Rebuilding and Preserving the Essence of People of Color in Independent Schools

www.nais.org/go/pocc

People of Color Conference
Student Diversity Leadership Conference

CONFERENCE PROGRAM

Ernest N. Morial Convention Center
900 Convention Center Boulevard
New Orleans, Louisiana

With community service and pre-conference activities on December 3 and December 4
Placement Services for Faculty and Administrative Positions

Our member schools offer the most competitive salaries and support structures for full-time faculty, ranging from $49,000 – $92,000 + full and sometimes creative benefits (moving, mortgage, etc.). Administrative salaries are negotiated and on a higher scale.

**StratéGenius** works with effective educators of all backgrounds, particularly under-represented educators: women in math/science, men in elementary, people of color in all areas. We have over 18 years experience in placing candidates, negotiating contracts and networking opportunities for candidates. The difference is in the service: with a national reach, you have access to a wider, hand-picked pool of opportunities than a regional firm can offer, and personalized service you cannot receive from a massive, traditional firm. You will benefit from StratéGenius.org’s name recognition, strong relationships and a solid reputation for results built by founder and President Orpheus Crutchfield, who gives each candidate the personalized attention s/he deserves.

**Benefits of working with StratéGenius**
We have a solid reputation for personalized service from both candidates and schools.
As a national boutique firm we screen schools for effectiveness and commitment to diversity.
Our “Orph’s Kickin’ Picks” feature in the StratéGenius diversity newsletter reaches over 2,000 administrators. The geographic reach of our Member schools is nationwide including: MA, CT, NJ, NY, PA, DC, VA, NC, FL, IL, MN, VT, WA and all over California.

Send resume and cover letter to:
Orpheus S. L. Crutchfield, President
TEL: 510-685-0861
FAX: 309-213-6336
orpheus@strategenius.org
2342 Shattuck Avenue, #335
Berkeley, CA 94704
NEW!
PoCC Bloggers

Follow our fearless PoCC bloggers: Randall Dunn, Sandra Chapman, Anthony Witte, and Christel McGuigan. Catch them at www.nais.org/go/PoCC.

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Welcome to the 2008 PoCC and SDLC! We at NAIS felt a strong pull to bring PoCC and SDLC to New Orleans, Louisiana — a city of so much historical, cultural, and artistic significance — particularly to support Hurricane Katrina rebuilding efforts. Rather than the usual pre-conference tours, the two days preceding the conference involve community service opportunities and visits to New Orleans independent and charter schools. We sincerely hope you will support New Orleans by taking advantage of these opportunities.

The second year of a successfully redesigned PoCC will include keynote and featured speakers of color, most notably, Sir Sidney Poitier. These remarkable men and women will provide us with passionate, professional, and personal narratives and expertise to challenge and inspire us. PoCC will continue to focus on an enhanced affinity group curriculum and cross-generational dialogue with SDLC’s independent school student delegates. Presenters and diversity practitioners from independent schools as well as presenters from higher education and nonprofit organizations will offer more than 60 workshops providing best practices in five themes in support of nurturing people of color in independent schools and building and sustaining inclusive independent school communities.

Our goal is to give all PoCC and SDLC attendees experiences worthy of the financial and scheduling challenges many of you will face, particularly during these tough economic times. This year, we switched from a Thursday through Saturday format to a Friday through Sunday format. Let us know if this framework better suits you for future conference dates.

We gratefully acknowledge the financial support of our generous city, state, and national corporate sponsors. We also owe a great debt to the meritorious work of the New Orleans co-chairs and local committee and their heads of school for their time, effort, and boundless enthusiasm in assisting NAIS in planning this year’s PoCC and SDLC.

See ya in Nawlins!

GENE BATISTE  
NAIS vice president, Leadership Education and Diversity

PAT BASSETT  
NAIS president
PoCC Co-Chair Welcome

Welcome to New Orleans! We are delighted to host this exciting conference in The Big Easy. This city has weathered many events throughout history — yellow fever, battles, and even a little storm named Katrina; however, we have rebuilt our homes, our schools, and our communities. The journey has made us stronger, more reflective, and more determined to chart a course that will bring opportunities to our children, the soul of our future. It is an exciting time to be in New Orleans. We have just elected our first non-white governor since Reconstruction, Governor Bobby Jindal. He is also the first elected Indian-American governor in U.S. history. It is a time of hope and renewal that has the potential to transform the future of our city.

Your presence at PoCC endorses a commitment to the future, both in New Orleans and in your own hometown, for it has long been known that time spent at PoCC serves to provide us with a brief respite from the outside world. We will reconnect with old friends, make some new ones, and revitalize our passion and energy for supporting people of color in independent schools. We know from past years that this renewed vigor will plant itself in our souls and spread to our respective cities. We will bring back ideas, lessons learned, and the enthusiasm to support and rejuvenate our hometown colleagues as we search for ways to build and sustain inclusive communities.

As you walk down by the Mighty Mississippi, you will feel the palpable rhythm of cultures swirling together in New Orleans to create a unique blend of music, food, and a city with great depth. We believe it is the perfect place for PoCC participants to enjoy Music for Life, Food for Thought, and Friendships that Sustain as we rebuild and preserve the essence of what makes us all unique.

Laissez les bon temps rouler!

ROBYN McCormick
director of stewardship and financial aid, Isidore Newman School (LA)

NINNETTE VARISCO
faculty, Metairie Park Country Day School (LA)

MICHAEL WOOD
director of technology, Trinity Episcopal School (LA)
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<td>7:00 AM–10:00 PM, Hall I Lobby</td>
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<td><strong>Community Service Projects</strong></td>
<td><strong>SDLC Chaperone Meeting (choose one)</strong></td>
<td><strong>General Session with Carmen Van Kerckhove</strong></td>
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<td>7:15 AM–4:00 PM, Pick Up Outside Hall I Lobby</td>
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<td><strong>Conference Registration</strong></td>
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<td><strong>MAIS-CAIS Adult Leadership Seminar</strong></td>
<td><strong>Networking Coffee</strong></td>
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<td>7:00–10:00 AM, Hall I Lobby</td>
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<td>9:00 AM–5:00 PM, Room 270</td>
<td>9:15–10:15 AM, Auditorium Lobby</td>
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<td><strong>Student Led Adult/Student Dialogues</strong></td>
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<td>10:00 AM</td>
<td><strong>Affinity Group Facilitator Training</strong></td>
<td><strong>Affinity Group Session I (Music for Life)</strong></td>
<td><strong>Online Ceremonies &amp; Keynote Address with Sidney Poitier</strong></td>
<td><strong>Closing Ceremonies and Address with Wendell Pierce, PoCC Choir, SDLC Report, Service Organization Recognition, 2009 PoCC/SDLC Announcement</strong></td>
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<td>10:00 AM–4:00 PM, Room 265</td>
<td>10:15–11:45 AM, (See page 15 for locations)</td>
<td>10:30 AM–12:00 PM, (See pages 20–24 for locations)</td>
<td>11:45 AM–1:15 PM, Auditorium</td>
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<td><strong>PoCC Choir Rehearsal</strong></td>
<td>12:00–12:45 PM, Auditorium</td>
<td>12:15–1:30 PM, La Nouvelle Orleans Ballroom</td>
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<td>12:00 PM</td>
<td><strong>Affinity Group Session I (Music for Life)</strong></td>
<td><strong>Affinity Group Session II (Food for Thought)</strong></td>
<td><strong>Affinity Group Session III (Cross Cultural Dialogue, Friendships that Sustain)</strong></td>
<td><strong>Workshop Session C and Featured Speaker Kira Orange Jones</strong></td>
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<td>12:00–2:30 PM, (See pages 16–19 for locations)</td>
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<td>1:00 PM</td>
<td><strong>Affinity Group Session II (Food for Thought)</strong></td>
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<td><strong>Affinity Group Session III (Cross Cultural Dialogue, Friendships that Sustain)</strong></td>
<td><strong>General Session with John Trudell</strong></td>
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<td>2:00 PM</td>
<td><strong>Affinity Group Session II (Food for Thought)</strong></td>
<td><strong>Affinity Group Session III (Cross Cultural Dialogue, Friendships that Sustain)</strong></td>
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<td><strong>GLBT Social Hour</strong></td>
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<td><strong>Affinity Group Session II (Food for Thought)</strong></td>
<td><strong>Affinity Group Session III (Cross Cultural Dialogue, Friendships that Sustain)</strong></td>
<td><strong>Affinity Group Session III (Cross Cultural Dialogue, Friendships that Sustain)</strong></td>
<td><strong>PoCC Banquet with Reza Aslan</strong></td>
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<td>4:00 PM</td>
<td><strong>PoCC Newcomers Orientation</strong></td>
<td><strong>State/Regional Meetings</strong></td>
<td><strong>GLBT Social Hour</strong></td>
<td><strong>PoCC Banquet with Reza Aslan</strong></td>
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<td>5:30–7:00 PM, Rooms 271–273</td>
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<td>7:00–9:00 PM, La Nouvelle Orleans Ballroom</td>
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<td>5:00 PM</td>
<td><strong>SDLC Chaperone Meeting (choose one)</strong></td>
<td><strong>GLBT Social Hour</strong></td>
<td><strong>PoCC Banquet with Reza Aslan</strong></td>
<td><strong>PoCC Banquet with Reza Aslan</strong></td>
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<td>6:45–7:30 PM, Rooms 260–262</td>
<td>5:30–6:30 PM, Marriott New Orleans, Blaine Kern Ballroom–Salons AB</td>
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<td><strong>SDLC Chaperone Meeting (choose one)</strong></td>
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<td>7:30–9:00 PM, Auditorium</td>
<td>6:00–7:00 PM, (See page 20 for locations)</td>
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<td>7:00–9:00 PM, La Nouvelle Orleans Ballroom</td>
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<td>7:00 PM</td>
<td><strong>Special Performance of Michael Fosberg’s Incognito for all PoCC and SDLC participants</strong></td>
<td><strong>Dinner (on own) 7:30–9:00 PM</strong></td>
<td><strong>PocC Banquet with Reza Aslan</strong></td>
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<td><strong>Dinner (on own) 7:30–9:00 PM</strong></td>
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<td>8:00 PM</td>
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*Please take advantage of food kiosks and the Food Court area at the Ernest N. Morial Convention Center for lunch in order to conserve time and travel away from the convention center.
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<td>Peer Facilitator Training 7:00 AM–6:00 PM, Hall I Lobby</td>
<td>Conference Registration 7:00 AM–5:00 PM, Hall I Lobby</td>
<td>Conference Registration 7:00 AM–10:00 AM, Hall I Lobby</td>
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<tr>
<td>9:00 AM</td>
<td>Community Service Projects 7:30 AM–4:30 PM, Pick Up Outside Hall I Lobby</td>
<td>Breakfast with Chaperones 7:00–8:15 AM</td>
<td>Breakfast with Chaperones 7:00–7:45 AM</td>
<td>Affinity Group Session IV (Rebuilding and Preserving Your PoCC/SDLC Experience) 8:00–9:15 AM, (See page 29 for locations)</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Peer Facilitator Training for Late Thursday Arrivals 7:00–7:45 AM, Room 268</td>
<td>PoCC Opening Ceremony and Opening Address with Sir Sidney Poitier 8:00–9:30 AM, Auditorium</td>
<td>SLC Opening Ceremonies 11:00 AM–12:00 PM, Auditorium</td>
<td>Student Led Adult/Student Dialogues 10:00–11:15 AM, (See page 29 for locations)</td>
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<tr>
<td>11:00 AM</td>
<td>SDLC Chaperone Meeting III (choose one) 7:00–7:45 AM, Rooms 260–262</td>
<td>Family/Affinity Groups 8:30 AM–12:15 PM, Rooms 287, 291–296, 383–399</td>
<td>Student Luncheon and Talent Show 12:15–2:00 PM, Auditorium (Closed to SDLC Students and Faculty Only)</td>
<td>Closing Ceremonies and Address with Wendell Pierce, PoCC Choir, SDLC Report, Service Organization Recognition, 2008 PoCC/SDLC Announcement 11:45 AM–2:15 PM, Auditorium</td>
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<tr>
<td>12:00 PM</td>
<td>SDLC Chaperone Orientation I (choose one) 6:45–7:30 PM, Rooms 260–262</td>
<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
<td>Family/Home Groups 1:30–3:45 PM, Rooms 287, 291–296, 383–399</td>
<td>Student Luncheon and Talent Show 12:15–2:00 PM, Auditorium (Closed to SDLC Students and Faculty Only)</td>
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<td>1:00 PM</td>
<td>School Visits 9:00 AM–12:00 PM, Pick Up Outside Hall I Lobby</td>
<td>Student Lunch/Room 12:15–1:15 PM, Exhibit Hall I</td>
<td>Student Lunch/Room 12:15–1:15 PM, Auditorium</td>
<td>Keynote Speaker: Mayda Del Valle 2:00–3:00 PM, Auditorium (Closed to SDLC Students and Faculty Only)</td>
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<td>Peer Facilitator Training for Late Thursday Arrivals 7:00–7:45 AM, Room 268</td>
<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
<td>Family/Home Groups 3:15–5:00 PM, Rooms 287, 291–296, 383–399</td>
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<td>3:00 PM</td>
<td>SDLC Chaperone Orientation II (choose one) 7:45–8:30 PM, Rooms 260–262</td>
<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
<td>Students released to Chaperones 5:00 PM, Rooms 287, 291–296, 383–399</td>
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<td>4:00 PM</td>
<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
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<td>5:00 PM</td>
<td>Peer Facilitator Training 6:00–10:00 PM, Room 268</td>
<td>Student Dinner 6:00–7:00 PM, Exhibit Hall I</td>
<td>Student Dinner, Family Groups, and SDLC Closing Ceremonies 6:30–9:30 PM, Exhibit Hall I</td>
<td>Students released to Chaperones 5:00 PM, Rooms 287, 291–296, 383–399</td>
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<td>Student Dinner, Family Groups, and SDLC Closing Ceremonies 6:30–9:30 PM, Exhibit Hall I</td>
<td>Student Dance (movie option provided) 9:30–11:30 PM, Exhibit Hall I</td>
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<td>Student Noon Break 12:15–1:15 PM, Exhibit Hall I</td>
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**Curfew**
- 11:00 PM
- 12:00 AM

