CONFERENCE PROGRAM

DEC 3-5 DENVER 2009

MOVING MOUNTAINS MINING WITHIN
MINE, YOURS, AND OURS
The Responsibility to Navigate the Rapids of Change

PoCC
22nd NAIS People of Color Conference®
(and Joint Sessions with SDLC)
Colorado Convention Center

SDLC
16th NAIS Student Diversity Leadership Conference
Hyatt Regency Denver at the Colorado Convention Center
FOLLOW THE 2009 PoCC BLOGGERS AS THEY EXPERIENCE THE RICHNESS AND OUTCOMES OF THIS YEAR’S CONFERENCE AT WWW.NAIS.ORG/GO/POCC! THIS YEAR’S BLOGGERS ARE:

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

JENNIFER GUTIERREZ The Colorado Springs School (Colorado)

GISELLE CHOW Lick-Wilmerding High School (California)

CHRISTEL MCGUIGAN Greenhill School (Texas)
Greetings and welcome to the 2009 People of Color Conference (PoCC) and Student Diversity Leadership Conference (SDLC) in the Mile High City — Denver! With a spectacular view of the Rocky Mountains from the Colorado Convention Center, both conferences will offer a rich, value-added experience for all who attend. We commend the Denver local committee co-chairs for developing this year’s PoCC conference theme — Moving Mountains: Mining Within — as a fitting tribute to Denver's unique cultural diversity and Colorado's history-making election of two African Americans to lead both the Senate and House of Representatives in the Colorado State Assembly, both of which serve as key examples of why matching the mission of our conferences with a host city is very important.

NAIS hosts the annual PoCC and SDLC as the flagship of our equity and justice initiatives. We address two important needs at PoCC and SDLC: the need for people of color in independent schools to come together for networking and support and the need for schools to find ways to build and sustain inclusive independent school communities. Teachers, students, and administrators of color and diversity professionals of all backgrounds from across the nation will gather to celebrate and nurture equity and justice for independent schools. PoCC and SDLC bring together a diverse group of people who together share the challenges and rewards central to their experiences in independent schools. In November 2006, the NAIS board reaffirmed the mission and purpose of PoCC by stating: “PoCC should be designed for people of color as it relates to their roles in independent schools. Its programming should include offerings that support people of color as they pursue strategies for success and leadership. Its focus should be on providing a sanctuary and networking opportunity for people of color and allies in independent schools as we build and sustain inclusive school communities.”

We understand that many of our schools are faced with difficult decisions concerning financing conference registration, hotel, and travel costs during these tough economic times. We have done all we can to develop outstanding conference programming without increasing registration and hotel rates from last year.

Lee Quinby of the Association of Colorado Independent Schools (ACIS), the Denver co-chairs and local committee, and the Denver area heads of school have generously offered their time and resources in assisting NAIS in planning and delivering this year’s conferences and we gratefully acknowledge their kindnesses and support. We also salute the work of the SDLC co-chairs and faculty, the members of the 2009 NAIS Call-to-Action, and Betty Henderson Wingfield for the important contributions they are making to PoCC and SDLC.

We’re glad to see you in Denver!

GENE BATISTE
NAIS vice president,
Leadership Education and Diversity

PAT BASSETT
NAIS president
Welcome to the great state of Colorado! Our theme for the 2009 People of Color Conference — *Moving Mountains: Mining Within* — reflects the historical efforts of the many people who have worked to help this nation live up to its highest ideals. While our country has made significant strides in evolving as “one nation, under God, indivisible, with liberty and justice for all,” we know that much more can and needs to be done. We live in serious times and our nation faces serious challenges. Our work in independent schools has the potential to change the way in which the next generation of Americans responds. It is now more important than ever for us to be intentional about our purpose in our schools, to build upon the efforts of those who came before us, and to consider how to best further our pursuit of equity and justice in this century. As we mount the next campaign to ascend the challenges ahead, we look toward the mountaintop, inspired by a higher calling. Reflecting within, we find the strength and direction to move toward the summit.

Denver is a thriving city with a population of more than 2.3 million people; one-fifth of those people are people of color. Colorado’s history is richer because of the contributions of diverse populations who settled in the area and the state boasts a history that captures the very spirit of people of color and the search for equality and freedom. In 2009, Colorado was the only state in the union with both an African-American speaker of the house, Terrance Carroll, and senate president, Peter Groff, in the state legislature. (In May 2009, President Obama selected Groff to join the U.S. Department of Education.)

The local committee wants your participation at PoCC in the Mile High City to be memorable and serve as a landmark as you find direction in your work in independent schools. Now is the time that we need to collectively examine the work that we do in our own schools so that we can climb new mountains and survey our cultural landscape.

Much like a breath of fresh mountain air, PoCC is always an invigorating experience. We hope the conference helps you discover new vistas and delay even stronger support networks. We ask you to put on your climbing gear now and prepare to lead the charge up those mountains. We are delighted to host PoCC at a time of change in our nation and look forward to engaging in vigorous dialogues about the trail ahead of us.

**POCC CO-CHAIR WELCOME**

**ACIS WELCOME**

*Sample Text.*

**LEE QUINBY**

executive director,
Association of Colorado Independent Schools

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**CHRISTINA FAKHARZADEH**

English and history teacher, Kent Denver School (Colorado)

**PAUL KIM**

history teacher, Colorado Academy (Colorado)

**COLLINUS NEWSOME HUTT**

director of diversity recruitment and retention, School of Education, University of Colorado, Boulder
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*Please take advantage of food kiosks and the Food Court at the Colorado Convention Center for lunch in order to conserve time and travel away from the convention center.
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**SDLC Chaperone Orientation I (choose one)** 7:45–8:30 PM, Room 505

**SDLC Chaperone Meeting II (choose one)** 7:00–7:45 AM, Room 502; Peer Facilitator Training

**Opening Ceremonies with John Quinones** 9:00–9:15 AM, Wells Fargo Theatre

**Family Groups** 9:45–10:45 AM, Hyatt Regency Denver, Third and Fourth Floors

**SDLC Family Groups**

8:30 AM–4:30 PM, West Drop-off, Stout Street

**Family/Community Service**

8:30 AM–4:30 PM, West Drop-off, Stout Street

**Student Luncheon 12:15–1:15 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor A–E**

**Student Luncheon and Talent Show** 12:15–2:00 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor A–E

**Charlene Teters, Keynote Speaker** (for SDLC participants and faculty, only)

2:00–3:00 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor E–H

**Family/Home Groups**

3:00–5:00 PM, Hyatt Regency Denver, Third and Fourth Floors

**Snack Break 3:45–4:00 PM, Hyatt Regency Denver, Third Floor and Fourth Floors**

**Family/Community Groups**

8:30 AM–4:30 PM, West Drop-off, Stout Street

**Student Dinner 6:00–7:00 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor A–E**

**Student Dinner, Family Groups, and SDLC Closing Ceremonies**

6:30–9:30 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor A–E, E–H

**Students Released to Chaperones**

6:30–9:30 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor A–E, E–H

**Student Dance (Movie option provided)**

9:30–11:30 PM, Hyatt Regency Denver, Third Floor, Centennial Ballroom, Corridor E–H

**Students Released to Chaperones**

11:30 PM, Pick-up locations to be distributed at chaperone orientation.

**Curfew 11:00 PM**

**Purchased Ticket Required**

* for Thursday Night late arrivals.
THE COLORADO CONVENTION CENTER

The new Colorado Convention Center is one of the most practical and “user friendly” meeting facilities ever built. More than 100 professional meeting planners worked with the architects to design every aspect of the building. The results? A scrupul, sensible, state-of-the-art facility with easy traffic flow and everything you need... all in a stunningly beautiful building in the heart of exciting downtown Denver.

A highlight of the new convention center is the Wells Fargo Theatre, a 5,000-seat theater. It is designed to be multifunctional for use as a lecture hall or general session area for conventions and tradeshows, a concert hall for national headline entertainers, and can easily host comedy or family shows.

Another highlight of the facility is the new Light Rail Train Station located under the attached 1,000-space parking garage. Each amenity provides greater access and options for the commuting public. The parking garage provides greeters on each floor who assist parking patrons with credit card transactions and directions to their event destination; it also boasts a bridged walkway to the Denver Performing Arts Complex.

The Colorado Convention Center is located within easy walking distance of 5,300 hotel rooms, with the 1,100-room Hyatt Hotel across the street. It is also within safe walking distance of 300 restaurants, nine theaters of the Denver Performing Arts Complex, and a wide variety of shopping opportunities.

HOW TO GET THE MOST OUT OF POCC

For 20 years, PoCC has nurtured and sustained people of color in independent schools. The creation of this sanctuary is possible because of 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 2009

Design elements to come.
AFFINITY GROUP WORK AT POCC

Affinity group sessions are uniquely designed to help conference participants develop their own racial/ethnic identity. The qualitative difference between PoCC affinity group work and other aspects of the conference in which all conference participants experience the conference as a whole group is that affinity group sessions provide an opportunity for each participant to explore her or his own specific racial or ethnic identity development in a safe and trusted environment. Led by a team of trained facilitators, the curriculum for this year’s affinity group work includes three sessions with opportunities to celebrate, share successes and challenges, 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.

Revised by members of NAIS’s Call-to-Action, July 2009

WORKSHOPS

PoCC 2009 attendees can choose from fifty-eight 90-minute workshops offered in blocks 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 Toolbox: Curricular and Professional Skills for Excellence;
- Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools; and

FEATURED SPEAKERS

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

DIALOGUE SESSIONS

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

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, 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

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

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

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 Pū 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); The Time Is Now: Emerging from Our Past as We Shape Our Future (SDLC)

2008 NEW ORLEANS, LA
Music for Life. Food for Thought. Friendships That Sustain. Rebuilding and Preserving the Essence of People of Color in Independent Schools (PoCC); Preserving Self, Building Community, and Sustaining Change: The Essence of Student Leadership (SDLC)

Design elements to come.
SPECIAL CONFERENCE SCREENING

OF THE DOCUMENTARY FILM THE PREP SCHOOL NEGRO AND DISCUSSION WITH THE FILMMAKER ANDRÉ ROBERT LEE

Based on his years at Germantown Friends School (Pennsylvania), filmmaker André Robert Lee went back into his own life and experiences and turned what he found into an incredible film about losing one’s way. The Prep School Negro provides an opportunity for students and faculty/staff of color and their white peers to explore and discuss the idea of being “the other,” isolation, and alienation, which are often at the forefront of issues for all of our students and faculty/staff at independent schools. Students of color are particularly challenged by what W.E.B. Du Bois called, “the double consciousness” of being — they must exist in two worlds at once.

PRE-CONFERENCE SCREENING AND DISCUSSION

WEDNESDAY, DECEMBER 2
6:00–7:30 PM
COLORADO CONVENTION CENTER, ROOMS 605–607
Free and open to all PoCC and SDLC participants who register for the event on the conference registration form.

