandatory sessions that brought together more students than just the few who would
come to open lunchtime discussions. Learn how this successful monthly program, now in its third year and facilitated by a pair of trained seniors, plans to expand the efforts to the larger community.

**Presenters:** Naoko Akiyama and Barry Barankin, Head-Royce School (CA)  
**Presider:** Christine Estes, LaSalle Academy (RI)  
**Room 201**

### Changing the Playing Field: Building and Growing Engineering and Programming for Girls K-12

Considering women were the pioneers of computer science, why is there a striking absence of young women in computer science? When did perceptions change to begin equating technology with a “man’s profession?” Learn the history of computer science and the benefits to making your school a place where underrepresented women can develop fluency in coding, the language of the 21st century. Explore the pedagogy and curriculum that drives The Blake School’s engineering, programming, and computer science faculty to make inroads in reversing this startling trend. Discuss how your school can increase the participation and celebration of girls interested in becoming programmers, engineers, and creative technologists.

**Presenters:** William Watkins and Maelene Krig, The Blake School (MN)  
**Presider:** Teresa Hart, The Orchard School (IN)  
**Room 202**

### From Theory to Practice: How Professional Development Can Institutionalize Diversity Goals

The NAIS Diversity Leadership Institute (DLI) offers professional development for diversity practitioners in independent schools. Hear how the program at DLI inspired one school’s development of a diversity professional development program for faculty, staff, and administrators. How does a school successfully shift the responsibility of intentional diversity planning from the individual to the institution? Explore strategies you can use to institutionalize diversity through professional development.

**Presenters:** Tete Cobblah and Jennifer Youk See, The Fenn School (MA)  
**Presider:** India Williams, The Orchard School (IN)  
**Room 203**

### Combating “The Only”: Creating and Sustaining Lower School Affinity Groups

Follow up on how the successful Riverdale Country School Lower School affinity group SOCS (Student of Color Society) has had a major impact on their school community and is now an influential part of the school’s culture. In this session that builds on a presentation previously delivered at PoCC, learn best practices in creating, supporting, and sustaining lower school affinity groups as we share our wisdom, successes, and growing pains. Walk away with tips for not only creating lower school affinity groups but, most importantly, supporting and sustaining groups. Watch videos and hear testimonies from current and former SOCS students as well as benefit from a presentation, handout, and list of resources.

**Presenters:** Latoya Allen and Trisha Rowe, Riverdale Country School (NY)  
**Presider:** Kim Washington, Trinity School (GA)  
**Room 205**

### Where the Rubber Meets the Road: How Do We Take a Stand Against the “N-Word” in Our Schools?

“How come they can say it, but I can’t?”  
“It doesn’t have the same meaning anymore!”  
“I wrote it on Facebook/Twitter/Snapchat, I didn’t actually say it.”  
“Sounds familiar? This interactive session guides participants through the process three schools (William Penn Charter School, Friends Select, and Friends Academy) underwent to ban the use of the “N-Word” from their campuses. The discussion will highlight challenges, approaches, and other factors to be considered in the creation and implementation of a viable and effective school policy against using the “N-Word” and other derogatory spoken, written language, or “shared” language (on social media). Participants will have the opportunity to ask questions and outline their own action plans against the “N-Word” in their schools.

**Presenters:** Shanelle Robinson, Friends Academy (NY); Antonio Williams, William Penn Charter School (PA)  
**Presider:** Joe Vanegas, The Orchard School (IN)  
**Room 206**
THURSDAY

3:45 – 5:00 PM
WORKSHOP BLOCK B

Diversity and Inclusion from the Ground Up and the Top Down
Following up on the 2012 PoCC and 2013 PoCC workshops, the Prospect Sierra Diversity and Inclusion Teaching Team and head of school will share ways they continue to influence institutional change structurally and programmatically in support of diversity and inclusion, learning, and growing with all constituencies in the school community. Explore examples of parent dialogues, faculty-led committees, student-run activism, and the ways in which teachers are building on our central “change maker” theme. As our program has grown, we see the deepening of students’ social-emotional and cultural competency skills through history and literature as well as advisory and service programs.

PRESENTERS: Britt Anderson and Jen Trudel, Prospect Sierra School (CA)
PRESENTER: Cassandra Porter (IN)
Room 314

PEOPLE OF COLOR IN LEADERSHIP: FROM THEORY TO PRAXIS

Development 101 for Aspiring Administrators and Heads of School
Effective independent school administrators need an understanding of how fund-raising and development contribute to the life of a school. Leaders must be able to effectively raise money to support a school’s mission and engage constituents around issues of advancement. What is an annual fund, major gift campaign, and capital campaign? Why do schools have benefits and auctions? How does a school appropriately balance raising money with issues of diversity? Join three experienced independent school fund-raising professionals for an interactive workshop that will give participants an understanding of the fundamentals of development and fund-raising. Through case studies, participants will gain insight into independent school fund-raising and leave with an understanding of how philanthropy, volunteerism, and community are vital to the health of a school.

PRESENTERS: Alexis Wright and Tiffani Harris, Bank Street School for Children (NY)
PRESENTER: Ayeola Elias, Charlotte Latin School (NC)
JW Grand Ballroom 2

Pathways to Leadership in Independent Schools
Unpack and dissect various pathways to leadership in academia for teachers and educators. Leave this presentation with a deeper understanding of how to move up the ranks of your chosen profession. In addition, discuss how soft skills are advantageous and beneficial in every organization. Hear strategies for identifying areas of strength on your resume in ways that will assist you in growing professionally.