**Ticketed Events**
How to Get the Most Out of PoCC
Revised by members of NAIS’s Call-to-Action, July 2008

For 21 years, PoCC has nurtured and sustained people of color in independent schools. The creation of this sanctuary is possible because of the participants’ acceptance of cherished community norms. Speakers, affinity group work, and workshop presenters will not only inform participants, but also challenge them to think in different and new ways. Conference attendees will have the opportunity to network and build connections with others who are committed to building and sustaining independent school communities for people of color.

In order to maximize the conference experience, participants are expected to lean into discomfort and accept conflict as a catalyst for change. When this is done effectively, participants are fully present, they suspend judgment of themselves and others, and they listen and think before speaking from their perspectives. Participants’ commitment to honor confidentiality fosters this respectful community. Attendees of PoCC will leave energized and recommitted.
Revised by members of NAIS’s Call-to-Action, July 2008

Affinity group sessions are designed to help conference participants develop racial/ethnic identity. The qualitative difference between PoCC affinity group work and other aspects of the conference is that safety and trust must be fostered, expected, and assured by each member in order to explore shared racial/ethnic identity development.

Led by a team of trained facilitators, the curriculum for this year’s affinity group work includes four sessions with opportunities to celebrate, share successes and challenges, participate in cross-cultural community dialogue, and engage in adult/student discussions based on racial/ethnic and gender identity. The overarching vision for PoCC affinity group work includes:

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

### MUSIC FOR LIFE

**SESSION 1: FRIDAY, DECEMBER 5, 2008**
10:15–11:45 AM

**FOCUS:** Celebrate through JAZZ as you jam together and tap into the melody, harmony, and rhythm of fellowship and deeper connections.

### FOOD FOR THOUGHT

**SESSION 2: FRIDAY, DECEMBER 5, 2008**
2:45–4:15 PM

**FOCUS:** Engage in conversations that matter — conversations designed to nurture the soul like a steaming pot of Louisiana GUMBO — full of richness and sustenance.

### FRIENDSHIPS THAT SUSTAIN (ACROSS CULTURES)

**SESSION 3: SATURDAY, DECEMBER 6, 2008**
1:45–3:00 PM

**FOCUS:** Discover the power of taking off your MASK to strengthen your awareness and support building stronger communities across race, ethnicity, origins, and cultures.

### REBUILDING AND PRESERVING YOUR PoCC/SDLC EXPERIENCE

**SESSION 4: SUNDAY, DECEMBER 7, 2008**
8:00–9:15 AM

**FOCUS:** Connect within racial, ethnic, and gender identity groups as you reflect on the PoCC / SDLC experience and share ways you will PRESERVE the essence of the conference in preparing to return to your schools.
Workshops

PoCC 2008 attendees can choose from sixty 90-minute workshops offered in three time slots during the conference. Practitioners and experts will present workshops in the areas of:

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

Featured Speakers

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

Dialogue Sessions

The Sunday Adult/Student Dialogues are an opportunity for PoCC attendees to learn from SDLC delegates. Led by students, the dialogue groups meet by home state or regions. Using skills cultivated during SDLC, students will facilitate a dialogue on applying strategies from both conferences. This session gives students an important voice as advocates for diversity, multiculturalism, and global citizenship. Attendance by adults is vital to the success of this session.

PoCC/SDLC is striving to be more environmentally sustainable and we ask for your help!

- Keep a look out for a virtual preview for next year’s conference.
- PoCC/SDLC has eco-friendly conference bags this year.
- Bring back your PoCC/SDLC conference bag from previous conferences to reuse at this one.

Thank you for helping us go a little greener!
History

1986  RESTON (VA) The First National Conference for Teachers and Administrators of Color in Independent Schools

1989  PHILADELPHIA (PA) Common Ground

1990  LOS ANGELES (CA) Unity in the Midst of Diversity

1991  NEW YORK CITY (NY) From Thought to Action

1992  ATLANTA (GA) Vision 2020

1993  ST. PAUL (MN) Seeing Beyond — Becoming Advocates for Creating Multicultural Educational Institutions

1994  ALBUQUERQUE (NM) 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 (PA) Lighting the Way to the Millennium: Ourselves, Our Children, Our Schools

1996  BALTIMORE (MD) A Vision for Building New Alliances


1999  SAN FRANCISCO (CA) Mosaic: Connecting Communities for Action

2000  NASHVILLE (TN) The Children Are Our Business

2001  PROVIDENCE (RI) Connecting Cultures, Connecting Worlds

2002  CHICAGO (IL) Bridging Cultures, Sharing Stories

2003  HONOLULU (HI) E Huaka’i Pā Kākou (Let’s Voyage Together), Exploring a Majority of Minorities (PoCC); X Marks the Spot: Journey to a New Revolution (SDLC)

2004  MIAMI (FL) Miami: Gateway to Multiculturalism (PoCC); Connecting to Self, Connecting to Others: Eleven Years of Diversity and Advocacy Training for Independent School Students (SDLC)

2005  DALLAS/FORT WORTH (TX) At the Crossroads: Deepening Perspectives the Cultural Kaleidoscope (PoCC); Collide-o-scope: Twisting Lenses, Seeing Change (SDLC)

2006  SEATTLE (WA) Nourishing Ourselves for the Swim Upstream, The Emerald City: Seattle, Washington (PoCC); Upstream, Uphill, Up to Us: Preparing Ourselves for the Challenges Ahead (SDLC)

2007  BOSTON (MA) Learning from the Past, Leading for the Future: Reshaping Traditions (PoCC); Emerging from Our Past as We Shape Our Future (SDLC)
PoCC Newcomer Orientation
THURSDAY, DECEMBER 4
5:30–7:00 PM
Rooms 271–273

Special Performance of *Incognito* by Michael Fosberg
THURSDAY, DECEMBER 4
7:30–9:00 PM
Auditorium

**FREE AND OPEN TO ALL POCR AND SDLC PARTICIPANTS**
WITH TICKET REQUIRED

*Incognito* is a solo theatrical presentation that is both entertaining and extremely socially relevant. Michael Fosberg, the writer/performer, portrays over a dozen different characters from his own life as he delves into issues of race, identity, family history, divorce, adoption, and finding a father, in this funny and deeply moving one-man play. Discussion with Mr. Fosberg follows the performance.

Gay, Lesbian, Bisexual, and Transgendered (GLBT) Social Hour
SATURDAY, DECEMBER 5
5:30–6:30 PM
Marriott New Orleans, Blaine Kern Ballroom Salons A and B

The GLBT social hour is an opportunity for adult gay, lesbian, bisexual, and transgender PoCC participants to come together in a safe and relaxing environment to talk, network, and share GLBT issues facing independent schools. Come join us for a drink before the conference banquet (cash bar).

State and Regional Meeting NEW
FRIDAY, DECEMBER 5
6:00–7:00 PM
(See page 20 for locations.)

Rather than two separate meeting times for PoCC attendees to meet in states and regions, there will be one meeting on Friday, December 5, from 6:00 to 7:00 PM. This time is dedicated for state and regional diversity committees to meet with their constituents. For those states and regions without diversity committees, this time should be used for meeting other attendees from your area and for networking on ways to take back all of the experiences gained from attending the conference as a catalyst for change back at home.

NAIS Bookstore
Auditorium Lobby

A wide range of books and materials on building and sustaining inclusive school communities and the works of keynote and featured speakers are available at the NAIS Bookstore, which will be open in the Ernest N. Morial Convention Center Auditorium Lobby at the following times:

FRIDAY 7:30 AM–5:00 PM
SATURDAY 7:30 AM–5:00 PM
SUNDAY 7:30 AM–2:00 PM

Cyber Café
Auditorium Lobby

PoCC attendees are invited to take advantage of the PoCC Cyber Café during lunch and breaks.

Information Booth and Workshop Presenter Check In
Hall I Lobby

Stop by for program or logistics information, NAIS materials, workshop presenter check in, and evaluation packet pick up.
Performing Arts Groups

SUBJECT TO CHANGE

NAIS is honored to present the following New Orleans area independent school, city-wide, and professional performing arts groups during the conferences:

- Free Agents Brass Band, Ellis Joseph, director
- Karma Indian Dance Ensemble (Shivani Jani, Brinda Thangada, and Aksheta Jain), Isidore Newman School (LA), Divya Ayyala, director
- Moyuba, Michael Skinkus, director
- Charmaine Neville with Pianist Amasa Miller
- Middle School Chorus, Isidore Newman School (LA), Lori Wagner, director
- Anais St. John and Harry Mayronne Trio
- St. Paul’s Episcopal School Percussion Ensemble, director Myers McAllister
- Kayla Pleasant, Isidore Newman’s School (LA)
- Les Petites Chanteuses, Louise S. McGehee School (LA)

PoCC Choir

The PoCC choir, under the director of Charles Owens, Upper School Dean of Students, Francis W. Parker School (IL) and accompanied by Scott Perro is comprised of PoCC attendees who volunteer to raise their voices in song. Rehearsal times are allocated throughout the conference. The PoCC Choir presentation of diverse selections during the Closing Ceremonies will provide a wonderful celebration and the sending forth of PoCC and SDLC participants.

Networking Coffee Breaks

Auditorium Lobby

Following the Opening Ceremonies on Friday and the General Session on Saturday, grab a cup of coffee and a chat before heading off to the next conference activity.

Club PoCC

Because of PoCC structure changes for 2008 (Friday-Saturday format), Club PoCC will go on hiatus in order to give attendees a free evening in New Orleans on Friday. SDLC chaperones are kindly reminded to fulfill their obligations to the students this evening and throughout the conferences.
Legendary civil rights activist, humanitarian, and Academy Award winning actor, director, producer, and best-selling author, Sir Sidney Poitier has won many honors and awards in his more than 50-year career. In 1968, H.M. Queen Elizabeth II knighted Poitier. His spiritual autobiography, The Measure of a Man, reached bestseller status when originally published in 2000, and achieved that rank again in 2007 when chosen for Oprah’s Book Club. The recipient of four honorary doctorate degrees from institutions of higher learning, Poitier has won the BAFTA, three Golden Globes, an American Film Institute’s Lifetime Achievement, the Kennedy Center Lifetime Achievement, the Screen Actors Guild Lifetime Achievement, five NAACP Image, and two Golden Bear awards. In 2007, he resigned his ambassadorships to Japan from the Commonwealth of the Bahamas and to the United Nations Educational, Scientific, and Cultural Organization. His third book, Life Beyond Measure: Letters to My Great-Granddaughter, debuted in April 2008.