Limited to 400 participants; available on a first-come, first-served basis.

BROWN BAG LUNCH SCREENING AND DISCUSSION FOR POCC PARTICIPANTS
THURSDAY, DECEMBER 3
AND FRIDAY, DECEMBER 4 (choose one)
12:00–1:15 PM
COLORADO CONVENTION CENTER, ROOMS 605-607
Limited to 400 participants on a first-come, first-served basis.

POCC RECEPTION

(For Adult PoCC Participants Only)
FRIDAY, DECEMBER 4
5:15–6:30 PM
COLORADO CONVENTION CENTER, UPPER D LOBBY
In an effort to save money both for NAIS and conference attendees, there will not be a banquet this year. We are pleased to include a more informal conference reception with hors d’oeuvres and cash bars. Plan to start your Friday evening events with us in this relaxing way while enjoying the music of the Kent Denver Rhythm and Blues Band.

ALTERNATIVE CLUB POCC

(For Adult PoCC Participants Only)

5,280: WALK A MILE IN THE MILE HIGH CITY

FRIDAY, DECEMBER 4
7:00–10:00 PM
Join us on 16th Street to enjoy Denver’s nightlife! Here in the Mile High City, the 16th Street pedestrian mall is home to 5,280 feet (that’s one mile!) of eating and drinking establishments that will elevate your spirits. Located just one and one half blocks from the Hyatt Regency at Colorado Convention Center, the mall is easily navigated using free shuttles and offers a variety of opportunities for shopping, dining, and entertainment. (See page XXX for details.)
PERFORMING ARTS GROUPS

NAIS is proud to feature the following Denver independent school and citywide performing arts groups during the conferences.

MITOTILITZLI
Dancing for some is considered an interpretive art, but for Mitotilitzli dancing is the best way to physically interpret a prayer. For Mitotilitzli, dancing is more than just choreographed steps — it’s the focused spiritual connection only dancing can bring. The group encourages those with indigenous ties to research their past to better understand their culture. Overall, Mitotilitzli does want to share the vibrant dances with others, but it is the preservation of the traditions that keep the group’s members motivated to dance and pray.

ROCKY MOUNTAIN CHILDREN’S CHOIR (RMCC)
RMCC includes 300 girls and boys ages six to 18. More than 1,000 children have participated since the beginning of RMCC. Since its first performance in December 1996, RMCC has prioritized its mission to actively recruit and retain children from culturally and socioeconomically diverse backgrounds: 40 percent of the choir is children of color and approximately one-half of all choir members receive some form of financial assistance. There are seven progressive choirs, providing opportunities for all ages, abilities, and experience. Children audition for membership in a supportive, inclusive atmosphere.

FIESTA COLORADO DANCE COMPANY
Fiesta Colorado Dance Company is the premier Hispanic Dance Company in Colorado. It has presented the highest quality performances of Mexican Folkloric, Flamenco, and Spanish Classical Dance shown in Colorado for more than 30 years. Fiesta Colorado Dance Company is a nonprofit organization with a mission to present and preserve the Hispanic dance arts. Since its inception, every performance with its magnetic energy and vivacious choreography has been a demonstration of how these dances embody the richest artistic manifestations of culture and tradition. Fiesta Colorado Dance Company is the proud recipient of the 2006 Mayor’s Award for Excellence in the Arts, the highest award given to an arts organization in the City of Denver.

CLEO PARKER ROBINSON DANCE
This 12-member professional dance company tours throughout the nation and has served as cultural ambassadors abroad, performing in more than 20 countries. Cleo Parker Robinson Dance is an international, cross-cultural, dance-arts and educational institution rooted in African-American traditions, and dedicated to excellence in providing instruction, performances, and community programs for intergenerational students, artists, and audiences. Appointed by former President Clinton, Parker Robinson has served on the National Council on the Arts, and she continues to be a leader and staunch advocate for cultural arts education.

KENT DENVER SCHOOL (COLORADO) R&B ENSEMBLE
When a group of high school student-musicians share their love of music, the legends come back to life. Ranging from Dr. John to Prince, Otis Redding to Sly and the Family Stone, the Kent Denver Rhythm and Blues Ensemble plays the classics with enthusiasm and attitude. Along with passion, the ensemble also has the credentials of a serious group of musicians. Not only have individual members received recognition on both the state and national levels, but the band was recently named the Best High School Blues/Pop/Rock Group in the country by DownBeat magazine, the “bible” of soul and jazz. They repeated that feat for 2009 with an Outstanding Performance nod from DownBeat.

ACIS COMBINED CHOIR
A group of sixth through 12th graders from area Association of Colorado Independent Schools (ACIS) will practice together for about one month prior to PoCC. This will be a singing group consisting of students of color.

JEFF HUGHES
Born in Denver and graduated from Colorado Academy (Colorado), 24-year-old violinist and producer Jeffrey Hughes combines classical violin and hip-hop to create a unique and original sound. Driven by his 21-year study of classical violin and the art of hip-hop, Maestro Hughes seeks to expand the versatility of the violin and diversify its audience.
DENVER TAIKO
Founded in 1976, this is an ensemble of third-, fourth-, and fifth-generation Japanese Americans honoring their cultural heritage through the exhilarating performance art of taiko. The current cast of 14 musicians ranges from energetic and talented teens to accomplished veterans who have performed with Denver Taiko from the very beginning.

KOFFI BOBBY TOUDJI
A native of West Africa, Koffi Bobby Toudji has been drumming and dancing since a young age. In his hometown of Kpalimé, Toudji was active with the Zota Cultural Group, a nonprofit organization that promotes the richness and music of West African culture through performances, workshops, and immersion programs. In 2006, he and other West African musicians came together to form the Pan-Africa Ensemble. The group members from Guinea, Mali, Ghana, and Togo are master drummers and dancers. The ensemble regularly performs, teaches, and holds workshops throughout the States.

HERITAGE AFRICAN DRUM AND DANCE
A community-based dance troupe of children, adults, and professional artists, the ensemble’s mission is to provide a vehicle in which people can connect with and preserve their “heritage” through the culture of African drum, dance, and song.

POCC CHOIR
The PoCC choir 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 sending forth for PoCC and SDLC participants.

POCC NETWORKING COFFEE BREAKS AND BOOK SIGNINGS
Following the Opening Ceremonies on Thursday and the General Session on Friday, grab a cup of coffee and chat before heading off to the next conference activity.

NAIS BOOKSTORE
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 PoCC Bookstore, which will be open in the Colorado Convention Center Foyer at the following times:

WEDNESDAY
2:00–6:00 PM
THURSDAY
7:00 AM–7:30 PM
FRIDAY
7:00 AM–6:45 PM
SATURDAY
7:00–11:00 AM

STATE AND REGIONAL MEETING
FRIDAY, DECEMBER 4
4:00–5:00 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 designing ways to take back all of the experiences gained from attending the conference as a catalyst for change back at home.

GAY, LESBIAN, BISEXUAL, AND TRANSGENDERED (GLBT) SOCIAL HOUR
FRIDAY, DECEMBER 4
6:45–7:45 PM
LOCATION TBA
John Quiñones is co-anchor of ABC TV’s Primetime and a correspondent for Primetime Thursday and 20/20. He recently conducted a Primetime hidden camera report, going undercover to reveal how clinics were performing unnecessary surgical procedures as part of a major nationwide insurance scam. He has also followed along with a group of would-be Mexican immigrants as they attempted to cross into the U.S. via the treacherous route known as “The Devil’s Highway.” During the second war in Iraq, Quiñones reported on life inside a busy U.S. military field hospital and also on the role of female Air Force pilots. On September 11, 2001, he followed a mother and her daughters as they desperately, and successfully, searched for their husband and father, thought trapped in one of the fallen World Trade Center towers. In September 1999, Quiñones anchored and reported a critically acclaimed ABC News special called “Latin Beat,” focusing on the wave of Latin talent sweeping the United States, the impact of the Latino/a population explosion, and how it would affect the nation as a whole. Quiñones has won six national Emmy Awards for his work. In addition to an Emmy, his coverage of the Congo’s virgin rainforest also won him the Ark Trust Wildlife Award. Prior to joining ABC News, Quiñones was a reporter for WBBM-TV in Chicago. Quiñones is the author, with Stephen P. Williams, of Heroes Among Us: Ordinary People, Extraordinary Choices.

Milton Academy (Massachusetts) graduate Jehane Noujaim began as a photographer and filmmaker in Cairo, Egypt, where she grew up. She moved to Boston in 1990, where she attended Harvard University and was graduated magna cum laude in visual arts and philosophy in 1996. Noujaim’s controversial documentary film, Control Room, about the Arabic-language cable news station Al Jazeera, called into question the prevailing images and positions offered up by U.S. news media about the war in Iraq. Noujaim was a producer for the MTV News and Documentary division and worked on the documentary series Unfiltered. A 2006 TED Prize winner, Noujaim was a speaker at the TED Conference (the acclaimed conference devoted to ideas worth spreading and assembling people from the technology, entertainment, and design industries) in which she spoke of bringing the world together through the power of film. She has worked in both the Middle East and the U.S. as a director and cinematographer on various documentaries including Born Rich, Only the Strong Survive, and Down from the Mountain.

BOOK SIGNING EVENT

Design elements to come.
Phillips Exeter Academy (New Hampshire) graduate Kenji Yoshino is the Chief Justice Earl Warren Professor of Constitutional Law at NYU School of Law. His main fields are constitutional law, antidiscrimination law, and law and literature. He has written broadly for major law reviews such as the *Columbia Law Review*, *Stanford Law Review*, and *Yale Law Journal*, as well as for more popular venues such as the *Los Angeles Times*, *The New York Times*, and *The Washington Post*. He has appeared on Charlie Rose, The O’Reilly Factor, and CNN, as well as being a frequent contributor to NPR. His award-winning book *Covering: The Hidden Assault on Our Civil Rights* was published by Random House in 2006, and has been adopted as a first-year book by four colleges. In the book Yoshino presents a new way of thinking about civil rights. Why do we let the pressures of society force us to “cover,” to tone down an aspect of our personality so we fit in with the mainstream? Who decides what is and isn’t socially acceptable? In a culture that often unfairly demands conformity, how can we present our authentic selves? Fusing legal manifesto with his own personal story as a gay Asian American, Yoshino expands on America’s exasperation with identity politics by promoting “a new civil rights standard based on our desire for authenticity — a desire that brings us together rather than driving us apart.”