PRESENTERS: Elizabeth Brown, Buckingham Browne & Nichols (MA); Lavette Coney, The Fessenden School (MA)
PRESENTER: Brandon Jacobs, The Hill School (PA)
JW Grand Ballroom 3

Women of Color Heads and Culturally Relevant Leadership
Women and people of color remain underrepresented in school administration, particularly in the role of head of school in private independent schools across the country. Explore a recent publication on the lived experiences of 10 women of color heads and how their journeys have influenced their capacity to lead through culturally relevant leadership practices. A brief historical overview will provide the context for understanding the first-person accounts of these women. Additionally, the presenter will share
narrative excerpts of how the intersections of race, class, and gender have informed these women’s approaches to leadership, in what is often seen as the rarified world of elite private schools.

**Presenter:** Sylvia Rodriguez Vargas, Brownell-Talbot School (NE)  **Presider:** Shants Hart, Park Tudor School (IN)
**JW Grand Ballroom 4**

**EXPLORING RACIAL AND ETHNIC IDENTITIES:**

**MEANINGS & MATTERS**

**Asian-American Transracial Adoptees**

Explore ways to support Asian-American adoptees in their journey of identity development. The intersection of adoption issues and increased awareness of racial identity provides a special challenge to adoptees as their level of understanding develops and deepens. Discuss ways to give children language about adoption and help them identify themselves as members of their adoptive families as well as find connections to their ethnic communities. How do we create experiences and curricula that will help Asian adoptees navigate their growth and support their identity development? Attendees will get an overview of the special needs of Asian adoptees and participate in discussions about theory and practice in classrooms. Hear from an Asian-American educator who is also the mother of adopted Asian children within a multiracial family structure.

**Presenter:** Karim Sow, Moses Brown School (RI)  **Presider:** Gail Rosero, The Summit Country Day School (OH)
**Rooms 304—306**

**SELF-EFFICACY AND EMPOWERMENT:**

**MIND, BODY, SPIRIT CONNECTIONS**

**Race Dance (Part A)**

Join us in this space of hope where generations may share understandings and misunderstandings about racism through song, movement, and personal storytelling to increase health, happiness, equity, and freedom among all people. Learn how to encourage people to celebrate the love that lives in all people; to BIBO! (Breathe In! Breathe Out with a sigh!); and to meditate, visualize, and create affirmation for change. Ultimately, learn how to know we are not alone. Continue your learning in “Part B” of this session offered later at the conference. (See page 38.)

**Presenter:** Soyinka Rahim, InterPlay (CA)  **Presider:** Peggy Meyer (IN)
**Room 308**

**Nuanced Experiences with Ethnic Justice:**

**A Contextual Approach to World Language Study**

While racial tension and interracial conflicts are often addressed in independent schools, students at Moses Brown School are exploring more nuanced and complex cases of injustice and conflict within ethnic groups. We have seen an intense resurgence of ethnic conflicts based in religion, cultural origins, language, and minority rights, and no continent is spared the waves of violent confrontations generated by differences. Hear how students were able to explore culture and practice language in an authentic context by exploring genocide and recent conflicts through a project-based learning experience in their French class. Project components included a live video conference with a Rwandan student and many interdisciplinary connections to history. Learn how students’ language skills showed improvement as a result of this unique and authentic approach to language practice.

**Presenter:** Edna Moy-Rome, Bank Street School for Children (NY)  **Presider:** Peggy Meyer (IN)
**Room 101**

Fountain Square is one of the six Indianapolis Cultural Districts and is linked to the Indianapolis Cultural Trail, an 8-mile urban path.
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<th>Time</th>
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<tr>
<td>8:00 – 9:00 AM</td>
<td>PoCC General Session with Derald Wing Sue</td>
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<td>9:00 – 9:45 AM</td>
<td>Book Signing with Derald Wing Sue and Networking Coffee Break</td>
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<td>9:00 AM – 5:00 PM</td>
<td>PoCC Expo Hours</td>
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<td>9:45 – 11:00 AM</td>
<td>Workshop Block C</td>
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<td>10:00 AM – 12:00 PM</td>
<td>Master Class with Derald Wing Sue</td>
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<td>10:00 AM – 12:00 PM</td>
<td>PoCC Celebration Luncheon and Appy Hour in the PoCC Expo</td>
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<td>NOON – 1:00 PM</td>
<td>PoCC Choir Rehearsal</td>
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<td>Affinity Group Session II</td>
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<td>State/Regional Meetings</td>
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<td>5:15 – 6:30 PM</td>
<td>PoCC General Session with Jose Antonio Vargas</td>
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<td>6:30 – 7:30 PM</td>
<td>LGBT Social Hour</td>
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7:00 AM – 6:00 PM
PoCC/SDLC REGISTRATION
JW Marriott Indianapolis,
Grand East Registration, Level 3

7:00 AM – 6:45 PM
NAIS BOOKSTORE
JW Marriott Indianapolis, Griffin Hall Foyer,
Level 2 (outside the PoCC Expo)

7:30 AM – 5:00 PM
NAIS CYBER CAFÉ
JW Marriott Indianapolis,
Grand East Registration, Level 3

8:00 – 9:00 AM
GENERAL SESSION

DERALD WING SUE

TOPIC: Microaggressions
JW Grand Ballroom
More Info, Page 6

› Performances by University
  High School Strings Ensemble
  and Bollywood Dance Indianapolis
› Introduction of Derald Wing Sue by
  Shants Hart, Park Tudor School (IN)
› Keynote Address by
  Derald Wing Sue
› Recognition of Heads of Color
  in Independent Schools

9:00 – 9:45 AM
BREAK

9:45 – 11:00 AM
WORKSHOP BLOCK C

BUILDING CAPACITY:
EXPANDING YOUR PROFESSIONAL TOOLBOX

You Have Two Moms? How Could That Be?
What is a family and who can be in a family? It is clear our students will grow up in a world where families are increasingly more diverse. Join us as we explore how to provide them with an educational experience that reflects this reality. Learn how early childhood educators from The Town School teach their students about different family structures that exist in their school community and the culturally rich world in which we all live. Literature, photographs, and video recordings will be used to show the family curriculum in action. You will leave feeling empowered to incorporate this family study into your own classroom.