Recording artist, poet, and champion of indigenous issues, John Trudell is as direct and plainspoken as the words he puts to music. Born of mixed tribal blood, Trudell grew up in and around the Santee Sioux reservation near Omaha, Nebraska. The struggle against economic and cultural deprivation would become the raw material for his uncompromising artistic vision. The Vietnam Veteran participated in the 1969 occupation of Alcatraz Island by Indians of All Tribes, becoming their spokesman. Trudell later served as chairman of the American Indian Movement. In 1979, his mother-in-law, wife, and three children were killed in a fire of unknown origin — a horrific tragedy that led Trudell to find his voice as an artist and poet, writing, in his words, “to stay connected to this reality.” A meeting with Jackson Browne, in 1979, led Trudell into the world of music. He has since recorded many albums including AKA Grafitti Man, Fables and Other Realities, and many others.

Carmen Van Kerckhove is co-founder and president of New Demographic, a consulting firm that helps people learn about the real issues behind race and racism without having to endure the misery of diversity training. She hosts Addicted to Race, a podcast about America’s obsession with race, and edits a network of blogs, including Racialicious, about the intersection of race and pop culture; Anti-Racist Parent, for parents committed to raising children with an antiracist outlook; and Race in the Workplace, which explores how race and racism influence our working lives. Van Kerckhove’s perspectives on race and racism have been featured in Newsweek, USA Today, New York Times, Los Angeles Times, San Francisco Chronicle, Boston Globe, Miami Herald, and The Nation. She has appeared on MSNBC, NPR, Washington Post Radio, American Public Media’s “Marketplace,” and PBS’s Asian America.

Reza Aslan is one of the nation’s most respected experts on Islam and the Middle East. He is a research associate at the University of Southern California’s Center on Public Diplomacy, Middle East commentator for NPR’s “Marketplace,” and Muslim affairs analyst for CBS News. In his internationally acclaimed book, No God but God: The Origins, Evolution, and Future of Islam, Aslan masterfully explores the intricate interplay between faith and politics in the Muslim world, presenting Islam as an ever-evolving faith and culture in the midst of a cataclysmic internal battle for reform and modernization. In 1999, he was elected president of Harvard University’s chapter of the World Conference on Religion and Peace (WCRP), a United Nations organization committed to global understanding. In 2000, he was named Visiting Professor of Islamic Studies at the University of Iowa, becoming the first full-time professor of Islam in the history of the state.
Audiences everywhere recognize Wendell Pierce for his extensive work on the big screen, TV, and stage. In 2007, he was nominated for an NAACP Image Award for his role on the HBO series *The Wire*. A native of New Orleans, Pierce appeared in Spike Lee’s documentary *When the Levees Broke* regarding the aftermath of Hurricane Katrina. He holds at least 60 acting credits over the past three decades with noted directors like Lee, Woody Allen, Brian De Palma, and Barry Levinson. Most recently, Pierce appeared in *I Think I Love My Wife* and *The Fighting Temptations*. His credits include network television and cable broadcasts, along with collaborating with the BBC. Heralded for his work in the world premiere of *Queenie Pie* at the Kennedy Center, Pierce includes among his Broadway stage credits roles in *The Piano Lesson*, *Serious Money*, and *The Boys of Winter*.

Michael Sidney Fosberg founded the Small Change Original Theater in Minneapolis where he wrote and directed tours of educational shows. In Los Angeles, he served as director of education for the Living Library Theatre and teacher/director for South Coast Repertory’s Young Actor’s Conservatory program. In Chicago he has appeared at Steppenwolf, Remains, Wisdom Bridge, and Goodman theaters, and co-founded the Huron Theater Ensemble. Fosberg spends summers at Northwestern University teaching acting and directing productions as part of the National High School Institute “Cherubs” program. For seven years he has been touring *Incognito*, his one-man autobiographical play. He also conducts workshops on issues of race, identity, and stereotypes with students, faculty, and corporations.

Mayda Alexandra del Valle is a misplaced, displaced jibara without a homeland. Born and raised on the South Side of Chicago, she began performing her own writing in high school. Leaving to attend Williams College, she earned a bachelor’s in studio art in 2000. She created a series of five short poetry videos and an hour-long, one-woman show, *what i is: self-portrait in words*. It covers topics such as relationships, identity, and experiences as a minority student at a small liberal arts college. Next del Valle moved to New York and dropped by the Nuyorican Poets Café. Though she had never performed poetry competitively, just nine months later, she won the National Poetry Slam individual title in Seattle.

Executive Director of Teach For America–Greater New Orleans, Kira Orange Jones knows how to rise to a challenge. Jones won a scholarship to Horace Mann School (NY) before heading to Wesleyan University. Accepting a position with Teach For America after college, Jones found herself instructing struggling students in Baton Rouge, LA. There she founded Right Quick Productions, a nonprofit media organization dedicated to amplifying community voices through documentary filmmaking and media education. Just before starting her master’s at Harvard University Graduate School of Education, Hurricane Katrina struck. Jones agonized over whether to return north, but in the end decided to continue her education. After earning her master’s, Teach For America recruited the hardworking, dedicated, insightful Jones for its leadership ranks. She has helped transform school systems in Louisiana, Houston, and Philadelphia.
### December 2

2:00–8:00 PM  
**Conference Registration**  
Hall I Lobby

### December 3

7:00 AM–8:00 PM  
**Conference Registration**  
Hall I Lobby

7:15 AM–4:00 PM  
1. **Community Service Projects**  
Pick up Outside Hall I Lobby

### December 4

7:00 AM–10:00 PM  
**Conference Registration**  
Hall I Lobby

7:15 AM–4:00 PM
1. **Community Service Projects**  
Pick up Outside Hall I Lobby

#### Thursday

9:00 AM–12:00 PM  
1. **School Visits**  
Pick up Outside Hall I Lobby
   - Samuel J. Green Charter School
   - Louise S. McGehee School
   - Metairie Park Country Day School
   - Isidore Newman School

10:00 AM–4:00 PM  
**Affinity Group Facilitator Training**  
Room 265

9:00 AM–5:00 PM  
1. **NAIS-CAIS Adult Leadership Seminar**  
Room 270

**Developing and Mentoring Leaders of Color**

In partnership with the California Association of Independent Schools (CAIS), NAIS hosts this leadership seminar, facilitated by administrators of color (including heads of school) and white administrator allies from California independent schools. We will focus on cultivating and developing leaders of color, an essential step to the success of our journey toward inclusivity. Sessions include: “What Calls You to Leadership?,” “Self-Assessment: The Change Agent,” “Leadership/Management Issues,” “Developing Relationships with Constituents,” and “Assessing Institutional Readiness.” This workshop will enable participants to explore the opportunities and challenges aspiring leaders of color face in independent schools.

5:30–7:00 PM  
**POCC Newcomer Orientation**  
Rooms 271–273

Attending PoCC for the first time? Come to the Newcomer Orientation session to learn more about the history and mission of the conferences and insights from veteran conference participants on successfully navigating the various components of PoCC.

**Facilitators:** Gloria Fernandez-Tearte, Greenwich Academy (CT); Evelyn McClain, Park Tudor School (IN)

6:45–7:30 PM  
**SDLC Chaperone Meeting (Choose One)**  
Rooms 260–262

7:30–9:00 PM  
**Special Performance of Michael Fosberg’s Incognito for All PoCC and SDLC Participants**  
Auditorium

**Free and open to all PoCC and SDLC participants with ticket required**

7:45–8:30 PM  
**SDLC Chaperone Meeting (Choose One)**  
Rooms 260–262

1 Ticketed Events
7:00 AM–6:00 PM  
**CONFERENCE REGISTRATION**  
Hall I Lobby

7:00–7:45 AM  
**SDLC CHAPERONE MEETING (CHOOSE ONE)**  
Rooms 260–262

8:00–9:30 AM  
**OPENING CEREMONIES AND KEYNOTE ADDRESS WITH SIR SIDNEY POITIER**  
Auditorium  
**SPONSORED IN PART BY SODEXO AND STRATÉGENIUS**  

(Performance and program are subject to change.)

- Second Line Handkerchiefs  
  sponsored by New Orleans Area Independent Schools  
- Second Line Local Committee  
  March, accompanied by Free Agents Brass Band, directed by Ellis Joseph  
- PoCC Co-Chair Welcome by Robyn McCormick, Ninnette Varisco, and Michael Wood  
- New Orleans Proclamation, Mayor Ray Nagin representative  
- ISAS Welcome by Rhonda Durham, executive director  
- NAIS Welcome by Pat Bassett and Gene Batiste  
- SDLC Co-Chair Welcome by Liz Fernández and Rodney Glasgow

9:30–10:00 AM  
**NETWORKING COFFEE BREAK**  
Auditorium Lobby

10:15–11:45 AM  
**AFFINITY GROUP SESSION I**  
**Music for Life**  
**Focus:** Celebrate through JAZZ as you jam together and tap into the melody, harmony, and rhythm of fellowship and deeper connections.  
In this session, you will meet and greet old and new friends as the sound of New Orleans jazz welcomes you to your affinity group. You will gather in small groups and discuss your expectations along with ways you can leverage participation in affinity group work to maximize your overall PoCC experience. For the first time ever, you will put your thoughts and expectations to lyrics backed up by music tracks and share your songs in a powerful interactive process — a live performance. This process of talking together, listening to each other, respecting different opinions, and creating a song embodies the soul of jazz. And, at the close of this session, your lyrics will become part of a 2008 PoCC Music for Life songbook.

- Asian/Asian American Affinity Group Room 298–299  
- Black African American Affinity Group La Nouvelle Orleans Ballroom  
- First Nation/Indigenous/Native American Affinity Group Room 283  
- International, Non U.S. Citizen Affinity Group Room 282  
- Latina/o/Hispanic American Affinity Group Room 271–273  
- Multiracial American Affinity Group Room 275–277  
- Pacific Islander/Pacific Islander American Affinity Group Room 284  
- Middle Eastern American Affinity Group Room 285  
- White/European American Affinity Group Room 260–262

11:45 AM–12:45 PM  
**LUNCH (ON OWN)**  
Please take advantage of food kiosks and the Food Court area at the Ernest N. Morial Convention Center for lunch in order to conserve time and travel away from the convention center.