Marcia Ann Gillespie is a trailblazer in the magazine industry, a leader in the women’s movement, and a champion of gender and racial justice. She is the author of *Maya Angelou: A Glorious Celebration*, an authorized biography published by Doubleday in April 2008. Gillespie is also the current professor of diversity in residence for the Johnnetta B. Cole Global Diversity and Inclusion Institute at Bennett College. She has been a driving force behind two of this nation’s most important women’s magazines, as the editor in chief of *Essence* from 1971–1980, and most recently as the editor in chief of *Ms.* from 1993–2001. A vice president of *Essence* Communications, Inc. and a member of the board of directors, Gillespie was named one of the “50 Faces for America’s Future” by *Time* magazine. Gillespie’s keen interest in history, observations about current events, the changes and challenges confronting American society, and her deep faith in our ability to rise informs her life and her work. She has received a number of awards from professional and civic organizations including the Matrix Award from New York Women in Communication and the Mary MacLeod Bethune Award from the National Council of Negro Women. Awarded a doctor of letters by her alma mater, Lake Forest College, Gillespie is also a recipient of the Missouri Honor Medal for Distinguished Service in Journalism from the University of Missouri School of Journalism.
Daryl J. Maeda is an assistant professor in the Department of Ethnic Studies at the University of Colorado at Boulder. A sansei (third generation Japanese American) and grandson of plantation workers in Hawaii, Maeda was born and raised in California but is now proud to be a Coloradan. His book, *Chains of Babylon: The Rise of Asian America*, is a cultural history of Asian-American radicalism during the late 1960s and early 1970s. His next book project, which he is currently researching and writing, is tentatively titled *The Third World Within*, which will examine post-1968 social movements by African Americans, Asian Americans, Latinos, and Native Americans, paying special attention to internationalism and inter-racialism. Maeda earned a doctorate in American culture from the University of Michigan, a master’s degree in ethnic studies from San Francisco State University, and a bachelor’s degree from Harvey Mudd College. He is currently the Colorado director of “Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah,” a collaboration between the Japanese American National Museum and five institutions, including UC Boulder. The project has developed and implemented curricula around Japanese-American incarceration for use in the states at the elementary, middle, and high school levels.

Representative Terrance D. Carroll is the 34th speaker of the house for the Colorado House of Representatives. He is the first African American in that top leadership role. Holding his first elected office, Carroll has represented House District 7, an area that encompasses northeast Denver, since 2003. During the 2008 session, he served as assistant majority leader. He is known as the “go-to-guy” for writing legislation on criminal justice and legal policy and he is respected for being a strong advocate for numerous social justice causes. He is also an ardent supporter of education reform. In February 1999, the *Urban Spectrum* magazine recognized Carroll as an “African American Who Makes a Difference” and in September 1999, the *Rocky Mountain News* cited him as an “Up and Coming African-American Leader.” In 2006, he was named a Marshall Memorial Fellow by the German Marshall Fund of the United States, a public policy institute dedicated to promoting greater understanding between the United States and Europe. Carroll was graduated with honors from Morehouse College in 1992 with a bachelor’s degree in political science. He received a master of divinity degree from the Iliff School of Theology in Denver in 1999, as well as a juris doctor degree from the University of Denver College of Law.
Charlene Teters is an American artist, educator, and lecturer. Her paintings and art installations have been featured in more than 21 major exhibitions, commissions, and collections. A member of the Spokane Tribe, her Spokane name is Slum Tah. Teters has actively opposed the use of Native American mascots and other imagery in sports since 1989. She is a founding board member of the National Coalition on Racism in Sports and the Media (NCRSM). On October 10, 1997, she was honored as the “Person of the Week” by Peter Jennings on the ABC World News Tonight program for her commitment to her work and her people. In the mid-1990s Teters served as senior editor of Native Artist Magazine. She currently lives in Santa Fe, NM, and serves as professor of art at the Institute of American Indian Arts. Since September 2006, she has also served as the Hugh O. LaBounty Endowed Chair of Interdisciplinary Knowledge at California State Polytechnic University in Pomona.
**Pre-Conference Activities**

**Wednesday, December 2**

**8:00 AM - 12:00 PM**

**School Visits**
- Ticket required. Onsite registration is not available.

School visits offer independent and special-focus schools in the host city an opportunity to offer a site-visit agenda that celebrates each school’s unique culture and mission while sharing the ways in which diversity and multicultural education play a role. The Denver area independent schools hosting visits include:
- Colorado Academy
- Graland Country Day School
- Kent Denver School
- St. Mary’s Academy
- St. Elizabeth’s School
- Stanley British Primary School

**8:30 AM - 4:30 PM**

**Community Service Projects**
- Ticket required. Onsite registration is not available.

Following the success of offering community service to support the rebuilding of post-Katrina New Orleans at the 2008 PoCC/SDLC, opportunities to serve to the community in host cities are now a permanent feature of the conferences. The following Denver-based agencies are sites for this year’s community service opportunities:
- Family Homestead: Lift-a-Hammer Project
- Urban Peak
- Emily Griffith Opportunity School
- Manual High School
- Food Bank of the Rockies

**9:00 AM - 5:00 PM**

**Adult Leadership Seminar**
- Ticket required. Onsite registration is not available.

**Developing and Mentoring Leaders of Color in Independent Schools**

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. The seminar will focus on cultivating and developing leaders of color, an essential step to the success of our career journeys. Sessions include:
- What Calls You to Leadership?
- Self-Assessment: The Change Agent
- Leadership/Management Issues
- Developing Relationships with Constituents
- Assessing Institutional Readiness

**2:00 - 6:00 PM**

**POCC Bookstore**

**5:30 - 7:00 PM**

**POCC Newcomer Orientation**

**6:00 - 7:30 PM**

**Evening Screening of the Documentary Film The Prep School Negro and Discussion with Filmmaker André Robert Lee**

**7:45 - 8:30 PM**

**SDLC Chaperone Meeting (Choose One)**
7:00 AM–6:00 PM
CONFERENCE REGISTRATION
COLORADO CONVENTION CENTER, D CONCOURSE

7:00 AM–7:30 PM
NAIS POCC BOOKSTORE
COLORADO CONVENTION CENTER, D CONCOURSE

7:30 AM–5:00 PM
CYBER CAFÉ

8:00–9:15 AM
OPENING CEREMONIES WITH JOHN QUIÑONES
COLORADO CONVENTION CENTER, WELLS FARGO THEATRE
Book Signing Event

(Performances and program are subject to change.)
» Cleo Parker Robinson Dance Ensemble, directed by Cleo Parker Robinson
» PoCC Co-Chair Welcome
» Proclamation and Welcome from the Mayor of Denver, John Hickenlooper
» Association of Colorado Independent Schools Welcome, Lee Quinby, executive director
» NAIS Welcome, Pat Bassett, president
» NAIS Welcome, Gene Batiste, vice president, Leadership Education and Diversity
» SDLC Co-Chair Welcome, Liz Fernández and Rodney Glasgow
» ACIS Combined Choir, directed by (XXX)
» Introduction of John Quiñones, Frederick Pena, former mayor of Denver
» Keynote Address by John Quiñones
» Corporate Sponsor Recognition and Announcements, Recognition of Denver Independent Schools Corporate Sponsors
» Sending Forth

9:15–9:45 AM
BOOK SIGNING AND NETWORKING
COFFEE BREAK
COLORADO CONVENTION CENTER, D CONCOURSE LOBBY

10:00–11:30 AM
WORKSHOP SESSION A
COLORADO CONVENTION CENTER, ROOMS 605-607
Featured Speaker Daryl Maeda
Introduction by Wyne Cler, Graland Country Day School (Colorado)

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

A-1 CREATING A TONE OF DECENCY AND TRUST: WORKING WITH YOUTH WHO FIND SUCCESS ELUSIVE
ROOM 502
Using Eagle Rock School as a case study in the EssentialVisions DVD and toolkit (Winner of the Aegis Award for Best Educational DVD and Finalist for the Distinguished Achievement Award, presented by the Association of Educational Publishers) participants will learn how to transform challenging school and youth settings into communities infused with a tone of decency and trust. Participants will receive the DVD and toolkit for attending. During this interactive session participants will answer the following questions for themselves: Who decides what decency and trust are and how they are created/maintained in your school? What do you have control over as you work to build a tone of decency and trust? Creating a tone of decency and trust is challenging, particularly when working with students who have not experienced this in previous settings, how can you start building a culture based on trust? PRESENTER: Dan Condon, Eagle Rock School (CO)

A-2 UNDERSTANDING AND CELEBRATING THE LATINO EXPERIENCE IN INDEPENDENT SCHOOLS
ROOM 505
With a growing number of Latinos in independent schools, it is vital that their struggles in a predominantly white population be understood. Rebelliousness, low grades, alienation, disorganization, and going against school rules are only part of the students’ reaction to being a member of an underrepresented group in an independent school. Many of these students come from public institutions with excellent grades, yet when they enter an independent school, they face tougher academic and social challenges. This presentation will discuss how to create a Latino club, what resources are available in the Latino community, and general Latino student issues, offering possible solutions to help these students succeed. PRESENTER: Deborah Horning, St. Mary’s Academy (CO)
A-3 CORNERSTONE: A STUDENT OF COLOR ALLIANCE
ROOM 702
Cornerstone is an academic support program and affinity group for students of color in upper school at Blake. Our panel of various constituents (program director, students, division director, faculty/staff, volunteers) will present details about the program and its impact both on the students who participate and on the institution. The presentation includes information on the academic, affinity, and leadership components of the program, as well as details about its success in retaining students of color. Participants will also be asked to engage in visioning how best to continue serving students of color and their families and pushing toward even greater changes in our schools as they begin to slowly become more diverse and inclusive. 

Presenters: Marie Michael, Donna Albro, Marc Bogursky, Victoria Gerdts, Allen Hill, and Taylor Reed, The Blake School (MN)

A-4 YES WE CAN — SUCCEED, DESPITE WHAT SOME PERCEIVE!
ROOM 707
Do minority students underachieve in elite independent schools? This workshop will share research findings that address achievement of students in elite, independent schools. Findings suggest that of seven independent variables — ethnicity, travel time, financial aid status, parents’ marital status, year entered, grade entered, and the number of varsity letters earned — ethnicity was not the single greatest predictor of student academic achievement. In fact, no single minority group represented the most pronounced cultural minority in any elite, independent school. This workshop will identify which factors were statistically significant predictors of student academic achievement, challenge independent schools to evaluate the relevance of these findings in their respective environments, and share strategies and recommendations that schools can use to further analyze achievement patterns of diverse groups at their respective schools.

Presenter: Edward Trusty, Calvert School (MD)

A-5 WHAT ABOUT OUR MIDDLE SCHOOL? SUPPORTING OUR SEVENTH AND EIGHTH GRADE STUDENTS OF COLOR
ROOM 709
Participants will learn new ways to incorporate middle school students of color into their community. This workshop is designed to give new ideas to middle school faculty who struggle with ways to support their students of color in feeling appreciated and accepted within their school community. The Williston Northampton School will share some challenges and successes as it works to support its students of color.