presenters: Torsie Judkins and Azalia Garcia,
The Town School (NY)

presider: Alicia LaMagdeleine,
University High School (IN)

White River Ballroom B

PoCC and White Allies: How We All Can Benefit from the Experience
There are informal conversations among colleagues of color on how to address white allies before, during, and after PoCC. Many ask the question, “I come to PoCC to get support and a soulful recharge that sustains me. How do I support my white allies’ experience, especially if this is their first time?” For white participants, what are the keys to successfully navigating PoCC both externally and internally? What are the critical success factors for all participants? Come listen to a diverse panel of PoCC and independent school veterans discuss strategies that have worked in their school communities as they have tried to balance the needs of the people of color in their communities with the needs of their white allies.

presenters: Tiffany Taylor Smith, Newark Academy (NJ); Diana Artis, The Pingry School (NJ)

presider: Christopher Avery,
The Haverford School (PA)

White River Ballroom C

Welcoming Schools: Creating and Maintaining an Inclusive Climate
Welcoming Schools, a project of the Human Rights Campaign Foundation, provides educators with tools and strategies to create and maintain a school climate that embraces family diversity, stops name calling and bullying, and ends gender stereotyping. In this interactive workshop, participants learn strategies to sustain a school climate that values student and staff uniqueness. Participants will also have the opportunity to share ways in which they construct a classroom or school climate that allows everyone to thrive.

presenter: Kisha L. Webster, Welcoming Schools (DC)

presider: Brandie Melendez,
Berkeley Carroll School (NY)

White River Ballroom D

FIND UP-TO-DATE INFORMATION ABOUT EVENTS AND WORKSHOPS AT POCC.NAIS.ORG.
What I Said and What I Meant: Cross-Cultural Communication (Part B)
In this “Part B” session, we build on the ideas proposed and discussed in Part A. (See page 27.) Humans communicate on many levels. Our cultural identities and experiences can sometimes increase the probability of miscommunication. Examine cross-cultural communication theories; ways that cultural values, power, and privilege affect the way we communicate; tools for questioning assumptions; and ways to improve cross-cultural communication skills. Participants will explore 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 your school community and personal life.

**Presenter:** Rosetta Lee, Seattle Girls’ School (WA)  
**Presider:** Laci Tucker, The Summit School (OH)

White River Ballroom E

Useful Tools and Strategies for Observing, Coaching, and Evaluating Equitable Practice in the Classroom
This hands-on, highly interactive workshop will help teachers and administrators gain practice in observing teaching, delivering feedback, and using that feedback to transform teaching practice. Learn about what to look for in an equitable classroom and how to give feedback and support to help teachers implement changes in their practice to effectuate learning for all students. Workshop participants will use, model, and share cultural-competency strategies and tools.

**Presenter:** Daniel Zaharopol, The Art of Problem Solving Foundation (MA)  
**Presider:** Ragen Mitchell, The Orchard School (IN)

Room 101

This workshop is designed for teachers, instructional coaches, and administrators.

**Presenters:** Desiree Ivey, Shady Hill School (MA); Lynn Bowman, The Gordon School (RI)  
**Presider:** Nick Eble, The Orchard School (IN)

Room 314

**EXEMPLARY PROGRAMS, MODELS, AND CASE STUDIES**

Pathways to STEM
Most successful Science, Technology, Engineering, and Mathematics (STEM) professionals do a great deal of extracurricular mathematics. Math circles and contests, independent reading, summer programs, and research projects are just a small part of a larger pathway to STEM. Yet these activities have their own culture and expectations, and they are often dominated by white and Asian-American students. We will explore this ecosystem of opportunities so that you can help students of color comfortably enter the pathway to STEM success. Using examples from the Summer Program in Mathematical Problem Solving (for underserved middle school students in New York City), we will also discuss challenges a student may face when participating in contests and programs where he or she might be the only person of color.

**Presenter:** Daniel Zaharopol, The Art of Problem Solving Foundation (MA)  
**Presider:** Ragen Mitchell, The Orchard School (IN)

Room 101

Partnering with Parents to Better Serve African-American Boys: One School’s Learning Journey
St. Paul’s Episcopal School has been engaged in a collaborative “learning journey” focused on better understanding the experiences of African-American boys and how the school can better serve them. This work has been the product of a unique partnership between faculty and parents that has broken down traditional divides and opened up opportunities for joint work at different levels. While very diverse (50 percent of students...
Seek Ignite Change: A Theme-Based Approach to Cultural Competency
“Seek Ignite Change” is the name of a series of discussions that have transformed the depth and breadth of conversations at Friends Select School. The goal of our themed discussions is to bring to light the people and events that have sparked change and inspired us to continue to influence our community in positive ways. Our annual program, which is inclusive of all members of the community, supports self-exploration through lectures, films, workshops, and art exhibits. Past themes examined the life and work of Bayard Rustin and explored the impact of gender stereotypes. Learn how to begin and sustain a theme-based series of discussions that will engage your community and contribute to building the necessary cultural-competency skills our schools require in today’s society. Presenters: Marissa Colston, Friends Select School (PA)  President: Lise Leist, King Low Heywood Thomas School, (CT)
Room 105

Opening Doors That Are Closed to Many
Many of our schools were not diverse at their inception. Learn best practices for creating tangible steps to help students of color acclimate to their new middle and high school environments. When students, particularly students of color, matriculate to their new schools, there are numerous steps that can be taken to ease their transition. Likewise, there are also several missteps that can hinder their success. Using video testimonials and data collected from several schools, hear examples of how to create and maintain a culture that opens doors that had previously been closed for many of our students. Presenters: Christopher Avery, Steppingstone Scholars Program (PA)  President: Krystal Shelton, The Orchard School (IN)
Room 201