12:00–12:45 PM  
**POCC CHOIR REHEARSAL**  
Auditorium
Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

A-3 Healthy Identity Development in Independent Schools
Room 285
Using racial identity development models and interviews with people of color in independent schools, conference attendees will learn about stages of racial identity development as they evolve in our schools. We will then devise developmentally appropriate ways to support ourselves and others in our school communities through stages of identity development. The session will include an introduction to identity development models and a short film to explore the theory and realities of ethnic identity development in an independent school setting. We will conclude by discussing steps that can be taken to support those around us as they explore and incorporate their racial identities, while being mindful of where they are in their identity development processes. This fast-paced and interactive session will give attendees practical theory and ideas to take back to their schools. PRESENTERS: Sheila Hicks and J. Hopkins, The Bush School (WA)

A-4 The Visual Politics of Stereotypes
Room 288
This workshop will look at the work of contemporary visual artists of color in order to explore how the visual politics of their art has defied and redefined their public identity, and therefore affected the current stereotype of a people. This presentation is a useful tool for educators to supplement class lessons not only in the visual arts, but in history, geography, and politics. Participants will leave with a list of artists to use in interdisciplinary ways and with activities to do with high school students to begin this discussion. PRESENTERS: Marisol Díaz and Gregg Emery, Dwight-Englewood School (NJ)

A-5 The Sounds of Native America: Teaching Native History through Music
Room 289
This presentation will focus on some of the major points in Native-American relations and exemplify how these points are culturally and artistically expressed by Native people. By using traditional and contemporary music as a cultural agent, we will see how these historical points are understood by multiple generations. Instructors will gain teaching tools and techniques to help illustrate the diversity and complexity of Native people within these United States. PRESENTERS: Alan Lechusza, Sage Hill School (CA)

A-6 Teaching Race, Understanding Identity
Room 290
Using the latest research in history, human evolution, DNA genomics, and social psychology, we will describe an interdisciplinary approach to the concept of race that seeks to shed the light of reason on a hotly contested subject. This workshop attempts to bridge the widening gap between the burgeoning natural and social science literature on race and the misconceptions that dominate discourse in adolescent popular culture. At the same time this workshop will help participants learn ways to encourage students both to explore unconscious attitudes with the help of Harvard’s Project Implicit and to reflect upon their conscious experience of race in personal narratives. PRESENTERS: Dr. Wilburn Williams and Dr. Leah Domb, Lawrenceville School (NJ)

A-21 Queering the Color Line: Designing Programs for LGBT Students of Color
Room 283
In this workshop, participants will learn best practices for designing trainings and programs for LGBT students and faculty of color as well as their allies. This session will focus on writing proposals, seeking speakers and trainers, creating curriculum, and implementing a year long program dedicated to examining the intersections of race, class, ethnicity, religion, human rights, and politics using a gender and sexuality lens. PRESENTER: Ileana Jimenez, Little Red School House and Elisabeth Irwin High School (NY)

Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools

A-14 Overcoming Obstacles to Recruiting Minority Teachers and Administrators
Room 274
This workshop will explore the challenges, best practices, and strategies associated with minority faculty and staff recruitment. It is designed to leverage over 15 years of recruitment experience to empower individuals
and institutions with information and resources to maximize their recruitment efforts. **PRESENTER:** Warren Reid, NEMNET (OH)

**A-15 Pump Up the Volume: Hearing the Voices of Alumni of Color in the Digital Age**

**Room 278**

This presentation is designed to address the need to hear and affirm the voices of alumni of color through an examination of their passage through independent schools. Students of color in independent schools are a diverse population within themselves, facing unique cultural environments and challenges. How do the positive and negative relationships with other students and faculty throughout their school years inform their perspective of the institutions as alumni? How did the faculty of color help or hinder the development of that perspective? How do people of color working in independent schools navigate that journey differently than students of color? Pump Up the Volume discusses the wide array of perspectives gathered from independent school alumni from across the United States and will introduce a social networking tool specifically designed to create an interface and interaction between faculty and alumni of color in those school communities. **PRESENTERS:** LaQuanda Walters Cooper and Brenda Crawley, McLean School of Maryland (MD)

**A-17 Staying Power: Recruiting, Retaining, and Empowering Faculty of Color**

**Room 280**

What can independent schools do to better recruit, retain, and support faculty of color? A panel of independent school educators including a head of school and diversity coordinators will explore the obstacles and the best practices needed to create an inclusive, nourished, and diverse faculty. This session will explore how to discuss and present these topics to senior administrators, trustees, and faculty as best practices. We will examine data collected from faculty of color at independent schools around the country to underline the need for a serious redirection of the manner in which independent schools recruit, support, and retain faculty of color. **PRESENTERS:** Pascale Musto, Millbrook School (NY); Ara Brown, The Williston Northampton School (MA); Randall Dunn, The Roeper School (MI); Peter Sun, Concord Academy (MA)

**A-18 From Student to Faculty Member — Growing up with Independent Schools**

**Room 281**

This will be a workshop session for people of color who were students in independent schools and are now adult community members at independent schools. Using NAIS’s *Independent School* magazine article about identity formation of students of color in independent schools and other works on ‘identity formation’ we will have a discussion and collaborative planning session on how to best support students of color in our student populations and how to effectively communicate to our administrators and governance bodies the importance of hiring and retaining faculty and administrators of color. We also hope to provide a forum for alumni of independent school’s to share how their own experiences as students have affected, nurtured, and challenged their own identity formation and participation in independent school communities as adults. **PRESENTERS:** Pascale Musto, Millbrook School (NY); Ara Brown, The Williston Northampton School (MA); Randall Dunn, The Roeper School (MI); Peter Sun, Concord Academy (MA)

**A-19 De La Salle Academy: 25 Years of Success**

**Room 282**

De La Salle Academy (DLSA) is an independent school for academically talented sixth, seventh, and eighth graders from low-income families in New York City. Since 1984, DLSA has sent over 70 percent of graduates to independent schools. As part of our 25th anniversary, we will share lessons learned about preparing students to thrive in independent schools. Attendees will gain insight into the core elements of curriculum and support that are essential to the success of students of color from less advantaged backgrounds, hear concrete suggestions for how to make their school environments as welcoming and supportive as possible and access powerful data that can be used to strengthen the case for the social and economic diversity in our schools. **PRESENTERS:** Lynne Algrant and Nancy Arcieri, De La Salle Academy (NY); Gabriel Aviles, George Jackson Academy (NY)

**A-20 Got Adversaries? Get Allies!**

**Room 284**

In the independent school arena, the word “ally” is tossed around quite casually with the assumption that all who hear and employ it understand exactly what it means. Greenhill School will use panelists to engage participants in a dialogue about how to identify, utilize, and build the ranks of allies within our school communities. The purpose of this workshop is multifold. First, we will share how Greenhill School deconstructed the word and concept of “ally” and by default, the word “adversary.” Next, through a panel discussion, we will
explore the characteristics and qualities that are used to identify community members as allies. Finally, we will present participants with a framework for engaging in dialogue about this topic and will offer practical strategies for people to implement as they build and support “allyship” within their own school communities. PRESENTERS: Karen Bradberry, Scott Griggs, Linda Wooley, and Michelle Smith, Greenhill School (TX)

A-22 Supporting and Empowering Multiracial Students Room 279
Census 2000 marked the first time in U.S. history that Americans could check more than one box to describe their racial or ethnic background. Nearly seven million people did, and currently multiracial children represent the fastest growing segment of the population. In this workshop, participants will gain a contextual awareness of what it means to be “multiracial” through a brief analysis of the Census data, an interactive multimedia slide show, self-reflection, and critical thinking in small groups. Participants will also have an opportunity to explore the issues and challenges that face this growing student population and brainstorm effective strategies that can help educators identify, support, and celebrate the experiences of multiracial students. PRESENTERS: Anthony Witte, Chinese American International School (CA); Guybe Slanger, The Head-Royce School (CA)

Expanding Our Tool Box: Curricular and Professional Skills for Excellence

A-10 Multicultural Teaching: A “Best Practice” Approach to Growing Academic Skills Room 266
Participants will learn the rationale behind why multicultural teaching is the best approach to providing a rigorous academic education for ALL students of ALL races and backgrounds, not just people of color. Theory in support of multicultural teaching will be presented. In addition, by reviewing examples of multicultural lesson plans, participants will see how multicultural teaching builds basic skills such as reading comprehension, writing, math, and scientific analysis while encouraging the continuous use of critical thinking skills. Participants will learn that they can cover the same topics by modifying their approach to their current content and literature, thereby giving their students a richer and more challenging classroom experience. PRESENTERS: Cynthia Spence, Lynn Bowman, Shai Pina and Eric Polite, The Gordon School (RI)

A-11 Why Africa Should Not Be Taught from a Eurocentric Perspective Room 267
Presenters will share classroom techniques and learning methods to assist teachers in teaching Africa from a non-Eurocentric perspective. In an effort to break stereotypes and myths that exist about Africa and African people, it is necessary that educators rethink long-standing practices. There will be a specific focus on the Middle Passage and the legacy of slavery. PRESENTERS: Ida Malloy, The Pennington School (NJ); James Jewell, The Lovett School (GA)

A-12 Food, Family, and Equity: Making Math Lessons That Matter Room 268
Ever heard someone say that diversity issues can’t be addressed in math class? With some creativity and planning, its core content can be maintained while such themes are explored. Strategies for developing and implementing innovative math curriculum anchored in the perspectives and experiences of people of color will be shared. Specifically, algebra lessons designed to complement The Calhoun School’s “Got Food?” curriculum will be presented. In this pilot project, students created food menus and budgets for a fictional family. Based on the profiles of their families, students visited grocery stores in a variety of NYC neighborhoods, explored nutrition guidelines, health, cultural preferences, and access to food. This project helped students to better understand the challenges facing a number of communities with regard to health and nutrition. They also challenged their own cultural misconceptions and stereotypes. Methods for adapting these lessons for other schools will be included. PRESENTER: Alyssa Gutierrez-Soogrim, The Calhoun School (NY)

A-13 Saving Sixth Grade: Creating Community from Day One Room 270
Sixth grade is an important intellectual and social transition year in education. As peers become more important so does the culture of your community. It is an excellent time to explore the ways students see themselves, peers, and the school community. In response, we have developed a weeklong orientation for students at the beginning of sixth grade. In the orientation students have the chance to examine that which separates them from one another: race, class, religion, and cognitive and physical ability, and actively practice and develop strategies
for creating deep connections with their peers based on appreciation of these differences and by celebrating those things that they share in common. This workshop will show the process our multidisciplinary team used to educate ourselves about different, relevant systems of oppression and how we developed an age appropriate, fully integrated curriculum designed to give students a voice and ownership in their learning communities. 

Presenters: Natalie Stone, Britt Anderson, Suzette Duncan, and Abigail Joseph, Prospect Sierra School (CA)

Nurturing Our Souls: Self Care and Strategies for Success

A-1 Building Relationships to Support African-American Males in Independent School Room 265

Based on issues raised in the article “The Mental Health of African-American Males in Independent Schools” (Stevenson, Spencer and Johnson, 2000), a group of African-American men in Bay Area independent schools established an organization to address these issues. The primary goal of the group is to mentor, support, and increase the success of African-American boys in local independent schools. The secondary goal is to address the need for recruiting and retaining African-American men in independent schools. Through grassroots, interschool collaboration, student and adult conferences and retreats, and work with like-minded nonprofit organizations the group has made strides in helping to remedy these problems. Through discussion and activities participants will gain a deeper understanding of the issues as well as strategies on how to establish similar groups. Presenters: DeAndre Calhoun, The Bentley School (CA); Willie Adams, The Head-Royce School (CA)

People of Color in Leadership: Pathways and Programs to Success

A-7 Lessons and Outcomes: A Better Chance Reflects on 45 Years of Opening Doors to Educational Opportunities Room 297

A mosaic is a design of small pieces brought together to create art. So is the impact of diversity. This workshop will help participants understand diversity as an economic imperative. Schools, organizations, and institutions that want to reach their full potential must employ a more diverse workforce. We must employ individuals who understand and speak for increasingly diverse populations, which expect approaches and programming to mirror their culture and values. This session will provide an opportunity to discuss the history of the A Better Chance program, examine trends regarding the work of access organizations on national and regional levels, and provide a program update with regard to placement and alumni relations. Presenter: Chantal Stevens, A Better Chance, Inc. (NY)

A-9 Taking AIM at Inclusivity and Multiculturalism! Rooms 275–277

Participants will have the opportunity to hear the experiences of implementing the Assessment of Inclusivity and Multiculturalism at The Phillips Brooks School (PK-5th grade) and The Bishop’s School (7th–12th grade). Presenters will focus on the process, resources needed, and lessons learned throughout the duration of implementation. Although both experiences were positive and meaningful, participants will hear of different approaches, challenges, and outcomes of being a Caucasian head administrator versus a full-time teacher of color coordinating the assessment. Participants will be able to gain valuable information and advice as to how to prepare for a successful process, maintain momentum, examine and communicate results, and possible steps to take after completion. Presenters will also share the outcomes of AIM and how it has aided their respective schools in moving forward toward creating and sustaining an inclusive school community. Presenters: Christel McGuigan, The Bishop’s School (CA); Clair Ward, Valley School of Ligonier (PA)

2:45–4:15 PM
AFFINITY GROUP SESSION II

Food for Thought

Focus: Engage in conversations that matter—conversations designed to nurture the soul like a steaming pot of Louisiana GUMBO—full of richness and sustenance

During this session, you will engage in conversations designed to nurture your soul and provide food for thought. As unique as the many distinctive gumbo recipes are, so are the experiences each of you will bring to conversations that will focus on your strengths, affirm who you are, and chronicle the journey you travel in your day-to-day life at work. In small groups, you will create GUMBO through a dialogue centered model
based on Donald Shon’s concept of the Reflective Practitioner. These conversations will help deepen your awareness of your identity and your place in independent schools.