Presenter: Marcus Ware, The Williston Northampton School (MA)

A-6 ENHANCING AND EMPOWERING STUDENT LEADERSHIP AFTER SDLC
ROOM 711
This session will provide participants with ideas that will help in selecting students to attend SDLC and explore ways to enhance student leadership skills when they return to the community. Educators at Brooklyn Friends School will share strategies they have used to enhance and empower student leadership and diversity initiatives and discuss examples of successful initiatives that students have implemented in the past. 

Presenters: Roxanne Zazzaro and Jeffrey Cox, Brooklyn Friends School (NY)

Expanding Our Toolbox: Curricular and Professional Skills for Excellence

A-7 BEYOND THE NUMBERS: TOOLS TO BUILD CULTURAL COMPETENCE IN INDEPENDENT SCHOOLS
ROOM 501
An organization’s diversity demographics are only part of what is needed to create an inclusive school community. Often times, organizations may have “the numbers,” but may not completely know “how to make them count”, i.e. use the knowledge, skillset, and practices to support a multicultural school community. This session is designed to help participants explore their organizations through a multicultural lens. Participants will have the opportunity to reflect on the behaviors and practices that promote and inhibit diversity at the interpersonal, cultural, and institutional levels within their organizations. Exploring the different levels will prepare practitioners to advocate on behalf of and support groups facing bias. Participants will leave the session with practical tools to help assess their organization and build multicultural awareness with their faculty, staff, students, and parents.

Presenter: Michael Buensuceso, Kent Place School (NJ)

A-8 PROMOTING CULTURAL PLURALISM THROUGH TECHNOLOGY
ROOM 503
The purpose of this presentation is to demonstrate the way integration of technology can promote sensitivity toward cultural pluralism without disrupting the current curriculum. We’ll share a few examples of the ways in which blogs and wikis were used in the classroom to help facilitate discussion around the ways in which any educator can find a means for the use of technology to promote multiculturalism without having to learn a new program.

Presenters: Jenn Gutierrez and Cullan Hemenway, The Colorado Springs School (CO)
A-9 NEVER TOO YOUNG — EXPLORING MULTICULTURALISM IN ELEMENTARY YEARS
ROOM 504
As adults we fear the honest questions of young children — they embarrass us, stump us, they even scare us. Do you wonder what to say when you’re faced with students’ unfiltered observations? Are you looking for strategies that will help you create a multicultural, antibias curriculum? Come gather resources for developing an atmosphere of safety in your classroom, and learn about the logistics of launching, developing, and maintaining a K-5 student multicultural group. PRESENTERS: Claudia Hatter, Sandi Crozier, and Monique Marshall, Wildwood School (CA)

A-10 HOW TO MAKE THE INVISIBLE VISIBLE: TOOLS FOR PULLING BACK THE VEIL OF PRIVILEGE
ROOM 506
Why is it that the dynamics of diversity, power, and privilege are invisible to some and yet others see them clearly? This workshop will provide participants with seven easy-to-use tools to support healthy dialogue among faculty, staff, and students. Steven Jones will share concepts he has utilized to support leaders at independent schools such as Brentwood, Sequoyah High, Campbell Hall, and The Country schools to increase their level of cultural competency. These concepts challenge all members of independent schools 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 that support valuing diversity and building a more inclusive independent school community. PRESENTER: Steven Jones, Jones & Associates Consulting, Inc. (CA)

A-11 HOLDING UP THE MIRROR: AN EXPLORATION OF FEMALE SEXUALITY
ROOM 703
“Mirror” is an elective class at The Winsor School in Boston. The purpose of this course is to create a safe environment in which students of diverse backgrounds may deepen their exploration of female sexuality and relationships. This workshop will include the history of “Mirror,” a sample lesson in which participants will actively explore some of the central themes of the course, and ideas for how to start a similar course at your school. PRESENTERS: Lauren Martin and Jill Valle, The Winsor School (MA)

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

A-12 BLACK, WHITE, OTHER THAN WHAT? HOW AND WHY RACIAL IDENTITY MATTERS
ROOM 603
Racial identity is a key component of early childhood, adolescent, and adult development. Theorists 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 view a short film that highlights the systematic effects of racism, review racial identity theories, 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)

A-13 EXAMINING THE IMPACT / EFFECTS OF THE NIGGER WORD: A MESSAGE OF MADNESS
ROOM 710
The session will take a look at the history of the “Nigger” word utilizing Randall Kennedy’s popular book along with other TV shows and films. The session will challenge participants to examine their personal and professional histories with the “Nigger” word, to examine when and/or how they were first introduced to the word and to explore the pictures and different feelings associated with the word. We will look at how current events, media, popular music, and movies have used the N-word over the years and if the word has had any impact or influence on the Millennial generation. Participants will be challenged to answer tough questions such as, Why is the word used in the media? What are the different feelings, issues, and concerns raised by the word? And, will we ever be completely comfortable with everyone using the word everywhere? Finally, participants will gain a better understanding of others’ realities surrounding the word and explore the ramifications of casual or uninformed usage of the word. PRESENTER: Eddie Moore, The Bush School (WA)

A-14 VISIBLE MEN: ELEVATING BLACK BOYS
ROOM 712
The inVision Project is the Visible Men program for schools. The program immerses black boys in the study of success by connecting them with black male role models in their communities. This presentation highlights the need for black boys in independent schools to grow to expect success as opposed to hoping for it. Learn why this program is so vital to black boys in our schools and how you and your school can join the Visible Men movement. PRESENTER: Neil Phillips, Landon School (MD)
A-15 MYTH OF THE MODEL MINORITY: SUPPORTING PAN-ASIAN YOUTH IN INDEPENDENT SCHOOLS
ROOM 705
Through activities and dialogue, participants will explore the impact of the “model minority” myth on the racial identity development, emotional well-being, and academic success of Asian students, including transnationally adopted youth. There will be an opportunity to develop tools that actively engage youth beyond the “positive” stereotype in thriving multicultural classrooms. Attendees can expect to broaden their understanding of racism and internalized racism as related to Pan-Asian youth; explore Asian identity development in an independent school setting; and address the omission of Asian racial identities from discourse regarding students of color and how the “model minority” myth enables this omission. Participants will also expand their understanding of how the stereotype of a monolithic Asian culture negatively impacts youth and cultivate critical consciousness necessary to develop interdependent educational communities that actively support Pan-Asian youth. PRESENTERS: Natalie Thoreson and Arisa White, inVision Consulting (CA)

People of Color in Leadership: Pathways and Programs to Success

A-18 WOMEN OF COLOR AND LEADERSHIP: ACCESS, OPPORTUNITY, AND EMPOWERMENT
ROOM 601
Participants will explore the role of women of color in educational leadership, engage in discussion about the “road less traveled” for women, and be encouraged to consider meaningful leadership opportunities. The purpose of this session is to provide information that can empower women of color to become leaders in independent schools. This session will also include information about professional positioning for educational leadership, essential skills for leading in a pluralistic and rapidly changing society and global economy, and the impact of strategic thinking in leading independent schools.
PRESENTER: Sylvia Rodriguez, Saint Mary’s School (NC)

Nurturing Our Souls: Self Care and Strategies for Success

A-16 BREATHE: MANAGING OUR DAILY STRESS
ROOM 507
We are all affected by daily stress and anxiety that is frequently associated with our job. In the past 11 years, I have created a model to relieve stress and anxiety. My method includes poetry, yoga, music, and journaling. Yoga teaches you how to breathe and manage stress, music calms and centers one’s thinking, poetry allows you to fully express who you are, and journaling can be used to escape, relax, organize thoughts, and express what the mouth is not free to say. PRESENTER: Ida Malloy, The Pennington School (NJ)

11:30 AM–1:30 PM
LUNCH ON OWN
(Please take advantage of food kiosks and the Food Court at the Colorado Convention Center for lunch in order to save time and travel away from the convention center.)

12:00–1:15 PM
BROWN BAG LUNCH FEATURE FILM
THE PREP SCHOOL NEGRO AND DISCUSSION WITH FILMMAKER ANDRE ROBERT LEE
COLORADO CONVENTION CENTER, ROOMS 605-607

12:30–1:30 PM
CHOIR REHEARSAL
WELLS FARGO THEATRE

A-17 WHY AM I HERE? EXPLORING OUR GUILT
ROOM 706
As people of color with much to offer our communities, why have we chosen independent schools and why do we stay in these schools? In this workshop, faculty of color will explore what led them to choose careers in predominately white independent schools and what keeps them there. We will discuss the complex feelings and issues that arise for many of us as we work in school communities filled with privileged children, parents, and colleagues. PRESENTER: Keira Rogers, The Calhoun School (NY)

Design elements to come.
1:45–3:15 PM  
**AFFINITY GROUP SESSION I**  
**GO TELL IT ON THE MOUNTAIN**  
**COLORADO CONVENTION CENTER**  
Your first session will begin as you are welcomed into your affinity group by mountain-inspired music and images. You will gather into small groups and meet each other through storytelling. Through a unique visual metaphor (a miner’s map) developed for PoCC 2009, you will plot the location of your racial identity journey. As you listen to the stories of each person’s journey, you will discover that you are not alone, there is no “right” place to be, and that your journey can lead you to places you never imagined. Your miner’s map will also serve as a place to document the next steps on your journey.

- Asian/Asian American, Pacific Islander/Pacific Islander American Affinity Group ROOMS 709–711
- Black/African American Affinity Group ROOMS 601–607
- First Nation/Native American Affinity Group ROOM 702
- International, Non-U.S. Citizen Affinity Group ROOM 707
- Latina/o/Hispanic American Affinity Group ROOMS 501–503
- Middle Eastern American Affinity Group ROOM 703
- Multiracial American Affinity Group ROOMS 708–712
- White/European American Affinity Group ROOMS 505–507

3:30–5:00 PM  
**WORKSHOP SESSION B**  
**COLORADO CONVENTION CENTER, ROOMS 605–607**  
Featured Speaker Terrance Carroll

Introduction by Darnell Slaughter, KIPP Sunshine Peak Academy (Colorado)

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

**B-1 FROM THE GROUND UP: CREATING CULTURAL AND INSTITUTIONAL MULTICULTURAL CHANGE**  
**ROOM 502**  
Participants will explore, refine, and reflect on strategies for collaborating with students, faculty, and administrators in creating cultural and institutional change that builds trust around issues of diversity. Throughout this session, participants will be asked to consider their own responses to a variety of incidents involving insensitive language and racial conflict typical in many of our schools. They will also learn of one school’s journey to authentically reclaim a tone of decency and trust, taking home with them lessons that are applicable to their own communities. The workshop will focus on process and provide an opportunity to apply strategies to your own school setting through critical analysis of a case study, direct presentation, and other interactive, reflective activities, such as the “Four Corners” and “Bridges and Barriers” protocols. **PRESENTERS:** Rasheda Carroll and Rebecca Hedgepath, Wildwood School (CA)