EXPLORING RACIAL AND ETHNIC IDENTITIES: MEANINGS & MATTERS

No Story That Is Not True: A Humanities Approach to Teaching Race and Imperialism
Explore how an interdisciplinary examination of art, literature, economics, and history can be used to teach forms of imperialism and racism in European and American history. Presenters will provide a half-year humanities curriculum for 8th graders that includes such texts and topics as The Tempest, Heart of Darkness, Things Fall Apart, the Belgian Congo, Kony 2012, and the Vietnam War in an attempt to teach the ties between imperialistic ventures and the development (and persistence) of race as a social construct. Discuss the possibility, development, and implementation of similar academically rich explorations of identity at your school. Presenters: Tom Kim, Burgundy Farm Country Day School (VA)  President: Sven Dubie, Park Tudor School (IN) Rooms 302–303

Racial Literacy and Improved School Leadership
How and how often leadership engages in conversations around race and privilege has a profound impact on school climate. The skills to have those conversations require deeper reflection and practice than most leaders typically exercise. Using research findings and role-playing practices, learn ways that school leaders and faculty can achieve successful resolutions to racially stressful encounters. Explore how racial literacy requires leaders to be self-reflective and practice engagement and relaxation. Discuss ways to combat the common challenge of racial battle fatigue. Together we’ll come to understand how having one’s concerns heard—being taken seriously when one raises issues about microaggressions or racial bias, or when one takes initiative to help fulfill a school’s diversity mission—are major influences on one’s sense of belonging. Presenters: Sherry Coleman, Coleman Strategic Consulting (PA); Howard Stevenson, University of Pennsylvania (PA)  President: Shants Hart, Park Tudor School (IN) PoCC Expo, EdZone 1 (Griffin Hall, Level 2)
Institutional Change: Building Inclusive Communities for People of Color

9:45 – 11:00 AM

Inclusivity Means Everyone: Deconstructing Stereotypes in the Arabic Classroom
As more Arab students from different countries and cultural origins come into North American schools, our responsibility to create more nuanced understandings of their backgrounds becomes increasingly urgent. Weaving together global outreach, international travel, technology, guest speakers, and local community involvement to increase dialogue, independent schools like Appleby College are employing new methods for deconstructing stereotypes around Arab and Muslim identity. The goal is for students to understand each other as whole individuals rather than representations of extremist political or religious movements. Explore several strategies being used at Appleby College to build inclusive and meaningful dialogue around Arab identity, as well as to create connections to other cultures and develop a culture of “critical inquiry” around sensitive inter-cultural topics.

Presenters: Mireille Maalouf, Appleby College (CANADA); Jennifer Klein, World Leadership School (CO)
Presider: Jessica Aiyasami, The Orchard School (IN)
Room 312

What to Do and What Not to Do in Hiring
Each year during hiring season, schools reiterate their commitment to hire diverse teachers and administrators that will reflect the student population and the world in which we live. However, not all schools apply best practices to cultivate the strongest and most diverse candidate pool. Learn successful strategies to increase the diversity of the candidate pool, including having hiring discussions, organizing multi-school diversity job fairs, and arranging school site visits for candidates. Take part in a frank and open conversation about the challenges and solutions to diversity hiring with recruiters and hiring administrators.

Presenter: Cathy Ann Cramer, New York Interschool (NY)
Presider: Marlo Thomas-McNeil, Roland Park Country Day (MD)
Room 202

Recruiting and Hiring People of Color: How to Drive Your Institution Through the Pit Stops to the Finish Line
Get empowered with information, resources, and concrete strategies to maximize recruitment efforts and establish best practices for hiring people of color. Presenters will leverage more than 19 years of diversity recruitment experience and diversity leadership in independent schools to provide a comprehensive plan to address institutional obstacles in this area. From recruiting to hiring, and everything in between, hear how one school significantly increased the employment of candidates of color by applying these practices. Learn about a step-by-step process used to examine recruitment, hiring, and interviewing practices. You will leave with the knowledge and skills to access information, benchmark progress, and determine next steps toward building a more diverse faculty and staff.

Presenter: Christel McGuigan, Lakeside School (WA); Warren Reid, Nemnet Minority Recruitment, LLC (NJ)
Presider: Christine Estes, LaSalle Academy (RI)
Room 203

This Little Light: Dr. King’s Dream Team
Learn how you can use lessons based on the lives of Dr. Martin Luther King, Jr. and Ruby Bridges to encourage students to build a diverse and inclusive community. A variety of books, lesson plans, role plays, and activities will be introduced to “light the way” to a greater understanding of how one choice and one voice can change the course of history. Explore a K-12
program framework, presented in schools in Ohio and Vermont, that focuses on using Dr. King’s “I Have a Dream” speech to train high school and college students to present mini-sessions to younger students. Hear how the University of Cincinnati is currently preparing to pilot a similar program.

**Presenter:** Tresonne Peters, Cincinnati Country Day School (OH)  **Presider:** Brittany Wayman, The Orchard School (IN)
**Room 204**

**Not Another One-Hit Wonder: Creating Diversity Assessments and Data-Driven Student Programming with Enduring Impact**

How does your school measure up when it comes to student academic success and personal development? This interactive workshop will present diversity and inclusion assessment tools currently used to collect data on curriculum, academic performance/placement, and student life. In a think tank format, participants will begin to craft their own evaluation tools designed to capture crucial data and spawn programs that speak directly to students’ experiences. Hear how one school used data on curricular content as a catalyst for a schoolwide initiative to refine curricular goals toward greater inclusivity and relevance for all students.