- Asian/Asian American Affinity Group  
  Rooms 298–299
- Black African American Affinity Group  
  La Nouvelle Orleans Ballroom
- First Nation/Indigenous/Native American Affinity Group  
  Room 283
- International, Non U.S. Citizen Affinity Group  
  Room 282
- Latina-o/Hispanic American Affinity Group  
  Rooms 270, 271–273, 274
- Multiracial American Affinity Group  
  Rooms 275–277, 278
- Pacific Islander/Pacific Islander American Affinity Group  
  Room 284
- Middle Eastern American Affinity Group  
  Room 285
- White/European American Affinity Group  
  Rooms 260–262

6:00–7:00 PM

STATE/REGIONAL MEETINGS
- Colorado and ACIS Room 282
- Connecticut Room 265
- Florida Room 288
- Maryland and AIMS Room 270
- Midwest (ISACS) Room 266
- New England, AISNE, and POCISNE Rooms 271–273
- New Jersey Room 281
- New York and POCIS-NY Rooms 260–262
- North Carolina Room 279
- Northern California and NORCAL-PoCIS Rooms 275–277
- Pacific Northwest and PNAIS (AK, ID, MT, NV, OR, UT, WA, British Columbia) Room 284
- Pennsylvania and Delaware Valley Room 268
- Puerto Rico, Virgin Islands, Hawaii and International Schools Room 280
- South and SAIS (AL, GA, KY, MS, SC, Central America, South America) Room 267
- Southern California and SAUCAL POCIS Rooms 298–299
- Southwest and ISAS Room 285
- Tennessee and TAIS Room 283
- Virginia Room 278
- Washington, DC and AISGW Room 274

7:30–9:00 PM

DINNER (ON OWN)

DECEMBER 6 SATURDAY

7:00 AM–5:00 PM

CONFERENCE REGISTRATION

Hall I Lobby

8:00–9:00 AM

GENERAL SESSION WITH CARMEN VAN KERCKHOVE

Auditorium
- Performance by Karma Indian Dance Ensemble (Shivani Jani, Brinda Thangada, and Aksheta Jain, Isidore Newman School (LA), Divya Ayyala, director)
- Introduction of Carmen Van Kerckhove by Michael Wood, PoCC Co-Chair, Trinity Episcopal School (LA)
- Presentation by Carmen Van Kerckhove
- Performance by Isidore Newman School (LA) Middle School Chorus, directed by Lori Wagner
- Corporate Sponsor Recognition, Announcements, and Sending Forth

9:15–10:15 AM

NETWORKING COFFEE

Auditorium Lobby

9:15–10:15 AM

POCC CHOIR REHEARSAL

Auditorium

10:30 AM–12:00 PM

Workshop Session B

FEATURED SPEAKER

MAYDA DEL VALLE

Introduction by Lynette Moody, Academy of the Sacred Heart (LA)
Rooms 271–273
Exploring Racial/Ethnic Identities for People of Color: Our many Journeys and Stages

B-2 What I Said and What I Meant: Cross-Cultural Communication
Room 283
We as humans communicate on so many levels: language, tone, affect, body language, and more. Add to the differences the fact that we have complex cultural identities and a slew of past experiences. How do cultural identifiers affect our ability to genuinely communicate across differences and live harmoniously with one another? Learn about obstacles and tools that take communication beyond literal words. This presentation is a combination of lectures, activities, and discussions. Participants will learn major cross-cultural theories, gain vocabulary for describing their own communication styles, and experience exercises that demonstrate pitfalls of intercultural communication. **Presenter:** Rosetta Lee, Seattle Girls’ School (WA)

B-4 Visual Vignettes: Exploring Our Multifaceted Selves through the Layers of Collage
Room 288
In this interactive workshop attendees will participate in a lesson that may be replicated with students and faculty and used to provoke discussion on identity with a creative, art-based activity. Collage is an extraordinary way to tell our multifaceted stories. Each participant will have an opportunity to use materials supplied to create her or his own identity vignette. Participants will also be able to view examples of other artist’s collages from great masters such as Matisse to up-and-coming contemporary artists. **Presenter:** Kerri Cottle, Rio Grande School (NM)

B-5 Born Black, Raised White
Room 289
In this workshop participants will be able to discuss the challenges of supporting multiracial people of color in independent schools. The workshop will focus on multiracial issues in independent schools including students, race based affinity groups and staff. This will be done through vignettes and personal stories. Participants will have an open and honest dialogue and will leave with tools to guide a discussion on multiracial issues in their own communities. **Presenter:** Polly Williams, The Chestnut Hill School (MA)

B-18 A Safe Space for Educators of Native Ancestry to Reconnect and Learn
Room 281
Educators of Native American/First Nation ancestry often feel disconnected from their rich native heritage. Each year, the Native American/First Nation affinity group only draws a handful of people; yet we encounter native people throughout the conference who feel they are “not native enough” to claim their heritage. In an effort to counter the historical impact of boarding schools, reservations, identity cards, etcetera, a panel of native educators will lead attendees through an interactive session of storytelling. Participants will also join a network of native educators and acquire a resource list of materials to help teach about the contemporary native. **Presenters:** Carol Swainson, The Head-Royce School (CA); Laura Jagles, Santa Fe Preparatory School (NM); Alan Lechusza, Sage Hill School (CA); Melanie Sainz, Phoenix Country Day School (AZ)

Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools

B-14 The Levees Broke, But Our Commitment Will Not: The Edmund Burke School and NOLA
Room 274
Hurricane Katrina hit over three years ago, and while the people of the Gulf Coast still struggle to get their lives together, it seems like the rest of America has moved on. Katrina was not only a natural and man-made disaster, it was also a test of our democracy. This workshop focuses on the creation of a class where students are expected to ask tough questions about democracy, culture, race, and accountability. Using Spike Lee’s documentary *When the Levees Broke* and the TC curriculum guide, this class begins. The course also underlines the importance of combining history, service learning, media, and volunteering to create a multifaceted approach to education, especially around issues of social justice and communities of color. **Presenters:** Diego Duran and Elizabeth Bultman, Edmund Burke School (DC)

B-15 REACH Prep Partnership with Independent Schools: Preparing Students of Color
Room 278
Participants will gain knowledge of recruiting, assessing, and supporting students and families of color for entrance to independent schools. Case studies, video clips, and a short PowerPoint presentation will highlight the process from admission to graduation. **Presenter:** Paul Mayo, New Canaan Country School (CT)
B-16 Beyond the ABCs: How to Effectively Work to TRULY Diversify Your Community
Room 279
This session will provide a philosophical overview and provide practical approaches for independent schools to better outreach, serve, and graduate successful students from underrepresented communities. Participants will be introduced to people, ideas, and programs that enhance their current community goals, visions, and mission statements. If you really want to serve a wide variety of people, we can help provide a pathway to get you there. PRESENTERS: Sherry Smith, Glenn Holsclaw, and Sylvia Gillies, Making Waves Education Program (CA); Sharon Cravanas, KIPP (CA)

B-17 Every Great Journey...The First Year: Creating a Faculty of Color Group
Room 280
We will walk you through the step by step process of creating a faculty of color group within your schools, realistically and resolutely addressing the challenges of launching this type of idea and the political and professional fuel used to sustain its take-off. Highlighting the achievements of one school’s first faculty of color group, we will walk together from the first thoughts of its creation to our first meeting. Each step has been documented and will be included in a useful reference packet for each participant. Diversity assessment sheets relevant to your school will be included. PRESENTERS: Peaches Gillette and Nisa Frank, The Town School (NY)

B-19 Do Diversity Access Programs Integrate or Marginalize Students of Color
Room 282
Diversity access programs such as The Oliver Program have facilitated the entry and successful completion of students of color in independent schools. The question remains how do these students experience the process of participation in such programs as their point of access to the independent school world and how does their status as a member and beneficiary of such programs impact their integration into the school community? This is designed to be a panel discussion that will start with presentations by current and recent students who have entered the independent school arena via a diversity access and support program and will allow the audience to engage the panelists in understanding the benefits, challenges, and effective approaches to engaging such a program. We will present the framework of how we partner with our students, families, and schools that they attend and present relevant survey data as a context for the discussion. PRESENTERS: Robert Addams and D. Diaz, The Albert G. Oliver Program (NY)

B-20 Creatively Building and Sustaining the Women of Color Sisterhood
Room 284
Presenters will discuss how they built a personal and professional relationship by creating an exhibit “Re/Cuentos” in 2008 for the Guadalupe Cultural Center in San Antonio, TX. The month-long exhibit explored memory and survival in the lives of women of color. They also conducted workshops for local youth artists. The presenters will share their creative work, as well as insights into how to garner support from schools for such projects. By meaningfully contributing to work that helps to build women of color communities across geographic, academic, and cultural lines, schools demonstrate their active commitment to building inclusive institutions. PRESENTERS: Andrea Gutierrez, Village Community School (NY); Marisol Diaz, Dwight-Englewood School (NJ)

B-9 Inciting Passion in the Privileged to Eradicate Social Injustice
Rooms 260–262
With regard to diversity, one of the biggest hurdles that independent schools face is the hoard of students who believe they have never witnessed or been victims of social injustice. This workshop will detail and demonstrate ways to effectively challenge students to consider the origin and justification of their values, the privileges they have been afforded due to their affiliation with dominant groups, the true scope of their empathy as compared to the professed scope, and ultimately the ways in which their complacency and/or blindness potentially contributes to the perpetuation of social injustice. Attendees of this workshop will participate in activities and leave with resources and ideas they can use to generate interest and understanding of issues pertaining to diversity in their own classrooms. PRESENTER: Rebecca Hatkoff, Westridge School (CA)

Expanding Our Tool Box: Curricular and Professional Skills for Excellence
B-10 Explorando Nueva York: Modern Language and Tech Classes Team Up to Explore Identity
Room 266
Participants are introduced to a middle school class focused on the Hispanic/Latino immigrant cultures of NYC. Exploration occurs in the classroom,
online, and on field trips. This presentation outlines the rationale, the tools, and the outcomes of this course. Participants will learn strategies for designing their own explorations in and out of the classroom, and how to enhance these with digital technology tools and web applications. Lastly, presenters will share their reflections about how this course can foster individual exploration of identity, as well as spark awareness and discussion about the cultural make-up of the community.

**PRESENTERS:** Josephine Salvador and Andres Richner-Maldonado, The Calhoun School (NY)

**B-11 Teaching the Multicultural Middle East: Israel, Palestine, and “Encounter Point” Room 267**

At PoCC 2006, the six members of the Middle East Affinity group included Middle Easterners, North Africans, and Central Asians; Muslims, Jews, and Christians; Arabs, Persians, and Berbers. How did such a diverse collection of people find itself thrown together into a single group? This workshop will address Middle Eastern multiculturalism by looking at the Israeli/Palestinian conflict. Attendees will learn about the theoretical and political challenges of teaching the Middle East, and examine teaching tools and the documentary film *Encounter Point*, which follows both Israeli and Palestinian members of the grassroots organization Bereaved Parents Circle. This interactive session will model activities for use in the classroom and provide practical resources for teachers. **PRESENTERS:** Adam Gaynor and Yavilah McCoy, The Curriculum Initiative (NY)

**B-12 Urban Development through Service-Learning: Mumbai to New Orleans Room 268**

We will offer a model for student exploration of urban communities through service-learning. Using a Mumbai trip as a case study, we will use an interactive approach to break down social, ethnic, and cultural issues prevalent in urban environments. Participants will first learn the Mumbai model and will then have been able to apply it to New Orleans. Outcomes for participants will include: exposure to a model for urban exploration that includes interaction with government, nonprofit, and commercial sectors, suggestions for melding of service and academics, and meaningful interaction with the social issues prevalent in New Orleans. **PRESENTERS:** Alana Rush and Raj Mundra, Phillips Academy (MA)

**B-13 Lessons of Katrina: Rebuilding a School after Disaster Room 270**

Within 2 months of Hurricane Katrina, McGehee School reopened with almost half of its students. Our journey begins in Houston where administrators initially gathered to make contact with all our constituents, place students in other schools, and devise a plan to reopen McGehee. Once back in New Orleans we faced many challenges including, teaching in a city that was recovering and involving students in the recovery process. Participants will walk away with real life examples of developing new curriculum and teaching through a natural disaster, giving students a sense of hope and empowerment through community service and rebuilding a school community. The crucial role of technology in rebuilding spans the scope of our journey. **PRESENTERS:** Carolyn Thompson, Debby Pigman, and Sarah Smith, Louise S. McGehee School (LA)

**B-14 How to Make the Invisible Visible: Tools for Pulling Back the Veil of Privilege. Room 265**

Why is it that the dynamics of diversity, power, and privilege are invisible to some and yet others see it clearly? This workshop will provide participants with seven easy tools to support healthy dialogue among faculty, staff, and students. The presenter will share concepts he has utilized to support leaders at various independent schools to increase their level of cultural competency. These concepts challenge all members of the independent school community to understand more about three critical levels of diversity: individual, group, and the organizational. Participants will leave this session better understanding how to pull back the veil of Privilege to “help good people move beyond good intentions” into actions which support valuing diversity and building a more inclusive independent school community.