**B-2 SUPPORTING STUDENTS OF COLOR IN AND OUT OF THE COUNSELING OFFICE**  
**ROOM 505**  
This workshop will include a panel discussion focusing on the trends found in many counseling centers regarding the challenges of getting students of color to access counseling services. More often than not, students of color fail to seek services even if counseling was recommended to them. And often, those who do come in are in crisis and are adverse to continuing counseling on a regular basis. We will also explore the reality that many students of color find support from nonclinical staff, such as dorm parents, coaches, teachers, and advisors. For clinical staff there will be a panel discussion targeting useful tools in attracting students of color to the counseling center. For nonclinical staff we will explore ways to support clinical staff with referrals and tools to lead discussions with reluctant students. **PRESENTER:** Nola-Rae Cronan, The Williston Northampton School (MA)

**B-3 BEHIND IMMIGRANT PARENTS’ SCHOOL INVOLVEMENT**  
**ROOM 507**  
This presentation will discuss research on Chinese immigrant learning experiences in early childhood in New Zealand. It will focus on the voices of eight Chinese parents who hope to “make my child the same as their local peers.” Two possible explanations for this phenomenon will be considered: parental concern for their children’s “differentness” and parent attempts to provide their children with equal opportunities. The parental goal of providing their children with the same education as native speakers and/or naturalized citizens reflects the concerns of the parents, including their personal difficulties of living in another culture, the perceived power of the mainstream culture, and their own immigrant status. This research indicates that the educational goals of immigrant parents are directly related to parental status, identity, and power. In addition, it is often argued that the lack of involvement from immigrant parents is a purposeful and thoughtful choice for them. It is important to teach immigrant parents how to be involved and encourage their participation. **PRESENTER:** Karen Guo, The University of Victoria (CANADA)
**B-4 Shared Voices: A Documentary on the Experiences of Faculty of Color**

ROOM 601

Explore the experiences of faculty of color in this groundbreaking documentary inspired by a survey of racial climate on independent school campuses. Featuring a series of interviews with faculty at schools across the country, the film examines the hardships and triumphs of teaching at independent schools for faculty of color. A panel of educators who created the film will explore the best practices needed to create an inclusive faculty through a discussion of the film. **Presenters:** Pascale Musto, Millbrook School (NY); Randall Dunn, The Rooper School (MI); James Greenwood, Northfield Mount Hermon School (MA); Marcy Moreno, The Latin School of Chicago (IL)

**B-5 Refocusing the Diversity Lens: Building Blocks of Anti-Racist Work**

ROOM 710

Using an anti-racist framework, this workshop will provide some useful tools to help participants navigate the complex terrain of a multicultural independent school setting. The presentation will include a brief historical background and definition of anti-racist work and how it pertains to independent schools, a snapshot of how two different independent schools are implementing this work, and some strategies to help participants learn how an anti-racist framework can re-energize ongoing diversity initiatives. **Presenters:** Hilary North and Jeffrey Cox, The Calhoun School (NY)

**B-6 Overcoming Obstacles to Recruiting and Retaining Faculty of Color**

ROOM 705

This workshop, presented at more than 12 independent schools, will explore the challenges, best practices, and strategies associated with minority faculty and staff recruitment. It will leverage more than 17 years of diversity recruitment experience in independent schools and is designed to empower individuals with information and resources to maximize their recruitment efforts. It promises that participants will leave with concrete, tangible tips and strategies along with a comprehensive plan to address their individual obstacles and needs. A portion of the workshop will be devoted to assessing the individual challenges of the participants. Participants will take a Minority Recruitment Assessment Test (MRAT). The MRAT is a tool that has been designed to assist schools in assessing the strengths and weaknesses of their minority recruitment program, but more importantly, help identify priority issues for action. **Presenter:** Warren Reid, Nemnet (OH)

**B-7 Symbols of the Institution: The Deerfield Academy Identity Project**

ROOM 711

Schools want to increase diversity across the board. Admission brochures display images of smiling students and faculty from different racial and ethnic backgrounds. However, traditional symbols of our institutions, with their often exclusive history and implications, don’t change. At Deerfield Academy we have begun to look at our core symbols and are working to present them to our community in more inclusive ways. This workshop details our Identity and Mosaic Project and its effects on three spheres: admissions, academics/residential life, and college advising. Through video, discussion, and identity exercises, participants will learn how to create mosaics and start an identity project in their own school. We ask three questions: How does an icon, inherently fixed in time, affect a school’s ability to set goals? Do “traditions” make us inflexible and if so, how do we determine which ones are worth keeping? How can we uncover our hidden identities to enrich our learning communities? **Presenters:** Ann-Marie White, Debra Dohrmann, and Ayodeji Perrin, Deerfield Academy (MA)

**Expanding Our Toolbox: Curricular and Professional Skills for Excellence**

**B-8 What Mainstream Movies Teach Us About Race: Helping Students Be Informed Film Critics**

ROOM 603

Want to challenge your students to question the racial messages they ingest from mainstream movies? Create a dynamic media literacy course designed to teach students to analyze the ways in which people of color are formulaically portrayed in Hollywood movies and investigate how these movies have contributed to the development of their individual assumptions and beliefs about people of color. **Presenters:** Angela Brown and Fran Maddox, Harpeth Hall School (TN)

**B-9 A How to Guide on Implementing a Controversial Multicultural Education**

ROOM 503

In this workshop we will discuss the strategy we used to implement a potentially controversial seventh grade curriculum unit on Sherman Alexie’s book *The Absolutely True Diary of a Part-Time Indian*. We could not ignore the opportunity to add a nontraditional voice to a traditional independent school syllabus. Moreover, we were firm in our belief that doing so would enrich our program, not lower the standards. We sought allies and advocates who would help us challenge the status quo for our
school. Participants will learn how to creatively collaborate to produce a game plan for discussing tough topics in your community. We will discuss how to identify power brokers and the importance of establishing open communication about potentially controversial changes. **Presenter:** Eric Chapman, The Town School (NY)

**B-10 EXCAVATING AMERICA: HISTORY AND IDENTITY IN THE MIDDLE SCHOOL CLASSROOM**

**ROOM 504**

Comparative Ethnic Studies forms the conceptual basis of age-appropriate courses in middle school. At Village Community School we teach an interdisciplinary, year-long course about the experiences of various ethnic groups and political movements in the U.S., including units on refugees, Japanese American internment, the civil rights and Chicano labor movements, and current immigration policy. We strive to instill empathy and desire for social justice via role-plays of trials, strikes, field trips, and works of fiction. Students also analyze race, religion, and ethnicity in U.S. history. By exploring how others “move mountains” and navigate culture, prejudice, discrimination, and assimilation, students begin to mine within themselves and excavate their own identities within this American mosaic. Participants will receive course outlines, bibliographies, and sample lessons. We will discuss how attendees can adapt the course, thereby empowering their students to seek equity and justice for all. **Presenters:** Christina Colon Marrero, Palmer Trinity School (FL); Nova Gutierrez and Jared Williams, Village Community School (NY)

**B-11 THE SOCIETAL IMPACT OF RACE, RELIGION, CREED INSIDE AND OUTSIDE THE CLASSROOM**

**ROOM 712**

This course taught at The Thacher School, a college preparatory boarding school, is an inquiry-based, experiential course that requires students to read, discuss, write, evaluate, and redefine the words race and religion. Through examining the terms, students identify race and its role and usage in our current collective vernacular; hence, race is defined as black, white, Asian, Hispanic, gay, straight, and Christian, in developing the class lexicon. In doing so, students explore and dissect the American perspective on various sociopolitical issues and draw their own conclusions. The course integrates interactive learning, weekly online blogging, an experiential project, and the creation of a documentary as the final class project. Attendees will learn how to introduce, instruct, and facilitate courses like this in their own schools. This presentation will help generate dialogue and facilitate discussion regarding the importance of racial and religious discourse within the classrooms of our various institutions. **Presenter:** Teddy Reeves, The Thacher School (CA)

**B-12 UNPACKING YOUR KNAPSACK: CREATING EFFECTIVE LEARNING COMMUNITIES FOR STUDENTS OF COLOR**

**ROOM 709**

Through interactive exercises and dialogue, teachers will address classroom culture and effective learning for students of color. Participants will explore the intersections of culture and pedagogy, and consider ways to develop supportive classrooms for students of color. Participants will also be encouraged to consider the racial socialization and experiences of youth of color outside the classroom in communities throughout the U.S., and explore their own socialization around race and how this enhances or inhibits their ability to create effective learning communities for youth of color. They will gain understanding of the dynamics of cross-cultural relationships, develop tools to build effective cross-racial teacher-student relationships, and isolate strategies to foster effective learning for students of color in the classroom. **Presenters:** Natalie Thoreson and Arisa White, inVision Consulting (CA)

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

**B-13 WHO LOOKS LIKE ME? HEARING THE VOICE OF A TRANSRACIAL ADOPTEE**

**ROOM 703**

This workshop follows the identity journey of an Asian American adoptee raised by a white family. Using the power of personal narrative and open dialogue, participants will gain an awareness of what it means to be adopted and multiracial and how these two layers of identity intersect and overlap. Participants will understand key adoption issues and Asian stereotypes, and leave with practical applications for how to support multiracial and adopted students in their schools. **Presenter:** Jenny Hammond, Abington Friends School (PA)

Design elements to come.
B-14 TALK ABOUT IT: THE PSYCHOLOGICAL IMPACT OF NATIVE ADMISSIONS TO HIGHER EDUCATION

ROOM 706
Despite forced migration to urban centers and the evolution of an urban Indian identity, the enrollment of Native men in higher education is scarce and continues to border at a critical level. The largest growing reservation for Native men continues to be the industrial prison complex — not the education system. Such circumstances have led to current psychological research examining historical trauma and internalized racism as components of the Native man’s identity. The disenfranchisement of Native men must be considered when developing supportive transition programs from secondary schools to higher education. This presentation builds upon current conversations in Native higher education regarding the admission of Native men. This interdisciplinary presentation will provide participants conceptual frameworks and important support strategies. PRESENTERS: Benjamin Neale, Alliant International University (CA); Alan Lechusza, Palomar College (CA)

B-15 WHAT ARE YOU? SUPPORTING OUR MULTIRACIAL STUDENTS

ROOM 707
What are you? For most, simply checking the ONE box under racial/ethnic background is sufficient. In small but growing numbers, multiracial and multiethnic students and families are entering our school communities. What are their needs? How is identity development different for these students? This workshop will also explore the impact of transracial adoption from an Asian adult adoptee’s experience. Amy Mai Hope Tierney was airlifted out of Vietnam in 1975. She will share her personal perspective on being raised by her adoptive German-Irish American family in the suburbs of New Jersey. Participants will explore the steps of racial identity development and discuss collectively the efforts in their schools to support multiracial and multiethnic students. PRESENTERS: Tiffany Taylor Smith, TR Taylor Consulting (NJ); Amy Mai Hope Tierney, St. Bernard’s School (NJ)