**Presenter:** Felicia Wilks, Friends School of Baltimore (MD); Kaliq Simms, Roland Park Country School (MD)  **Presider:** Betsy Fox, Charlotte Latin School (NC)
**Room 205**

**Graduates of Color: What They Want You to Know**

With students of color representing approximately 30 percent of the private school population, a spate of recent articles and films have highlighted how many students of color feel marginalized despite getting an exceptional education. As people of color become an even larger percentage of our student population, it will be more necessary to be aware of these students’ experiences in our schools. Explore survey data provided by graduates and discuss areas of inquiry around teaching experiences and expectations, how to deal with administrators, the college choice process, and social and academic life. Hear about lessons learned and what graduates might tell us to do differently as educators.

**Presenter:** Pamela Brown, Springside Chestnut Hill Academy (PA)  **Presider:** Xiomara Hall, St. Patrick’s Episcopal Day School (DC)
**Room 206**

**From Zero to 60: How To Create Broad Staff and Student Ownership of Diversity Work**

For many years, the Bullis School had a “traditional” model of diversity leadership, with one person solely responsible for coordinating efforts. That person was typically overworked and largely ineffective. Four years ago, the school instead established a task force with several co-chairs and 25 staff members. After developing an adult community dedicated to diversity and equity work, they then cultivated student involvement and intentionally developed student leaders. Highlights have included both an adult and student school-wide survey, many training workshops, film screenings and breakout sessions, community events, and two very successful Metro GSA Student Summits. Learn how you can replicate this successful program in your own school.

**Presenter:** Sara Romeyn and Bryan Whitford, Bullis School (MD)  **Presider:** Kim Washington, Trinity School (GA)
**JW Grand Ballroom 1**

**Strategies for How to Talk with Young Children about Race**

At the beginning of the identity journey, educators and parents can join together to build foundational skills for young children. Teachers need time and structures to allow them to reflect on the role of race in our world so they can be purposeful about how race is addressed in classrooms. As educators, we need to create bridges from school to home, supporting families to engage in these sometimes uncomfortable conversations with their children. Learn how you can take the time to reflectively craft authentic and developmentally appropriate experiences for preschool through elementary students.

**Presenters:** Amy Bresslour and Regan Wensnahan, Giddens School (WA)  **Presider:** Brandie Melendez, Berkeley Carroll School (NY)
**JW Grand Ballroom 2**

**People of Color in Leadership: From Theory to Praxis**

**Team Diversity: Creating Institutional Change Through a Diversity Team**

How do schools create effective methods to implement diversity education throughout their campus? Learn how the Center for Multicultural Affairs at Hathaway Brown School implemented and sustained a five-person diversity liaison team with the goal of engaging the entire school in the work of creating an inclusive and informed community. With topics that include cultural celebrations to the hiring process, curriculum design, professional development for faculty, and student activism, hear how a team approach maximized impact and allowed for sustained conversations that benefitted the whole community. Participants will explore this alternative approach to encouraging leadership and action around topics of diversity and multiculturalism in a Pre-K-12 school.

**Presenters:** Camille Seals and Toni Cross, Hathaway Brown School (OH)  **Presider:** Brandon Jacobs, The Hill School (PA)
**JW Grand Ballroom 3**
Creating Effective Upstanding Student Leaders
In the fast-paced life of today’s students, with the pressure to get top grades and get into a great college or university, many students have not been taught how to be effective leaders. Learn some of the strategies incorporated by the UPstander Leadership Training Institute to get students to understand what it takes to be a leader and how to be an UPstander and not a bystander in the face of issues such as bullying. Discuss how to teach students to identify key stakeholders in the creation of a change movement locally or globally.

PRESENTER: Omékongo Dibinga, UPstander International (DC)
PRESIDER: Orinthia Swindell, Brooklyn Friends School (NY)
JW Grand Ballroom 4

Race Dance (Part B)
In this “Part B” session, we build on the ideas proposed and discussed in Part A. (See page 31.) Join us in this space of hope where generations may share understandings and misunderstandings about racism through song, movement, and personal storytelling to increase health, happiness, equity, and freedom among all people. Learn how to encourage people to celebrate the love that lives in all people; to BIBO! (Breathe In! Breathe Out with a sigh!); and to meditate, visualize, and create affirmation for change. Ultimately, learn how to know we are not alone.

PRESENTER: Soyinka Rahim, InterPlay (CA)
PRESIDER: Taleesha Martin, St. Richard’s School (IN)
Room 308

Outward Bound: Empowering Urban Students Through Outdoor Education
Laurel School, situated between the heart of downtown Cleveland and rural Russell Township (home to Laurel’s Forest Academy), offers educators unique opportunities to leverage outdoor spaces to benefit a broad and inclusive community. Listen to their experience creating an outdoor educational model that meets the specific needs of urban students of color, who often lack access to experiences in the natural world. Hear how their connections to nature, with one another, and with their inner selves give the word resilience new meaning. Come explore the IMAGINARY forest workshop, share your experiences, and leave with real ways to engage urban students in outdoor learning.

PRESENTERS: Audrey Elszasz, Regina Campbell-Malone, and Shannon Lukz, Laurel School (OH)
PRESIDER: Jami Ervin, The Lexington School (KY)
Rooms 304–306

Out and Visible: A Candid Conversation with LGBT Teachers and Administrators in Independent Schools
Hear from a panel of openly gay and lesbian educators as they reflect on their lives and careers in independent school settings in a quest for authenticity. Explore how one LGBT educator’s process of coming out informs how he negotiated his sexual orientation and identity within the context of the educational philosophies and practices of independent schools. Use this opportunity to discover a model of LGBT identity development and advocacy for LGBT teachers, administrators, and students.