**PRESENTER:** Steven Jones, Jones & Associates Consulting, Inc. (CA)

**B-7 A Candid Look at Preparing for Leadership Room 290**

Can a graduate program in education prepare a person of color to meet the current needs and challenges of securing an administrative job and exercising leadership? Independent school leaders, instructional and administrative, must be prepared to manage differently in a changing world. The most successful leaders will be value driven and effective at leveraging diversity,
developing leadership in others, and aligning the school to accomplish goals. In this session participants will hear from a panel of school leaders who sought to prepare for these challenges through a specially designed master’s program at the Klingenstein Center for Independent School Leadership at Teachers College, Columbia University. The Klingenstein program was the first to professionalize independent school leadership training and to specifically address the ethical, legal, financial, pedagogical, and organizational perspectives of the field. Presenters: Amani Reed, The University of Chicago Laboratory Schools (IL); Nicole Graham-Victor, New Canaan Country School (CT); Chelsea Pope, Kinkaid School (TX); Guybe Slangen, Head-Royce School (CA)

12:15–1:30 PM
LUNCH (ON OWN)
Please take advantage of food kiosks and the Food Court area at the Ernest N. Morial Convention Center for lunch in order to conserve time and travel away from the convention center.

12:15–1:30 PM
PCC CHOIR REHEARSAL
La Nouvelle Orleans Ballroom

1:45–3:00 PM
AFFINITY GROUP SESSION III*
*(Please check your conference badge for specific room location for this session)

Friendships That Sustain
(Across Cultures)

Focus: Discover the power of taking off your MASK to strengthen your awareness and support building stronger communities across race, ethnicity, origins, and cultures.

The entire PoCC community will assemble into cross-cultural groups and engage in discussions stimulated by Paul Laurence Dunbar’s poem — We Wear the Mask. You will don a mask to symbolize how friendships are impeded across cultures and how our true feelings are hidden. You will digest the poem and discuss how removing the mask can help you strengthen awareness of others and build support for stronger community and friendships across race, ethnicity, origins, and cultures.

3:15–4:45 PM
Workshop Session C

FEATURED SPEAKER KIRA ORANGE-JONES
Introduction by Marlia Pastorek, Louise S. McGehee School (LA)
Rooms 271-273
SPONSORED BY CAL/WEST EDUCATORS PLACEMENT

Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

C-2 Black, White, Other than What?
How and Why Racial Identity Matters
Room 283

Racial identity is a key component of early childhood, adolescent, and adult development. Thereorists agree that a complete understanding of one’s own and other people’s racial identity has a positive impact on school/classroom environments, but what happens to children and young people if that understanding is skewed, eclipsed, negated, or denied? After acknowledging the racial lens through which they see the world, workshop participants will review racial identity theoreories, view short films that highlight the systematic effects of racism, and discuss best practices that help students develop the positive and resilient racial self-concepts needed to counter bigotry, prejudice and benign neglect present in our schools today. Presenters: Sandra Chapman Little Red School House and Elisabeth Irwin High School, (NY); Caroline Blackwell, University School of Nashville (TN)

C-3 Rap and Race: A Redefinition
Room 285

Through presentation, individual reflection, group dialogue, and excerpts of music and film, this workshop explores race by analyzing spoken word poetry and rap music and its impact through an unbiased lens. This workshop seeks to help participants develop an understanding and appreciation of content-based rap music as part of multicultural education. The emphasis on this workshop is to provide concrete, practical strategies and practice to increase our toolbox as multicultural educators. Participants will work to make connections between their experiences and those of the artists, gain a clear understanding of the concepts, identify commonalities with other participants, appreciate differences and work together. In addition, participants will develop critical thinking by practicing active listening, journaling, and examining through an unbiased lens. The facilitators will present concrete examples of engaging, academically rigorous multicultural curriculum in the classroom. Presenters: Roberto German, St. John’s Preparatory School (MA); Seelan Manickam, St. John’s Preparatory School (MA)
C-6 ‘Yellow’ Privilege: API Identity in the Diversity Dialogue
Room 289
Where do Asian Americans fall in the spectrum of privilege? How are API (Asian Pacific Islanders) and APA (Asian Pacific Americans) included or discounted in the diversity dialogue? This workshop will explore the specific location that Asian American students, faculty, and families occupy in the independent school world and how their relative degree of privilege serves to separate them from other racial minorities. Building upon and expanding upon the discourse of white privilege, we will discuss how Asian Americans may be passively complicit in perpetuating social inequalities in spite of their non-white status. Additionally, we will reflect on the other side of this dynamic in which API students may also feel silenced and/or excluded from the diversity dialogue. Finally, we will discuss strategies for constructively addressing this complex dilemma with students, parents, and faculty. **Presenters:** Cheryl Ting, Bentley School (CA); Steve Lee, The Athenian School (CA)

C-9 Discovering Africa Through Its Music
Rooms 260–262
One way of learning about the African continent and the African people is through music. Known as a continent rich with mineral resources; distinctive animals, and archeological clues to human evolution. Africa is a continent where music and rhythm make daily life. Full of hundreds of thousands of types of music and rhythms, Africa has both contributed to contemporary world music and remains open to music from outside as well. This workshop will present traditional music performed with African made instruments, African modern music inspired by the traditional, and African music inspired by music from other countries. As a culmination of this exploration participants will collaborate to produce African music on traditional instruments in a charming improvisational style. **Presenter:** Edem Afemeku, Princeton Day School (NJ)

Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools

C-12 Student Voices: Being, Becoming, Belonging
Room 268
Through videotaped interviews, this session will provide insights into how a cross-section of African-American high school students understand their day-to-day experience in a “liberal” day school where they are not the dominant culture. In our conversations with the students, we focus on what skills and strategies they employ as they confront issues of academic and social inclusion. This session will also explore the resources a school can provide to help African-American students partner with adults and other students. **Presenters:** Linda Rose-Winters, James Astman, and Kristine Puich, Oakwood School (CA)

C-15 Power, Privilege, Oppression: Working within a Framework
Room 278
This workshop will provide participants an opportunity to explore issues of identity, gender, sexuality, and how it relates to being a person of color. Participants will discuss issues of class, being marginalized, and overcoming oppression. By the end of the workshop we will find solutions on how to deal with the complexities of multiple identities with an anti-oppression lens. **Presenter:** Benny Vasquez, GLSEN (NY)

C-16 What works? Best Practices of supporting Women of Color in Independent Schools
Room 280
A panel discussion of women of color in independent boarding and day schools will discuss how they support each other. The African-American, Asian-American, and Latina women will explore what has worked and what hasn’t worked in their experiences, while offering suggestions to other women. The panel will discuss the role men and white women can play as allies and advocates for their career development and professional support. The results of a survey conducted among women of color in independent schools will be shared.
during the presentation. The survey results will further illuminate the stories of these women and the benefits of positive support to help them achieve maximum career potential. Participants will leave with a stronger sense of how to navigate their careers and how to advocate for themselves. They will also explore the benefits of allies for women of color within and outside of their school community.

**Presenters:** Tiffany Taylor Smith, TR Taylor Consulting (NJ); Kassandra Hayes, Kent Place School (NJ); Ida Malloy, The Pennington School (NJ); Amy Mai, Tierney Gill St. Bernard’s School (NJ); Tracey Goodson, Barrett Morristown Beard School (NJ)

**C-17 HAIR–It’s All Good! Room 279**

Hair, a complex topic, especially for African American children in independent schools. To support the self-esteem of children of color, celebrate their uniqueness and validate their experiences, parents of the Children of Color affinity group at the Bank Street School for Children constructed a month long event culminating in an all school celebration of hair. This event included an interactive bulletin board where the entire community posted comments, thoughts, ideas, and representations of hair and created a DVD where kids of color and their friends discussed feelings and wishes about their hair. The event included haircuts, hair braiding, hair storytelling, hair crafts, hair poetry slam, and viewing and discussing the film “A Girl Like Me” by Kiri Davis, a recreation of the “doll test” initially conducted by Dr. Kenneth Clark.

Participants will leave understanding the process of creating, promoting, and organizing a similar community-building event in their schools.

**Presenters:** Zenaida Muslin, Maria Hartman, and C. Wiggins, Bank Street School for Children (NY)

**C-18 Visible Men: Success Networking for Black Boys and Men Room 281**

Visible Men is a success network for black boys and men. The movement counters the pervasive negative imagery of black men in our society and presents a more complete picture of today’s black man. Visible Men emphasizes success principles that have led black men to success and achievement. We collect these principles from accomplished black men and disseminate them to aspiring black boys. This presentation promotes a distinctive way of assessing the well being of black boys in independent schools. It espouses an approach that develops the cornerstone principle on which Visible Men is based. Finally, this workshop will promote the In Vision Project, the Visible Men program that links institutions around this issue and provides a community forum through which schools can collaborate in support of black boys. **Presenter:** Neil Phillips, Landon School (MD)

**C-20 Just Ask–A Documentary Room 284**

The professionally created documentary Just Ask is a film that initiates dialogue regarding diversity within independent schools. Through a thirty minute series of interviews, “Just Ask” allows the viewer an intimate glimpse into the lives of nine young students of color coping within the environs of a predominately white independent school. The presentation will demonstrate the importance of asking tough questions, the need to initiate honest conversations about diversity, and the worth of simply listening. In order to facilitate such a process, we offer a panel comprised of key student and faculty participants who will share their experiences in making the documentary and their belief that “just asking” made all the difference.

**Presenters:** Robert Kostrzeski, Wildwood School (CA); Shane Carter, Drew School (CA)

**C-10 Multiculturalism Research: Supporting Students and its Impact on a School Community Room 266**

This presentation will examine how the Independent Research Program was created, how it is linked to the overall academic program, and the impact it has had on students, faculty, advisors, and the community at large. We will discuss strategies for how schools can develop similar independent research programs. Participants can expect to see how our model was created and will receive a handout that can be used as a guide for how the program works. The workshop will include various perspectives about
the program from the creator, a faculty advisor, and a student who presented to the community. The result is a low cost approach to support students and encourage their desire to engage in multicultural research. PRESENTERS: Raj Mandra, Lou Bernieri, and Jessica Phillips, Phillips Academy (MA)

C-11 Behind the Scenes of Successful Diversity Programs: Building Relationships Room 267
What happens behind the scenes in independent schools to support the development and successful implementation of diversity programs? Over the last few years, both Pike School and Lawrence Academy have rapidly built diversity programs with the support of trustees, parents, teachers, the development office, and the student body. Critical to the strength of their diversity efforts has been the attention paid to constituents. A panel of diversity professionals will discuss and review strategies for engaging school communities in the work of increasing equity and justice in school communities. PRESENTERS: Wonjen Bagley, Lawrence Academy (MA); Vanessa Hynes, Nyvette Grady, Kavita Mundra, and Aiko Onishi, The Pike School (MA)

C-13 Real Source vs. Resource Room 270
Break boundaries and expectations of textbooks and curricular units focusing on American Indian people. Develop a consciousness for choosing quality resources designed to foster an understanding and cultural sensitivity toward the subject of Native Peoples of the Americas. The workshop goal is to offer examples of language and visual arts materials that contain authentic voices of Native Peoples and accurately address issues of tribal history, culture, and lifeways as they relate to contemporary lives of our students. PRESENTERS: Melanie Sainz, Phoenix Country Day School (AZ); Laura Jagles, Santa Fe Preparatory School (NM)