Nurturing Our Souls: Self Care and Strategies for Success

B-16 MAKES ME WANNA HOLLER

ROOM 506
Participants will come in with a short vignette about a time they wanted to “holla” at their independent school. In speed dating format, people will be given the opportunity to share their “holla moment” and then be allowed to give positive feedback and share solutions. This is not a complaint session! This is an interactive workshop for participants who want to share the challenges central to their experiences in independent schools. Important questions will be explored such as: Where do we go from here? What is the proper chain of command in the workplace? What is acceptable? What isn’t acceptable? How can issues be addressed in a clear professional manner? How can we create an environment where there are fewer “holla moments”? PRESENTER: Kenya D’Oyen, Dwight-Englewood School (NJ)

B-17 TRANSFORMING OURSELVES: STAYING CENTERED, ON POINT, AND ON PURPOSE

ROOM 702
Participants will learn how to stay centered and focused in order to avoid burnout, frustration, and feeling overwhelmed during the academic year. This highly interactive workshop will guide participants through the E4 model. Activities that focus on Examination, Education, Empowerment, and Excellence will allow participants to experience a transformational process. How do I find my center when I am tired of being tired? How do I take ownership for and become more mindful of my choices to create rejuvenating situations that remind me of my purpose? We’ll examine these questions and more during this session. 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)

Design elements to come.
People of Color in Leadership: Pathways and Programs to Success

B-18 WE MAKE THE ROAD BY LEARNING: 25 YEARS OF THE EVOLUTION OF A VISION
ROOM 501
Panelists will present the key evolutionary moments and innovations in The Oliver Scholars Program development as a program that promotes the success of students of color. The focus will center on ways that The Oliver Scholars Program has incorporated internal lessons and findings, along with external data and trends into the design and redesign of the recruitment, screening, admissions, preparation, and support of Oliver Scholars. Representatives of key constituencies who have observed and participated in Oliver Scholars’ evolution will provide perspectives. Presenter: Robert Addams, The Albert G. Oliver Program (NY)

B-19 ADVANCE YOUR CAREER ON THE JOB
ROOM 704
How can educators prepare for the challenges of securing an administrative job and exercising leadership once on the job? 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 faculty to accomplish goals. In this session participants will learn how to prepare for these challenges on the job by using their day-to-day responsibilities in their places of employment to increase leadership skills and advance their careers. Presenter: Pearl Rock Kane, The Klingenstein Center (NY); Autumn Adkins, Girard College (PA); Loren Moye, San Francisco Day School (CA)

5:15–6:30 PM
GENERAL SESSION WITH JEHANE NOUJAIM
COLORADO CONVENTION CENTER, WELLS FARGO THEATRE
- Chimaltonalli, directed by Renee Fajardo
- Introduction of Jehane Noujaim by Christina Fakharzadeh, Kent Denver School (Colorado)
- General Session Presentation by Jehane Noujaim
- Koffi Bobby Toudji
- Corporate Sponsor Recognition and Sending Forth

7:00 AM–6:00 PM
CONFERENCE REGISTRATION
COLORADO CONVENTION CENTER, D CONCOURSE

7:00 AM–6:45 PM
NAIS POCC BOOKSTORE
COLORADO CONVENTION CENTER, D CONCOURSE

7:30 AM–5:00 PM
CYBER CAFÉ
COLORADO CONVENTION CENTER, D CONCOURSE

8:00–9:00 AM
GENERAL SESSION WITH KENJI YOSHINO
COLORADO CONVENTION CENTER, WELLS FARGO THEATRE
- Book Signing Event
  - Fiesta Colorado Dance Company
  - Introduction of Kenji Yoshino by Paul Kim, Colorado Academy (Colorado)
  - General Session presentation by Kenji Yoshino
  - Violinist Jeff Hughes
  - Corporate Sponsorship and Sending Forth

9:00–9:45 AM
BOOK SIGNING AND NETWORKING
COFFEE BREAK
COLORADO CONVENTION CENTER, D CONCOURSE

10:00–11:30 AM
WORKSHOP SESSION C
COLORADO CONVENTION CENTER, ROOMS 605–607
Featured Speaker Charlene Teters
Introduced by Deborah Horning, St. Mary’s Academy (Colorado)
Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools

C-1 SEPARATE AND EQUAL: STARTING RACE/CULTURE-BASED AFFINITY GROUPS IN LOWER SCHOOL
ROOM 501
Independent schools often struggle to balance supporting students of color and building inclusive communities. It seems counterintuitive to establish a group exclusively for students of color while remaining faithful to one’s commitment to support everyone in the community. Faculty and administrators will share Hamlin’s story, which includes both challenges and triumphs. Participants will gain strategies for assessing their school’s readiness for racial affinity groups, engaging and communicating with all constituents in the community, and including white students. Curricular ideas for affinity group programs will be shared. PRESENTERS: Lisa Aquino, Brittany Bracy, and Judith Ching, The Hamlin School (CA)

C-2 THE INVISIBLE LINE THAT DIVIDES AND UNITES US: DIVERSITY — A 21ST CENTURY COMPETENCY
ROOM 710
Nationwide there is an educational achievement gap among all our young people. The gap, however, is both obvious and hidden. Our longstanding educational achievement disparity within our communities has impacted independent schools in a variety of ways, such as “the barbell effect,” student of color recruitment, teacher of color retention, and over-worked teachers, administrators, and staff. In order to address teaching students of color as well recruitment and retention of teachers of color, particularly from the African-American and Latino/a community, we need to shift our paradigm. Participants can expect to learn how to translate one’s personal experience to a 21st century competency within an academic context. These five essential 21st century competencies demonstrate a unique approach in addressing the strengths of diversity and utilizing student experiences to develop a new framework for educational excellence. PRESENTER: Juan Carlos Arauz, Marin Academy (CA)

C-3 COMBATING “THE ONLY”: CREATING LOWER SCHOOL AFFINITY GROUPS
ROOM 504
Presenters will discuss why and how they created an elementary school affinity group. Learn about the obstacles they encountered, the practices and materials they have found to be most effective, and how their school community has benefitted from having the group. Participants will walk away with tips for creating affinity groups in their own schools, as well as a list of valuable resources for this process. PRESENTERS: Demetra Caldwell and Latoya Allen, Riverdale Country Day School (NY)

C-4 SOULS OF OUR COMMUNITY
ROOM 505
This workshop highlights collaboration among the public school, independent school, business, clergy, and non-profit communities to support a dialogue surrounding diversity. We’ll focus on a 26-minute DVD called Souls of Our Students, a documentary of high school students sharing reflections on how it feels to be “different” in a community that is becoming increasingly diverse. It has captured candid conversations surrounding issues of difference, discrimination, harassment, privilege, change, and hope in the context of race, religion, socioeconomic status, and sexual orientation. Curriculum was created for public and private schools, businesses, and churches in the city of Charlotte. Participants will have the opportunity to view the DVD as well as work through some of the activities. There will be an ongoing discussion about working to provide better, safer communities for people of color. PRESENTER: Nicole DuFauchard, Providence Day School (NC)

C-5 KIDS OF COLOR AND ADVOCACY CURRICULUM FOR 6-10 YEAR OLDS: A FIVE-YEAR REVIEW FROM BANK STREET SCHOOL FOR CHILDREN
ROOM 703
Over the past five years, Bank Street School for Children has developed an integrated advocacy curriculum for all children (including a Kids of Color group). This interactive workshop will enhance an understanding of age appropriate concepts of self and others for children from ages six through 10. Participants will explore the appropriate themes and lessons and partake in hands on experiences. Presenters will show examples of the current implementation of the Kids of Color and Advocacy curriculum. PRESENTERS: Richard Lee, Edna Moy, Ricky Forde, and Zeny Muslin, Bank Street School for Children (NY)

C-6 HORIZONS: ENDLESS OPPORTUNITIES FOR REAL COMMUNITY OUTREACH
ROOM 702
Many independent school mission statements include striving for meaningful community outreach. Horizons offers independent schools the opportunity to “walk the talk” and improve the lives of both independent and public school students in the process. Horizons is a unique collaboration between an independent school and local community public schools. We operate by bringing public school students currently living in impoverished conditions to a private school campus for academic, athletic, and social enrichment during off-school hours, for nine consecutive years bridging kindergarten to eighth grade. Participants will consider how Horizons might fit into their school’s community to both aid an underserved public school population and the independent school
community. We’ll present outcomes involving knowledge of how Horizons is structured, how it operates, the support Yale research provides, and how Horizons can benefit the entire school population. **Presenters:** Jenny Leger, Michael Davis, Jose Oromi, and Dana Batey, Colorado Academy (CO); Samuel Batey, Montbello High School (CO)

**C-7 TAKING AIM AND CHARTING COURSE: USING THE ASSESSMENT TO CREATE YOUR BLUEPRINT**

**Room 704**
This presentation will chronicle Cary Academy’s experience with the Assessment of Inclusivity and Multiculturalism (AIM), and how the results were used to enhance Cary Academy’s diversity and inclusion initiatives. The session will include topics addressing the planning, implementation, and outcomes of the assessment, such as working with a steering committee, recruiting participants and maximizing participation, identification of priorities, report creation, presentation to the school community, and ties to strategic planning. Participants will be able to begin to ask and answer some critical questions about whether their school is ready for the assessment, what challenges they may face, and the all-important “so we’ve faced ourselves in the mirror — now what?” **Presenter:** Shani Moore, Cary Academy (NC)

**C-8 LEFTOUT: SUPPORTING LGBT AND QUEER IDENTIFIED YOUTH OF COLOR**

**Room 707**
This workshop utilizes interactive exercises and large and small group discussions to examine the intersections of heterosexism and racism. Participants will consider how non-heterosexual youth of color are often alienated from or left out of typical LGBTQ organizations in schools, and then work to develop tools to support and retain a diverse student population in LGBTQ organizations. Attendees may expect to learn necessary terms like stereotype, prejudice, discrimination, social power, oppression, and same gender loving (SGL) to engage in dialogue about racism and sexual orientation; explore their racial and cultural identities and behaviors that challenge or support sexuality and gender-based oppressions; expand their ability to identify horizontal hostility and racism in the QueerPOC community; and cultivate a critical consciousness necessary to develop interdependent educational communities that actively support all LGBTQ/SGL youth. **Presenters:** Natalie Thoreson and Arisa White, inVision Consulting (CA)

**Expanding Our Toolbox: Curricular and Professional Skills for Excellence**

**C-9 CULTURAL DIVERSITY — IS IT WORTH IT?**

**Room 711**
Traditionally independent schools were places of social and economic elitism. Lakeside School is comprised of 45 percent students of color; 28 percent of the students receive financial aid. Does cultural diversity create more problems than opportunities? What are the risks? A panel of teachers and administrators from Lakeside will discuss the challenges, but concentrate on the benefits of working in such an environment. Attendees will leave with a deeper understanding of the benefits of teaching in a diverse environment. **Presenters:** Bernie Noe and T. J. Vassar, Lakeside School (WA)