PRESENTER: Philip McAdoo, University of Pennsylvania (PA)
PRESIDER: Lisa Pryor, The Orchard School (IN)
White River Ballroom A
11:00 AM – 1:00 PM
**PoCC CELEBRATION LUNCHEON**

PoCC Expo (Griffin Hall, Level 2)
All are welcome. Also stop by the Appy Hour from **11:30 AM – 12:30 PM**.
Sponsored by Carney, Sandoe & Associates

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**NOON – 1:00 PM**
**PoCC CHOIR REHEARSAL**

JW Grand Ballroom

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**1:00 – 3:30 PM**
**AFFINITY GROUP SESSION II**

Black, African Heritage, Afro-Caribbean Heritage, African American
JW Grand Ballroom 5–10

East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continent
JW Grand Ballroom 3

First Nations Heritage, Indigenous and Aboriginal People, Native American
Room 308

Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American
Room 101

International — Citizens from Countries Outside of the U.S., Recent Arrivals to the United States
Room 102

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American
White River Ballroom BCD

Multiracial Heritage, Multiracial American
JW Grand Ballroom 1

Transracially Adopted
Room 309–310

White, European Heritage, European American
White River Ballroom E

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3:45 – 5:00 PM
**STATE/REGIONAL ASSOCIATION MEETINGS**

All room locations are in the JW Marriott Indianapolis.

Bermuda, Puerto Rico, Virgin Islands, Hawaii, and International
Room 106

Cleveland Council of Independent Schools
Room 207

Colorado and ACIS Room 308

Connecticut, CODIS, and SPHERE Room 201–203

Florida and FCIS Room 312

Maryland and AIMS MD/DC Room 302–303

Midwest and ISACS JW Grand Ballroom 4

New England and POCISNE White River Ballroom BCD

New Jersey and NJAIS JW Grand Ballroom 3

New York and POCIS-NY White River Ballroom E

North Carolina Room 314

Northern California and NORCAL POCIS JW Grand Ballroom 1

Pacific Northwest and NWAIS Room 101

Pennsylvania and Delaware Valley Room 304–306

South and SAIS (Alabama, Georgia, Kentucky, Mississippi, South Carolina, Central America, South America)
Room 309–310

Southern California and SOUCAL POCIS JW Grand Ballroom 2

Southwest and ISAS Room 204–205

Tennessee and TAIS Room 105

Virginia and VAIS Room 102

Washington, DC and IE White River Ballroom A

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5:15 – 6:30 PM
**GENERAL SESSION**

**JOSE ANTONIO VARGAS**

**TOPIC** My Life as an Undocumented Immigrant

JW Grand Ballroom

More Info, Page 7

 adversely affected.

Dance Performance by the Iibada Dance Company

Introduction of Jose Antonio Vargas by Joe Vanegas, The Orchard School (IN)

Keynote Address by Jose Antonio Vargas

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6:30 – 7:30 PM
**LGBT SOCIAL HOUR**

JW Grand Ballroom 4

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9:00 PM – MIDNIGHT
**CLUB PoCC**

JW White River Ballroom E
SATURDAY AT A GLANCE

7:00–8:00 AM
PoCC Choir Rehearsal

8:00 – 9:15 AM
Affinity Group Session III

9:30 – 11:00 AM
Student-Led Adult/Student Dialogues (by region/state)

11:30 AM – 1:00 PM
PoCC/SDLC Closing Ceremonies with Sonia Nazario

The Indianapolis Clowns were a professional baseball team in the Negro American League and the first to hire a female player.

Photo courtesy of Indiana Historical Society
7:00 – 8:00 AM
PoCC CHOIR REHEARSAL
JW Grand Ballroom

7:00 – 11:00 AM
PoCC/SDLC REGISTRATION
JW Marriott Indianapolis, Grand East Registration, Level 3

7:00 AM – 1:00 PM
NAIS BOOKSTORE
JW Marriott Indianapolis, Griffin Hall Foyer, Level 2

7:30 – 11:00 AM
NAIS CYBER CAFÉ
JW Marriott Indianapolis, Grand East Registration, Level 3

8:00 – 9:15 AM
AFFINITY GROUP SESSION III

All sessions for PoCC and SDLC attendees will take place at the JW Marriott Hotel.

Black, African Heritage, Afro-Caribbean Heritage, African American Women
JW Grand Ballroom 5–10

Black, African Heritage, Afro-Caribbean Heritage, African American Men
JW Grand Ballroom 3/4

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Women
JW Grand Ballroom 1/2

Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American Men
Room 309–310

East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continental Women
White River Ballroom AB

East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian Sub-Continental Men
Room 304–306

Transracially Adopted Women
Room 312

Transracially Adopted Men
Room 314

First Nations Heritage, Indigenous and Aboriginal People, Native American Women
Room 308

White, European Heritage, European American Women
White River Ballroom E

White, European Heritage, European American Men
White River Ballroom CD

Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American Women
Room 102

International–Citizens from Countries Outside of the U.S., Recent Arrivals to the United States
Room 105
9:30 – 11:00 AM
STUDENT-LED ADULT/STUDENT DIALOGUES

Bermuda, Puerto Rico, Virgin Islands, Hawaii, and International
Room 207
Colorado and ACIS
Room 308
Connecticut, CODIS, and SPHERE
Room 201–203
Florida and FCIS
Room 106
Maryland and AIMS MD/DC
Room 312
Midwest and ISACS
JW Grand Ballroom 1/2
New England and POCISNE
JW Grand Ballroom 3/4
New Jersey and NJAIS
Room 101–102
New York and POCIS-NY
White River Ballroom E
North Carolina
Room 314
Northern California and NORCAL POCIS
Griffin Hall
Pacific Northwest and NWAIS
Room 302–303
Pennsylvania and Delaware Valley
White River Ballroom CD
South and SAIS (Alabama, Georgia, Kentucky, Mississippi, South Carolina, Central America, South America)
Room 304–306
Southern California and SOUCAL POCIS
Griffin Hall
Southwest and ISAS
Room 204–206
Tennessee and TAIS
Room 105
Virginia and VAIS
Room 309–310
Washington, DC and IE
White River Ballroom AB