C-5 Transforming Ourselves: Staying Centered on Point and on Purpose Room 288
Participants will learn how to stay centered and focused in order to avoid burnout, frustration, and being overwhelmed during the academic year. This highly interactive workshop will guide participants through the E4 model created by Dr. Steven Jones. Activities which focus on Examination, Education, Empowerment, and Excellence and will allow participants to experience a transformational process. Dr. Jones believes we can only lead others as far as we’ve gone ourselves. This session will fuel participants to go further inward in order to have a bigger impact outwardly. PRESENTER: Steven Jones, Jones & Associates Consulting, Inc. (CA)

Nurturing Our Souls: Self Care and Strategies for Success

C-1 Imani’s Healing: Dispelling the Myths About Who Really Does Pilates Room 265
This movement based workshop aims to provide participants with a full Beginner/Intermediate Pilates Mat class while tackling some of the myths that surround this popular exercise system. With the “Muffin Top” and “Beer Belly” population ever increasing and the rise of serious health issues, like diabetes and heart disease particularly in communities of color, our health crisis has reached alarming proportions. This introduction to Pilates seeks to positively change the community’s perception of healthy living by promoting life-long active lifestyles. The workshop will give participants a necessary tool to help balance the body, mind, and spirit connection, which can be used to alleviate some of the stress associated with being a person of color in an independent school. PRESENTER: Steffanie White, MS 321 (NY)

People of Color in Leadership: Pathways and Programs to Success

C-7 Leadership Skills That Matter Room 290
Massive numbers of school leaders plan to retire by 2015, creating opportunities for educators of color to move into high level leadership positions. Individuals can wait to be appointed to a position of leadership or they can take initiative to develop and practice leadership skills while on the job. Participants will hear from heads of color and the director of the Klingenstein Center for Independent School Leadership, Teachers College, Columbia University on the ways in which one can cultivate their leadership potential. PRESENTERS: Pearl Rock Kane, The Klingenstein Center (NY); Doreen Oleson, St. Mark’s School (CA); Terry Flowers, St. Phillips School and Community Organization (TX)

C-8 The SAT/ACT: Implications for Low-Income and Underrepresented Minority Students Room 297
Our democracy is being challenged to provide higher education access to historically excluded students. High-stakes tests like the SAT and ACT can significantly impact college opportunities and options. A primary mission of the nonprofit Princeton Review Foundation is to engage in advocacy and program development to address this issue. Xavier University, an HBCU in New Orleans, occupies a unique
niche in U.S. higher education: annually, it sends many more black premeds to medical school than any other university. Xavier embodies leadership and pathways to educational success for people of color, and has perspectives on admission testing that are of particular interest to black and other underrepresented minority communities.

**Presenters:** Jay Rosner, The Princeton Review Foundation (CA); W. Brown, Xavier University (LA)

### C-21 Developing, Nurturing, and Sustaining Independent School Leaders of Color
**Rooms 275–277**

The purpose of this presentation will be to introduce conference participants to the National Diversity Leadership Collaborative (NDLC), a new organization dedicated to helping develop and mentor the next generation of independent school leaders of color. The founding members of NDLC, all of them current administrators of color in independent schools, will provide session attendees with specific information about the organization’s purpose, structure, programs, fees, and application process. Participants will leave the session equipped with the information they need to apply for admission into NDLC’s first cohort, which will begin its work in the program in the summer of 2009. More information on NDLC is available at [www.ndcollaborative.org](http://www.ndcollaborative.org). **Presenters:** Abram Wehmiller, Lakeside School (WA); Karen Bradberry and Arthus Hall, Greenhill School (TX); Amani Reed, The University of Chicago Laboratory Schools (IL)

### GLBT Social Hour
**Marriott New Orleans, Blaine Kern Ballroom-Salons AB**

### P-O-C-C Banquet with Reza Aslan
**La Nouvelle Orleans Ballroom**

- **Performance by Anais St. John Trio**
- **Introduction of Gertrude B. Batiste, Gene Batiste, NAIS**
- **Reflections of Gilbert Academy, the first “Independent School” for African Americans in New Orleans by Gertrude B. Batiste**
- **Dinner (background music by Anais St. John Trio)**
- **Introduction of Reza Aslan by Pam Guter, Trinity Episcopal School (LA)**
- **Banquet Address by Reza Aslan**
- **Corporate Sponsor Recognition, Announcements, and Sending Forth**

**Anais St. John Trio**
Asian/Asian American women from PoCC and SDLC Affinity Group Room 389
Asian/Asian American men from PoCC and SDLC Affinity Group Room 388
Black African-American women from PoCC and SDLC Affinity Group Rooms 391–392, 393–396
African-American men from PoCC and SDLC Affinity Group Rooms 265–268
First Nation/Indigenous/Native American women and men Affinity Group Room 274
International, Non U.S. Citizen women and men Affinity Group Room 282
Latina/Hispanic American women from PoCC and SDLC Affinity Group Rooms 271–273
Latino/Hispanic American men from PoCC and SDLC Affinity Group Rooms 260–262
Multiracial American Affinity women from PoCC and SDLC Affinity Group Rooms 288–290
Multiracial American Affinity men from PoCC and SDLC Affinity Group Rooms 275–277
Pacific Islander/Pacific Islander American women and men from PoCC and SDLC Affinity Group Room 283
Middle Eastern American women and men from PoCC and SDLC Affinity Group Room 280
White/European American women from PoCC and SDLC Affinity Group Rooms 291–292
White/European American men from PoCC and SDLC Affinity Group Rooms 298–299

10:00–11:15 AM
STUDENT LED ADULT/STUDENT DIALOGUES
(adults in state/regional association and POCIS Meeting locations)
Colorado and ACIS Room 283
Connecticut Room 270
Florida Room 284
Maryland and AIMS Room 294
Midwest (ISACS) Rooms 288–290
New England, AISNE, and POCISNE Rooms 265–268
New Jersey Room 281
New York and POCIS–NY Rooms 260–262
North Carolina Room 282
Northern California and NORCAL-PoCIS Rooms 291–292
Pacific Northwest and PNAIS (AK, ID, MT, NV, OR, UT, WA, British Columbia) Room 279
Pennsylvania and Delaware Valley Rooms 271–273
Puerto Rico, Virgin Islands, Hawaii & International Schools Room 274
South and SAIS (AL, GA, KY, MS, SC, Central America, South America) Rooms 298–299
Southern California and SAUCAL POCIS Rooms 275–299
Southwest and ISAS Room 293
Tennessee and TAIS Room 278
Virginia Room 280
Washington, DC and AISGW Room 285

11:45 AM-1:15 PM
CLOSING CEREMONIES AND ADDRESS WITH WENDELL PIERCE, POCC CHOIR, SDLC REPORT, SERVICE ORGANIZATION RECOGNITION, 2009 POCC/SDLC ANNOUNCEMENT
Performance by the PoCC Choir
Community Service Recognition
Performance by Kayla Pleasant, Isidore Newman School (LA)
Introduction of Wendell Pierce by Robyn McCormick, PoCC co-chair, Isidore Newman School (LA)
Address by Wendell Pierce
SDLC Report out by Liz Fernández, Educational Consultant (NY) and Rodney Glasgow, Worcester Academy (MA), SDLC Co-Chairs
Performance by the St. Paul Episcopal School Percussion Ensemble, directed by Myers McAllister
Corporate Sponsor Recognition 2008 co-chair Recognition, 2009 Announcement Video, 2009 co-chair Welcome
The Student Diversity Leadership Conference is in its 15th year. After a meaningful gathering in Boston, we are once again calling together student leaders from around the country to continue the work of equity and justice in our schools. Many of our students went back to their schools and shared the skills and knowledge they gained at SDLC. We are honored to travel to New Orleans, a city known for its rich culture and history. We will continue to explore the unfinished business of the civil rights legacy, take a personal journey through identity, use dialogue and the arts as a means of expression, and stretch ourselves as we reflect personally, act locally, and think globally.

We are honored to bring to the table a talented and seasoned faculty consisting of independent school alums, college students who are SDLC alums, educators, and educational consultants. Conference participants will engage in important discussions, explore the possibilities of affinity grouping, and expand their networks of support including meeting with PoCC participants in regional groupings. Our returning conference participants may have the opportunity to engage in an advanced group called Diversity 201 or to serve as peer facilitators, taking a critical role in moving and shaping the dialogue that happens on site.

We have eagerly awaited our time in New Orleans where we will affirm the commitment of NAIS and its member schools to cultivate student voices. As we enter a new era of civil rights, we are called upon to preserve ourselves and build community to sustain change. Afterall, that is the essence of student leadership!

LIZ FERNÁNDEZ
educational consultant (NY), SDLC co-chair

RODNEY GLASGOW
director of diversity and community relations, Worcester Academy (MA), SDLC co-chair

The Student Diversity Leadership Conference (SDLC) is a multiracial, multicultural gathering of upper school student leaders (grades 9-12) from around the country that focuses on self-reflecting, forming allies, and building community. Led by a diverse team of trained adult and peer facilitators, participants will develop effective cross-cultural communication skills, better understand the nature and development of effective strategies for social justice, practice expression through the arts, and learn networking principles and strategies.

In addition to large group sessions, SDLC further creates a safe, supportive environment by organizing participants into cross-sectional teams of 65 known as “family groups,” each of which is led by two adult facilitators. Each family group is further divided into small “home groups,” where intense dialogue and sharing take place, guided by trained peer facilitators.

SDLC participants will join PoCC participants at the Friday opening ceremonies, Sunday Affinity Group Session IV, and Sunday closing ceremonies. Culminating experiences will include joining together with PoCC attendees in student-facilitated dialogue sessions designed to explore concepts and themes of equity and justice in our schools. Highly rated in conference evaluations, everyone is encouraged to attend and support these opportunities for cross-generational work.
Student Diversity Leadership Conference

Preserving Self, Building Community and Sustaining Change: The Essence of Student Leadership

Fifteen Years of Diversity and Advocacy Training for Independent School Students

SDLC Expectations
All SDLC participants whether local or traveling must abide by the same rules and expectations. SDLC participants are expected to:

- Attend all conference sessions, activities, and meals.
- Sign and abide by the Student Conduct Agreement governing behavior throughout the conference.
- Cooperate with adult chaperones and with conference staff.

SDLC Meals
Student delegates will receive lunch and dinner on Friday, December 5, and lunch and dinner on Saturday, December 6. Friday through Sunday breakfasts are not included with student registration. Chaperones are strongly encouraged to have breakfast with SDLC delegates.

SDLC Chaperones
Schools are required to send a chaperone(s) with their student delegation. Chaperones are expected to:

- Attend one of the chaperone orientation sessions on:
  **THURSDAY, DECEMBER 4**
  6:45–7:30 PM, 7:45–8:30 PM
  **FRIDAY, DECEMBER 5**
  7:00–7:45 AM
  Room 280, Ernest N. Morial Convention Center
- Ensure students attend all SDLC activities.
- Be responsible for their students during travel to and from New Orleans, and throughout their stay in New Orleans when students are not in conference sessions.
- Be on call at all times during the conference.
- Meet students at designated points and times.
- Support and enforce the Student Conduct Agreement, including participation requirements and adherence to curfew.
- Arrange for students’ meals not included in the SDLC registration.
The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the New Orleans-area independent schools that hosted local committee meetings with meals and refreshments, the local committee, and most especially to the local committee co-chairs. They helped promote the conference, garner corporate sponsorships, develop the program, approve conference workshops, and support the conference logistics. Meeting regularly since March 2008, these individuals deserve our deepest gratitude.