**C-10 CREATING AN ANTI-BULLYING PROGRAM AT YOUR SCHOOL: STEPS AND STRATEGIES**

**Room 503**
The need for an anti-bullying program has become urgent! The ever increasing seriousness of bullying behavior is making headlines across the nation. Who is a bully? When does “teasing” shift to bullying? How do we help the victim/bully? How do we change from bystander to advocate? How do our own perspectives influence our ability to be effective with our students? You will walk away with strategies that will help you turn bullying behavior around! **Presenter:** Olivia Brown, The Country School (CA)

**C-11 STRAIGHTLACED: HOW GENDER, RACE, CULTURE, AND SEXUALITY HAVE US ALL TIED UP**

**Room 601**
This interactive workshop will use Debra Chasnoff’s powerful new film *Straightlaced* to launch a cutting-edge discussion of gender, race, culture, and sexuality in the lives of young people of color. Activities will focus on how gender role and racial stereotypes, cultural expectations, and homophobia limit students in being their more authentic selves. Participants will discuss how to make our schools safer, more inclusive, and more empowering. **Presenters:** Christy Chung, GroundSpark/Respect for All Project (CA); Wanda Holland-Greene, Hamlin School (CA)
C-12 FIERCE AND FABULOUS VOICES OF COLOR: LITERATURE BY WOMEN AND LGBT WRITERS
ROOM 505
Women of color and LGBT people of color are often absent from our course offerings. Focusing on best practices, we will explore how feminist and LGBT texts can be made accessible to upper division English students in exciting and inspiring ways. Teachers who want to use an intersectional approach of analyzing race, class, gender, sexuality, ethnicity, human rights, and politics will emerge with new approaches, readings, and projects. Ideas on how to incorporate activism based on critical issues facing girls, women, and queer youth of color will also be discussed. Participants will receive an extensive bibliography, syllabi, sample texts, and assignments. PRESENTER: Ileana Jimenez, Little Red School House and Elisabeth Irwin High School (NY)

C-13 FRESHMAN FOUNDATIONS: COLLEGE PREP’S INTRO TO DIVERSITY
ROOM 706
Freshman Foundations helps ninth graders at the College Preparatory School transition into high school through a once-a-week seminar that includes introductions to identity and social justice subjects ranging from the difference between race and ethnicity to examining class at a privileged school. This workshop will include sample activities that can be used in stand-alone settings, as well as advice on building a diversity discussion that builds each week into a meaningful personal project for students at the end of the semester. Participants will receive syllabi from this and similar classes, view sample student projects, share best practices from their own schools, and have time for questions and answers at the end. PRESENTER: Tigress Osborn, The College Preparatory School (CA)

C-14 PROPER PACKAGING: CREATING A COLLEGE PORTFOLIO
ROOM 705
Researchers and practitioners agree that the college admissions process is complex and opaque, and can particularly hinder access for students of color, especially those from working class or first-generation college-bound families. School counselors may also lack expertise in addressing the needs of this small but important population in your school. Join us as we share information, knowledge, and tools for informing and engaging underrepresented students and families by creating a competitive college application portfolio. PRESENTER: Sophia Rudisill, The Middle Grades Partnership (MD)

C-15 CREATIVITY AND CONFLICT: METHODS FOR EXPLORING THE ETHNIC IDENTITY OF “THE OTHER”
ROOM 507
An important part of global education is exploring identity and perspectives among people living in conflict abroad, revealing the relative nature of truth and teaching students to humanize and honor the “other.” Exploring creative expression, particularly photography and poetry, fosters the ability to cross the boundaries of religion, politics, and upbringing. We will use the Israeli-Palestinian conflict to explore methodologies for teaching politically difficult material in an open, compassionate environment that humanizes conflict and encourages pluralistic questioning. PRESENTER: Jennifer Klein, St. Mary’s Academy (CO)

C-16 I LEARNED WHO I WAS WHEN… IDENTITY DEVELOPMENT
ROOM 712
Who we are as racialized beings and how we see ourselves is a complex matrix of biology, psychology, and socialization. Why is it that some of us know who we are and walk through the world with confidence and self love, while others of us struggle to do so? Explore identity development through theory and individual experiences, and discover the crucial role school can play in the healthy racial identity development of youth and other members of the school community. PRESENTER: Rosetta Lee, Seattle Girls’ School (WA)

C-17 BOUNDARIES: THE RIGHT TIME TO DEFEND
ROOM 708
Participants will form groups to discuss their experiences in stepping up to defend a student of color against a fellow community member. Whether the individual is a faculty member, administrator, or fellow student, when the time warrants it, participants will learn how to take necessary action to help support a student of color. Various experiences will be shared to help participants explore strategies they can use if a situation ever presents itself in their school community. Take home a synopsis of actual situations that have occurred on private school campuses and solutions that were proposed to remediate the issue. PRESENTER: Marcus Ware, The Williston Northampton School (MA)
Nurturing Our Souls: Self Care and Strategies for Success

C-18 FROM HOTTENTOT TO BARBIE: DISMANTLING THE BEAUTY STANDARD FOR GIRLS OF COLOR
ROOM 603
In an attempt to teach wholeness, inner strength, and fortitude, we must ask: How do young women of color internalize the beauty standard of society? This presentation will demystify the roots and contradictions that affect the self-esteem of young women of color. Participants will look at the historical roots and transforming standards of body image, cosmetics, and beauty via a PowerPoint. They will also see a short movie of young women of color dissecting the role of self-esteem at their schools and in their lives. This presentation is meant to encourage educators to use new forms of teaching that include character development and interdisciplinary activities. We will seek to empower educators to broaden the very standards by which we instruct and disseminate knowledge in and outside the classroom. Presenter: Marisol Diaz, Dwight-Englewood School (NJ)

C-19 WE’VE GOT BRAIN, MUCH MORE THAN GAME
ROOM 709
Often within independent schools there are assumptions made that every student of color is an athlete first, student second. How do students of color deal with stereotypes related to athletics, academics, race, and gender? How does this type of athletic and academic “profiling” affect individuals, the classroom, and the larger school community? What role do coaches, teachers, parents, and other advocates have in moving us forward to a more open, inclusive, and less restrictive learning environment? Presenters have interviewed several athletes of color, coaches, parents, and staff and will share what they’ve learned through process. We will also discuss how one school is beginning to address these issues. Presenter: Tasha Toran, Dwight-Englewood School (NJ)

People of Color in Leadership: Pathways and Programs to Success

C-20 HAVING A VOICE
ROOM 502
Looking for a way to give diversity a voice? Approximately six years ago, Lawrence Academy responded to that question by creating a monthly program called the Cultural Coffeehouse Series. Our mission is to promote a profound exploration and dialogue of what culture is, how people experience it, and the impact it has on groups and individuals. Participants will explore the idea of culture as a worldview rather than as a set of stereotypes based on religion, race and ethnicity, place of origin, socioeconomics, gender, or sexual orientation. This presentation will highlight the evolution of how this idea went from theory into practice. We will also share the various templates and format ideas that we have generated as the program has expanded. Presenter: Wonjen Bagley, Lawrence Academy (MA)

11:30 AM–1:30 PM
LUNCH ON OWN
(Please take advantage of food kiosks and the Food Court at the Colorado Convention Center for lunch in order to save time and travel away from the convention center.)

12:00–1:15 PM
BROWN BAG LUNCH FEATURE FILM
THE PREP SCHOOL NEGRO AND DISCUSSION WITH FILMMAKER ANDRÉ ROBERT LEE
COLORADO CONVENTION CENTER, ROOMS 605–607

12:30–1:30 PM
CHOIR REHEARSAL
WELLS FARGO THEATRE

1:45–3:15 PM
AFFINITY GROUP SESSION II
AIN’T NO MOUNTAIN HIGH ENOUGH
COLORADO CONVENTION CENTER
This session continues your journey at PoCC as you “climb mountains” collectively in your affinity group. Building upon the work you started in the first session, you will identify what you need or want to help you continue developing your racial identity and commitment to building and sustaining inclusive independent school communities for people of color. You will receive ideas, suggestions, and support from others in “staking your claim” toward clarity and a stronger commitment to your individual journey. Your “claim” will be an official and tangible reminder of your intention.

» Asian/Asian American, Pacific Islander/Pacific Islander American Affinity Group ROOMS 709–711
» Black/African American Affinity Group ROOMS 601–607
» First Nation/Native American Affinity Group ROOM 702
» International, Non-U.S. Citizen Affinity Group ROOM 707
» Latina/o/Hispanic American Affinity Group ROOMS 501–503
» Middle Eastern American Affinity Group ROOM 703
» Multiracial American Affinity Group ROOMS 708–712
» White/European American Affinity Group ROOMS 505–507
Frida y, December 4

4:00–5:00 PM

STATE/REGIONAL ASSOCIATION MEETINGS
COLORADO CONVENTION CENTER
- Colorado and ACIS ROOM 709
- Connecticut, CODIS, and SPHERE ROOM 504
- Florida and FCIS ROOM 710
- Maryland (AIME) ROOM 601
- Midwest and ISACS ROOM 707
- New England and POCISNE ROOMS 505–507
- New Jersey and NJAIS ROOM 706
- New York and POCIS–NY ROOMS 501–503
- North Carolina ROOM 708
- Northern California and NORCAL POCIS ROOMS 605–608
- Pacific Northwest and PNAIS ROOM 703
- Pennsylvania and Delaware Valley ROOM 705
- Puerto Rico, Virgin Islands, Hawaii, and International ROOM 610
- South and SAIS (AL, GA, KY, MS, SC, Central America, South America) ROOM 603
- Southern California and SOUCAL POCIS ROOM 702
- Southwest and ISAS ROOM 712
- Tennessee and TAIS ROOM 612
- Virginia ROOM 704
- Washington, DC and AISGW ROOM 711

5:15–6:30 PM

RECEPTION
COLORADO CONVENTION CENTER, UPPER D LOBBY
- Welcome and Announcements by Eddie Young, Kent Denver School (Colorado)
- Alternative Club PoCC
- Corporate Sponsor Recognition
- Introduction of the Kent Denver School R&B Ensemble

6:45–7:45 PM

GLBT RECEPTION
LOCATION XXX

7:00–10:00 PM

ALTERNATIVE CLUB POC CC
WALK 5,280 IN THE MILE HIGH CITY
This year, as an alternative to Club PoCC, we invite you to “walk a mile” in our city by taking advantage of the 16th Street pedestrian mall here in the Mile High City of Denver. There are 5,280 feet in a mile and here at the base of the Rocky Mountains we are 5,280 feet above sea level. Along the 16th Street mall just one and one half blocks from the Convention Center, you will find a mile of opportunities to enjoy Denver’s nightlife tonight. The mall is easily navigated using free shuttles and the map of the mall that was included in your registration materials will let you know where some key spots are located.