11:30 AM – 1:00 PM
PoCC/SDLC CLOSING CEREMONIES

SONIA NAZARIO

TOPIC: Immigration and Motivation
JW Grand Ballroom
More Info, Page 7

› Performance by the PoCC Choir
› Introduction of SDLC Leadership Team by Caroline G. Blackwell, NAIS
› Introduction of Sonia Nazario by Yngrid Thurston, The Summit Country Day School (OH)
› Keynote Address by Sonia Nazario
› Words of Appreciation and 2015 PoCC/SDLC Host City Announcement
**SDLC AT A GLANCE**  
Indianapolis Marriott Downtown

### Wednesday, December 3

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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| 7:00–7:45 AM | SDLC Chaperone Orientation III (choose one)  
Peer Facilitator Training for Wednesday Night  
Late Arrivals | More Info, Page 45 |
| 8:00–9:15 AM | PoCC/SDLC Opening Ceremonies with Michael Eric Dyson | More Info, Page 6 |
| 9:30 AM – NOON | Family Groups | |
| 12:15–1:15 PM | Student Luncheon | |
| 1:30–3:45 PM | Family Groups | |
| 3:45–4:00 PM | Snack Break | |
| 4:00–5:45 PM | Family Groups | |
| 6:00–10:00 PM | Peer Facilitator Training | More Info, Page 45 |
| 9:15–10:00 PM | SDLC Chaperone Orientation II (choose one) | More Info, Page 45 |

*School Visits*  
MORE INFO, PAGE 17

**SDLC AT A GLANCE**  
Indianapolis Marriott Downtown

### Thursday, December 4

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<th>Activity</th>
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<tr>
<td>7:00–7:45 AM</td>
<td>Breakfast with Chaperones</td>
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<tr>
<td>8:00–9:15 AM</td>
<td>PoCC/SDLC Opening Ceremonies with Michael Eric Dyson</td>
<td>More Info, Page 6</td>
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<tr>
<td>9:30 AM – NOON</td>
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<td>4:00–5:45 PM</td>
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<td>6:00–6:45 PM</td>
<td>SDLC Chaperone Orientation I (choose one)</td>
<td>More Info, Page 45</td>
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<tr>
<td>9:15–10:00 PM</td>
<td>SDLC Chaperone Orientation II (choose one)</td>
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**SDLC AT A GLANCE**  
Indianapolis Marriott Downtown

### Friday, December 5

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<tr>
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<td>Breakfast with Chaperones</td>
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<tr>
<td>8:00–9:30 AM</td>
<td>SDLC Keynote Presentation with Cheryl Brown Henderson</td>
<td>More Info, Page 7</td>
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<tr>
<td>9:45–11:45 AM</td>
<td>Family/Affinity Groups 2</td>
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<tr>
<td>11:30 AM–1:00 PM</td>
<td>SDLC Closing Ceremonies and Address with Sonia Nazario</td>
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**SDLC AT A GLANCE**  
Indianapolis Marriott Downtown

### Saturday, December 6

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<td>8:00–9:15 AM</td>
<td>Affinity Group Session Adult/Student Discussions (within race/ethnicity and gender groupings)</td>
<td>More Info, Page 41</td>
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<tr>
<td>9:30–11:00 AM</td>
<td>Student-Led Adult/Student Dialogues (by region/state)</td>
<td>More Info, Page 42</td>
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<td>SDLC Closing Ceremonies and Address with Sonia Nazario</td>
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**SDLC AT A GLANCE**  
Indianapolis Marriott Downtown

### Saturday, December 6

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*Buses will pick up from JW Marriott Indianapolis, Event Center Drive, Level 1.  
Ticketed Event
In 1993, who could have imagined that a student gathering from humble beginnings and great intentions would grow to become what we now lovingly call the Student Diversity Leadership Conference (SDLC), one of the largest, most diverse, and most impactful gatherings of private school students nationwide? Who could have known the individual and institutional change that would come from the work of well over 10,000 students who have been served by its program? SDLC has thrived as a student-driven enterprise. It is then no wonder that this year’s theme is, “Leadership at the Wheel: Riding at the Speed of Acceptance.” It speaks to the culture of our host city, Indianapolis, and our timeless commitment to fostering student voice.

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 cultural identifiers, working in affinity groups, and connecting with participants from their region to create a strong network for their 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 conversations, 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.

Now 21 years old, SDLC continues to grow and mature with the times. We look forward to engaging this year’s group of incredible young people, coming together at a historic time as we acknowledge the 60th anniversary of the Brown v. Board of Education decision. At that time, the Supreme Court ordered integration at “all deliberate speed.” Our generation of students is urging peers and schools to travel at “the speed of acceptance.” It will be a pleasure to chart the course with these student leaders.

OSCAR GONZALEZ
Director, Teacher and Program Development, Generation Teach

RODNEY GLASGOW
Head of Middle School & Chief Diversity Officer, St. Andrew’s Episcopal School (MD)

COLLINUS NEWSOME HUTT
Policy Advisor, Equity in Learning, Aurora Public Schools

SDLC LEADERSHIP TEAM

OSCAR GONZALEZ
Director, Teacher and Program Development, Generation Teach
SDLC LEAD LOGISTICS FACILITATOR

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

COLLINUS NEWSOME HUTT
Policy Advisor, Equity in Learning, Aurora Public Schools
SDLC LEAD FACULTY FACILITATOR
SDLC CHAPERONES
Schools are required to send a chaperone(s) with their student delegation. Chaperones are expected to:

› Attend one of the three Chaperone Orientations on either WEDNESDAY, DECEMBER 3, 6:00 – 6:45 PM at the Marriott Downtown, Room Indiana Ballroom A or THURSDAY, DECEMBER 4, 7:00 – 7:45 AM at the JW Marriott Indianapolis, Room 302–303.

› 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 4, and lunch and dinner on Friday, December 5. Breakfasts are not included Thursday through Saturday. Chaperones are expected to have breakfast with SDLC delegates.