Robyn McCormick  
co-chair  
Isidore Newman School (LA)

Ninnette Varisco  
co-chair  
Metairie Park Country Day School (LA)

Michael Wood  
co-chair  
Trinity Episcopal School (LA)

Pamela Guter  
Trinity Episcopal School (LA)

Dana Launey  
Metairie Park Country Day School (LA)

Julie Lause  
New Orleans Educator (LA)

Betsy McGovern  
Metairie Park Country Day School (LA)

Lynette Moody  
Academy of the Sacred Heart (LA)

Marcia Pastorek  
Louise S. McGehee School (LA)

Sybil Reed  
Isidore Newman School (LA)

Dorothy Shelton  
Isidore Newman School (LA)

Merry Sorrells  
St. Paul’s Episcopal School (LA)

Joan Starr  
Isidore Newman School (LA)

Nancy Wohl  
Academy of the Sacred Heart (LA)

T. J. Locke  
head of school  
Isidore Newman School

Carolyn Chandler  
head of school  
Metairie Park Country Day School

Father Michael Kuhn  
head of school  
Trinity Episcopal School

Eileen Powers  
head of school  
Louise S. McGehee School

Merry Sorrells  
head of school  
St. Paul Episcopal School

Tim Burns  
head of school  
Academy of the Sacred Heart
SDLC Co-Chairs and Faculty

NAIS and participating schools gratefully acknowledge the 2008 SDLC co-chairs and faculty for their commitment and creativity in nurturing independent school student diversity leaders and advocates.

Liz Fernández
SDLC co-chair
educational consultant (NY)

Rodney Glasgow
SDLC co-chair
Worcester Academy (MA)

Rohan Arjun
Temple University (PA)

Hamilton Boggs
Branson School (CA)

Gary Briggs
Texas Christian University (LA)

Gustavo Carrera
Buckingham, Browne & Nichols School (MA)

Cecilia Coats
Graland Country Day School (CO)

Maureen Cocar Dubón
University of Southern California (CA)

Vivian English
Queen Anne School (DC)

José Filpo
Breakthrough Miami at Ransom Everglades School (FL)

Jennifer Francis
San Francisco University High School (CA)

Jamor Gaffney
University of Maryland (MD)

Meredith Gendreau
MC Communications (MA)

Aliza Goldsmith
Occidental College (CA)

Noah Goldsmith
Occidental College (CA)

Oscar González
Kent Denver School (CO)

Marjahn Golban
Wellesley College (MA)

Ricky Hernández
University of Connecticut (CT)

Guilnaar Kaur
Duke University (NC)

Lorraine Martinez Hanley
Indian Creek School (MD)

Tiané Hill
University of Maryland (MD)

Collinus Newsome Hutt
Graland Country Day School (CO)

Charlotte Jacobs
University of Chicago Lab Schools (IL)

Cameron Johnson
NAIS (DC)

Abby Miller
Simmons College (MA)

Christopher Nelson
WJZ-TV (MD)

Winston Nguyen
Columbia University (NY)

Ashley Norred
George Washington University (DC)

Roberta Osorio
Ethical Culture Fieldston School (NY)

Antoinette Quarshie
Riverdale Country School (NY)

Michelle Rivera
California State University (CA)

Camar Robinson
Ethical Culture Fieldston School (NY)

Jonathan Rodkin
University of Michigan Survey Research Center (RI)

Alyse Ruiz
Brown University (FL)

Priyanka Rupani
Northwestern University (IL)

Yohancé Serrant
independent performance artist (CA)

Cynthia Sorto
Texas Christian University (TX)

Yoanna Torres
Smith College (MA)

Stefanie Tsosie
Stanford University (CA)

Felicity Von Sück
DialogueDirect, Inc. (CA)

Terrell Winder
Columbia University (NY)
The mission of the Call-to-Action (CTA), NAIS’s national think tank and advisory counsel on diversity, is:

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

A substantial portion of the work of CTA is to work with the PoCC local committee co-chairs and NAIS staff in developing PoCC and SDLC. NAIS extends its highest admiration for the efforts and to the members of the 2008-09 CTA who worked on this year’s conferences.

Michelle Belton  
Lowell School (DC)

Caroline Blackwell  
University School of Nashville (TN)

Karen Bradberry  
Greenhill School (TX)

Julian K. Braxton  
Windsor School (MA)

Tiffany Bridgewater  
The Potomac School (VA)

Pamela Buchanan-Miller  
The Latin School of Chicago (IL)

Crissy Caceres  
Abington Friends School (PA)

Clinton Carbon  
Dwight-Englewood School (NJ)

Sherry Coleman  
Independent School Consortium (PA)

Judith-Ann Corrente  
Lawrenceville School (NJ) and the Albert G. Oliver Program (NY)

Quanti Davis  
Norwood School (MD)

Ted Farraday  
Miami Country Day School (FL)

Liz Fernández  
Education Consultant (NY)

Heather Flewelling  
Milton Academy (MA)

Johnnie Foreman  
Gilman School (MD)

Rodney Glasgow  
Worcester Academy (MA)

Jackie Hamilton  
Tower Hill School (DE)

Josie Herrera  
Albuquerque Academy (NM)

Sarah Hershey  
Chinese American International School (CA)

Laura Jagles  
Santa Fe Preparatory School (NM)

Alan Lechusza  
Sage Hill School (CA)

Rosetta Lee  
Seattle Girls’ School (WA)

Evelyn McClain  
Park Tudor School (IN)

Christel McGuigan  
The Bishop’s School (CA)

Chinh Nguyen  
Lick-Wilmerding High School (CA)

Kathy O’Neal  
University Preparatory School (WA)

Eric Osorio  
Noble and Greenough School (MA)

Jacqui Pelzer  
Early Steps, Inc. (NY)

Pat Reynolds  
St. John’s School (TX)

Carol Swainson  
The Head-Royce School (CA)

George Swope  
Oldfields School (MD)

Manasa Tangalin  
Independent School Alliance for Minority Affairs (CA)

Kisha Watts  
Thayer Academy (MA)

John West  
The Mirman School (CA)

Nikki Wood  
organizational development consultant (PA)
NAIS Onsite Staff

Janyce Bryant
director of administrations and facilities

Vivian Dandridge-Charles
managing director of member services

Cameron Johnson
web director

Michelle Lyde
database manager

Mark Mitchell
vice president of school information services

Amy Pica
marketing manager

Floyd Smith
member services associate

Amada Torres
director of academic research

NAIS Leadership Education and Diversity (LEAD) Team

Gene Batiste
vice president of leadership education and diversity

Jay Rapp
director of programs

Gina Rousseau Spear
meeting planning consultant to the LEAD team

Tina Wood
director of team administration and logistics

Experient
Joy Womack
meeting and event manager

SAVE THE DATE!

21st People of Color Conference and 15th Student Diversity Leadership Conference

December 3-5, 2009

2009 PoCC Conference Theme:
Moving Mountains: Mining Within

2009 SDLC Conference Theme:
Mine, Yours & Ours: The Responsibility to Navigate the Rapids of Change
Embracing your traditions.
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Cal/West proudly sponsors featured speaker Kira Orange Jones
Executive Director, Teach for America-Greater New Orleans
Saturday, December 6, 3:15 - 4:45pm

Are You California Dreaming?

Connect with us on Saturday, and throughout the conference
To reach Lee Miller, Cal/West president, at PoCC: (818) 399-5129

Cal/West Educators Placement is committed to promoting diversity in private, independent, and charter schools. As an ongoing sponsor of PoCC, we are dedicated to helping educators of color find positions as teachers and administrators.

Cal/West is the Leader in Connecting Teachers and Administrators with Independent and Private Schools in California and the West.

Our 2009 Diversity and Connection Events

At our Diversity and Connection Events, educators meet with a variety of school administrators to learn about their schools, to network, and to take an important step toward finding "The Perfect Match!" Connect with us at these events:

- **Southern California - Los Angeles**
  Diversity Symposium & Connection Event
  February 7, 2009

- **Connection Event - Chicago at NAIS**
  February 25-28, 2009

- **Northern California - San Francisco**
  Diversity Symposium & Connection Event
  March 19-21, 2009

We also interview in Southern and Northern California and New England year-round. Please visit our website for more specific event information and to become a Cal/West candidate.

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“Guided by the ideals of integrity, peace, equality and simplicity, and by our commitment to diversity, we do more than prepare students for the world that is:

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Friends Seminary is a private, co-educational Quaker School that has been educating children for over 220 years in Manhattan. Currently, 170 faculty and staff educate 879 students in grades K-12. The School has a long-standing commitment to educating a diverse student population – 23% of our students receive financial aid and 27% of our students are students of color.

To learn more about Friends Seminary and its commitment to diversity, please go to friendsseminary.org under the WELCOME section (Our Mission) and THE FS PROGRAM (Building an Inclusive Community).

Friends Seminary invites participants of POCC to consider a career at Friends. To learn more about our openings for 2009-2010, please go to the WELCOME section (Employment Opportunities). Or attend the Friends School luncheon on Saturday, December 6 from 12:15-1:30 pm in the Riverbend Ballroom of the New Orleans Marriott at the Convention Center.

222 E 16th St, New York, NY 10003
The independent schools of New Orleans are pleased to welcome the participants of the 2008 PoCC/SDLC! We celebrate with you the work of rebuilding and preserving the essence of people of color in our independent schools!

WELCOME!

Academy of The Sacred Heart New Orleans
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Louise S. McGehee School
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Reunite with the Breakthrough Family in N.O.!

Saturday, December 6th, 2008
Hilton Riverside, Burgundy Room
(first floor, near the Grand Ballroom)
Two Foydraz Street
New Orleans, LA 70130
5-7p.m.

Breakthrough Collaborative is hosting a gathering for current and former students and staff. Please come to enjoy appetizers, connect with the Breakthrough family, and learn about recent successes and the vision for the future.

Breakthrough staff will share highlights and answer questions:
Ben Martinez, National Program Director, Breakthrough Collaborative
Randy Humphrey, Southeast Sustainability Specialist, Breakthrough Collaborative
Rhea Wong, Executive Director, Breakthrough New York at the Town School
Chantelle Pierre, Director, Summerbridge New Orleans, A Breakthrough Program

www.breakthroughcollaborative.org

Founded in San Francisco in 1978, Breakthrough Collaborative is a national non-profit organization that helps more than 2,700 high-potential, low-income middle school students get on the path to college and inspires more than 750 outstanding college and high school students to pursue careers in education.
Early Steps is proud to be a sponsor of the 2008 People of Color Conference. Early Steps was founded in 1986, the same year as the first People of Color Conference. Early Steps and NAIS share a long history of working together to promote racial diversity in independent schools. As “A Voice for Diversity” in New York City independent schools, Early Steps has opened doors to opportunities for young people of color by increasing enrollment at the kindergarten and first grade levels. Over the past 22 years, over 2,000 children have enrolled through our program. We celebrate the People of Color Conference which serves to strengthen our commitment to diversity in independent schools across the nation by providing “a sanctuary” and a “voice” for people of color in the independent school community.
I am...
a writer.
a filmmaker.
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an artist.

www.interlochen.org/PoCC

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Visit COUNTRY DAY
Thursday, December 4
9 a.m.-Noon

Music for Life
Food for Thought
Friendships that Sustain

Experience how
Country Day builds
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through these initiatives:

PAX
“People Against Xenophobia” - our upper school diversity leadership group

ABC
“Anti-Bullying Committee” - our middle school initiative to promote
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Isidore Newman School proudly supports the 2008 People of
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www.newmanschool.org
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Attend the Quaker School Luncheon!
NAIS People of Color Conference
New Orleans, Louisiana

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Marriott New Orleans at the Convention Center

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The Friends Council on Education and Member Schools

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Ilene Squires
Associate Director of Recruitment
(917) 573-0550
isquires@uncommonschools.org

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Friday December 5th, 2008
7:30 PM- 9:30 PM

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The independent schools of New Orleans are pleased to welcome the participants of the 2008 PoCC/SDLC! We celebrate with you the work of rebuilding and preserving the essence of people of color in our independent schools!

**WELCOME!**

Academy of The Sacred Heart New Orleans

Isidore Newman School

Louise S. McGehee School

St. Paul’s Episcopal School

St. Andrew’s Episcopal School

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orpheus@strategenius.org

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**HandkerchieFS**

**EARLY STEPS** is proud to be a sponsor of the People of Color Conference which serves to strengthen our commitment to diversity in independent schools across the nation by providing a “sanctuary” and a “voice” for people of color in the independent school community. EARLY STEPS was founded in 1986, the same year as the first People of Color Conference. EARLY STEPS and NAIS share a long history of working together to promote racial diversity in independent schools.

Jacqueline Y. Pelzer, executive director, 540 East 76th Street, New York, NY 10021

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Interlochen, MI 49643

www.interlochen.org

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