FOLLOW PoCC AND SDLC ON TWITTER USING THE HASHTAGS #PoCC14 AND #SDLC14.
2014 PoCC CO-CHAIRS AND LOCAL COMMITTEE

The success of this year’s PoCC and SDLC is due, in large part, to the PoCC local committee and especially to the three co-chairs. They promoted the conferences, garnered sponsorships, developed general sessions, approved workshops, and supported logistics. These individuals, their heads of school, and their school communities deserve our deepest gratitude.

Co-Chairs:
LISA PRYOR, The Orchard School (IN)
YNGRID THURSTON, The Summit Country Day School (OH)
TERRI WALLACE, The Orchard School (IN)

Local Committee:
JESSICA AIYASAMI, The Orchard School (IN)
DAWN BATSON, The Orchard School (IN)
SHANTS HART, Park Tudor School (IN)
JEFF KALIL, The Orchard School (IN)
ALICIA LAMAGDELEINE, University High School (IN)
SHIRA MALONE, The Orchard School (IN)
TLEESHA MARTIN, St. Richard’s Episcopal School (IN)
JAMIE MACDOUGALL, Sycamore School (IN)
COREY PETTIGREW, Park Tudor School (IN)
RAMONA POWELL, Cathedral High School (IN)
TOM ROSENBLUTH, The Orchard School (IN)
JOYCE TUCKER, Park Tudor School (IN)
JAE VANEGAS, The Orchard School (IN)
BRITTANY WAYMAN, The Orchard School (IN)

SDLC LEADERSHIP AND FACULTY

NAIS and participating school gratefully acknowledge the 2014 SDLC leadership and faculty for their commitment and creativity in nurturing and providing for the empowerment of independent school student diversity leaders and advocates.

SDLC Leadership:
RODNEY GLASGOW, St. Andrew’s Episcopal School (MD)
OSCAR GONZALEZ, Breakthrough Kent Denver (CO)
COLLINUS NEWSOME HUTT, Aurora Public Schools (CO)

SDLC Faculty:
ROHAN M. ARJUN, St. Mark’s School (PA)
SPENCER BLAIR, Dartmouth College Hanover (NH)
NOAH CHO, Marin Country Day School (CA)
CECILIA COATS, SOAR Charter School (CO)
NNAEMKA EKWELUM, Belmont Hill School (MA)
LINDSAY FASANO, NYC Department of Education (NY)
JOSE FILOPO, Florida International University (FL)
ANDREW FIRESTONE, Educational Consultant (NY)
RACHEL FLORES, Episcopal High School (VA)
ALINA FREEMAN, Syracuse University (NY)
JAMOR GAFFNEY, Indian Creek School (MD)

Diane Nichols, Worcester Academy (MA)
Josephina Paolello, Moorestown Friends School (NJ)
Debbie Rivera, Georgetown University (DC)
Priyanka Rupani, Mastery Charter Schools: Thomas Campus (PA)
Neha Singh, Georgia Institute of Technology (GA)
Hailey Smith, University of Maryland (MD)
Cynthia Sorto, Communities In Schools
Lauren J Stewart, CNN International (NJ)
Tatiana Swedenburg Lee, Westchester University (PA)
Leslie Tran, Marin Country Day School (CA)
Morika Tsujimura, Bank Street School for Children (NY)
Mallory Vaughn, Queens University of Charlotte (NC)
Dwight Vidale, Riverdale Country School (NY)
Kemejawi Wahpepa, Williamsburg Collegiate Charter School (MA)
Thomas Wethington, The Masters School (NY)
Jared Williams, Potomac School (VA)
Jessica Wilson, International Rescue Committee (NY)
Terrell Winder, University of California, Los Angeles (CA)
Ashley Woods, Temple University (PA)
CALL TO ACTION (CTA)

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;
› support the creation of healthy inclusive and equitable educational communities;
› identify best practices and assist in the development of sustainable initiatives and action steps for NAIS and its member schools; and
› provide opportunities for mutual support and professional development for its membership.

A substantial portion of the work of CTA is to collaborate with the PoCC local committee co-chairs and NAIS staff in developing the theme and content areas PoCC and SDLC. NAIS appreciates the members of 2014 CTA for their contributions to this year’s initiatives.

**CALL TO ACTION (CTA)**

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<thead>
<tr>
<th>Members</th>
<th>Roles/Institutions</th>
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<td>Greenhill School (TX)</td>
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<td><strong>JULIAN BRAXTON</strong></td>
<td>The Winsor School (MA)</td>
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<td><strong>PAMELA BUCHANAN MILLER</strong></td>
<td>The Latin School of Chicago (IL)</td>
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<td>Dwight-Englewood School (NJ)</td>
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<td><strong>SANDRA (CHAP) CHAPMAN</strong></td>
<td>LREI (NY)</td>
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<td>Coleman Strategic Consulting (DE)</td>
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<td><strong>LIZ FERNANDEZ</strong></td>
<td>Ethical Culture Fieldston School (NY)</td>
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**Experient**

**JOY WOMACK**, meeting and event manager

**NAIS ON-SITE STAFF**

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| **JANYCE BRYANT**                           | director of administration and facilities                  |
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| **FLOYD SMITH**                             | member services associate                                  |
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Thursday, December 4th
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Cheryl Brown Henderson
Brown v The Board of Education: The Legacy Continues
Friday, December 5th
8:30am-9:30am

Sonia Nazario
Immigration & Motivation
Saturday, December 6th
11:30am-1:00pm

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For information about copies/screening, please contact Portraitsofblackgirl@campbellhall.org

“Portraits of a Black Girl” — A group of students from Campbell Hall and Westchester Enriched Sciences Magnets come together to find new ways to fight the negative perceptions of women of color in today’s media and society.

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THE PRACTICE AND THE PRACTITIONER

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