Three businesses in particular have generously offered specials for conference attendees tonight — Jazz at Jack’s, the Paramount Café, and Lime Restaurant in Larimer Square. Just present your conference badge at these businesses and you will receive a special discount tonight.

We would also like to invite you to visit the historic Five Points Neighborhood, which is located just north of downtown. You can take the train or hop in a taxi for the short ride. Five Points is one of Denver’s oldest neighborhoods and was once considered by some to be the “Harlem of the West” for its long-standing jazz history. Today, Five Points is undergoing a revival of sorts and it is home to African-American-owned businesses that would love to see you tonight.

Finally, tonight and tomorrow night, Denver is celebrating the Parade of Lights. Tonight at 8:00 pm and tomorrow night at 6:00 pm, there will be a two-mile parade that starts in front of Civic Center Park and the City and County Building on Bannock Street at 14th Avenue. The parade is quite a spectacle and we hope you enjoy it.

<Insert graphic from Christina F.>
7:00–11:00 AM
CONFERENCE REGISTRATION
COLORADO CONVENTION CENTER, D CONCOURSE

7:00–11:00 AM
NAIS POCC BOOKSTORE
COLORADO CONVENTION CENTER, D CONCOURSE

7:00–7:45 AM
CHOIR REHEARSAL
COLORADO CONVENTION CENTER, WELLS FARGO THEATRE

7:30–11:00 AM
CYBER CAFÉ
colorado convention center, d concourse

8:00–9:15 AM
AFFINITY GROUP SESSION III
ROCK WITH ME
colorado convention center
During this session, adults will join with the students in racial, ethnic, and gender identity groups to prepare for transitioning back to their schools. This will be a time for adults and students to honor and recognize each other’s gifts and potential. In a circle of sharing, adults will offer rocks to the students through an expression of experience and wisdom. Students will accept the rock by sharing how they will incorporate the words of wisdom, courage, and strength as they continue their journey. Through this exchange across generations, you will return to your schools with a stronger commitment to your responsibility in building a sustainable inclusive community.

7:00–12:30 PM
CLOSING CEREMONIES WITH MARCIA ANN GILLESPIE
Sponsored by StratéGenius <Insert logo.>
colorado convention center, wells fargo theatre

9:30–10:30 AM
ADULT-STUDENT DIALOGUES
COLORADO CONVENTION CENTER
- Colorado and ACIS 708, 710–712
- Connecticut, CODIS, and SPHERE ROOM 504
- Florida and FCIS ROOM 711
- Maryland (AIMS) ROOM 507
- Midwest and ISACS FOUR SEASONS BALLROOM 1 AND 2
- New England and POCISNE ROOMS 505–506
- New Jersey and NJAIS ROOM 607
- New York and POCIS–NY ROOMS 501–502
- North Carolina ROOM 709
- Northern California and NORCAL POCIS ROOMS 605
- Pacific Northwest and PNAIS ROOM 703
- Pennsylvania and Delaware Valley ROOMS 702–704
- Puerto Rico, Virgin Islands, Hawaii, and International ROOM 601
- South and SAIS (AL, GA, KY, MS, SC, Central America, South America) ROOM XXX
- Southern California and SOUCAL POCIS ROOMS 610–701
- Southwest and ISAS ROOM 712
- Tennessee and TAIS ROOM 612
- Virginia ROOM 704
- Washington, DC and AIGSW ROOM 503

11:00 AM–12:30 PM
CLOSING CEREMONIES
SUPPORTED BY STRATEGENIUS
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COLORADO CONVENTION CENTER, WELLS FARGO THEATRE

» PoCC Choir
» PoCC Video Reflection
» SDLC Report Out
» Taiko with Toni, directed by Toni Yagami-Acker
» Introduction of Marcia Ann Gillespie by Collinus Hutt, University of Colorado at Boulder
» Closing Ceremonies Presentation by Marcia Ann Gillespie
» Rocky Mountain Children’s Choir, directed by Leslie Britton
» 2009 Co-Chair Recognition
» 2010 Announcement and Logo Reveal
» 2010 Co-Chair Welcome
» Final Sending Forth
After a powerful 15th anniversary in New Orleans, we are ready to gather in Denver for the 16th annual Student Diversity Leadership Conference. We feel honored to be hosted by a city known for its diverse culture and rich history. This year, we will explore contemporary issues of civil rights, discover more about the best of who we are individually and collectively, express ourselves through various media, 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 onsite. In joining us, you will find yourself in a network of some of the most committed student leaders in the country. Our past participants have taken the learning back to their schools to open conversation, jumpstart regional efforts, and educate their peers.

We are thrilled to see you in Denver to affirm the commitment of NAIS and its member schools to support student and diversity leadership. Our theme is *Mine, Yours, and Ours: The Responsibility to Navigate the Rapids of Change*. In this rapidly changing world, we must nurture our individual and collective potential to positively affect our spheres of influence. There has never been a time when the voice of youth was more powerful, more important, and more heard. Let’s put our minds and hearts together to use our voices for equity and justice.

**LIZ FERNÁNDEZ**
dean, Form III and ethics teacher, Ethical Culture Fieldston School (New York), SDLC co-chair

**RODNEY GLASGOW**
ninth grade dean and director of diversity, Worcester Academy (Massachusetts), SDLC co-chair
The Student Diversity Leadership Conference (SDLC) is a multiracial, multicultural gathering of upper school student leaders (grades nine-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 60 known as “family groups,” each of which is led by two adult facilitators. Each family group is further divided into small “home groups,” where intense dialogue and sharing take place, guided by trained peer facilitators, who take a critical role in moving and shaping the experience of all students.

SDLC participants will join PoCC participants at the Thursday opening ceremonies and Saturday 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.

**PEER FACILITATORS**

Students who would like to serve in this key role and/or have attended SDLC before are eligible to take on a leadership role by serving as peer facilitators. Peer facilitators will be trained onsite Wednesday, December 2, **6:00-10:00 PM** (dinner included).

**DIVERSITY 201**

Returning students not serving as peer facilitators will join an advanced family group called Diversity 201.

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 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 Wednesday, December 2, **7:45-8:30 PM** or Thursday, December 3, **7:00-7:45 AM**.
» Ensure students attend all SDLC activities.
» Be responsible for their students during conference designated free times.
» 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.

**SDLC MEALS**

Student delegates will receive lunch and dinner on Thursday, December 3, and lunch and dinner on Friday, December 4. Thursday through Saturday breakfasts are not included with student registration. Chaperones are strongly encouraged to have breakfast with SDLC delegates.
POCC 2009 Co-Chairs and Local Committee

PoCC 208 Local Committee
The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the Denver 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 February 2009, these individuals deserve our deepest gratitude.

Christina Fakharzadeh, Kent Denver School (Colorado), Denver Local Committee co-chair
Paul Kim, Colorado Academy (Colorado), Denver Local Committee co-chair
Collinus Newsome Hutt, University of Colorado, Boulder, Denver Local Committee co-chair
Wyne Cler, Graland Country Day School (Colorado)
Marti Champion, Kent Denver School (Colorado)
Cecilia Coats, Teller Elementary School (Colorado)
Jennifer Gutierrez, The Colorado Springs School (Colorado)
Debra Horning, St. Mary’s Academy (Colorado)
Krista Sahrbeck, Kent Denver School (Colorado)
Darrell Slaughter, KIPP Sunshine Peak Academy (Colorado)
Philbert Smith, Eagle Rock School (Colorado)
Sofia Wingo, Montessori School of Denver (Colorado)
Eddie Young, Kent Denver School (Colorado)
Aisha Zawadi, Stanley British Primary School (Colorado)

Ex Officio Denver Heads of Schools, Principals, and University Dean
Tim Barrier, head of school, Stanley British Primary School (Colorado)
Jennifer Barton, principal, Teller Elementary School (Colorado)
Robert J. Burkhardt, head of school, Eagle Rock School (Colorado)
Deirdre V. Cryor, president, St. Mary’s Academy (Colorado)
Michael G. Davis, head of school, Colorado Academy (Colorado)
Stephanie Pax Flanagan, head of school, Montessori School of Denver (Colorado)
Todd R. W. Horn, head of school, Kent Denver School (Colorado)
Veronica A. McCaffrey, interim head of school, Graland Country Day School (Colorado)
Kevin Reel, headmaster, The Colorado Springs School (Colorado)
Kurt Pusch, principal, KIPP Sunshine Peak Academy (Colorado)
Lorrie Shepard, dean, School of Education, University of Colorado at Boulder
William J. Waskowitz, head of school, Graland Country Day School (Colorado)

SDLC Co-Chairs and Faculty
NAIS and participating schools gratefully acknowledge the 2009 SDLC co-chairs and faculty for their commitment and creativity in nurturing independent school student diversity leaders and advocates.
Liz Fernandez, SDLC co-chair, Ethical Culture Fieldston School (New York)
Rodney Glasgow, SDLC co-chair, Worcester Academy (Massachusetts)
Rohan Arjun, Temple University
Hamilton Boggs, Branson School (California)
Gary Briggs, Texas Christian University
Kapono Ciotti, Maryknoll School (Hawaii)
Cecilia Coats, Teller Elementary (Colorado)
Nneka Ekwelum, Columbia University
Vivian English, Queen Anne School (Maryland)
Joe Filpo, Ransom Everglades School (Florida)
Jamor Gaffney, University of Maryland
John Gentile, Eugene Lang College at the New School
Christine Godinez, Lick-Wilmerding High School (California)
Noah Goldsmith, Occidental College
Oscar Gonzalez, Kent Denver School (Colorado)
Lorraine Hanley, Indian Creek School (Maryland)
Bharat Maraj, Johns Hopkins University
Abby Miller, Simmons College
Winston Nguyen, Columbia University
Diane Nichols, Hathaway Brown School (Ohio)
Priyanka Rupani, Northwestern University
Cynthia Sorto, Texas Christian University
Terrell Winder, Columbia University
Maureen Yusuf, Breakthrough New York at the Town School (New York)
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.

JOHANNA AESCHILMAN, The Chestnut Hill School (Massachusetts)
MICHÈLÈ BELTON, Lowell School (District of Columbia)
CAROLINE BLACKWELL, University School of Nashville (Tennessee)
KAREN BRADBERRY, Greenhill School (Texas)
JULIAN BRAXTON, Winsor School (Massachusetts)
TIFFANY BRIDGATER, St. Stephen’s St. Agnes School (Virginia)
OLIVIA BROWN, The Country School (California)
PAM BUCHANAN MILLER, The Latin School of Chicago (Illinois)
KAI BYNUM, Belmont Hill School (Massachusetts)
CRISSY CACERES, Abington Friends School (Pennsylvania)
CLINTON CARBON, Dwight-Englewood School (New Jersey)
HOLLY CARTER, The Chestnut Hill School (Massachusetts)
ERIC CHAPMAN, The Town School (New York)
SANDRA CHAPMAN, Little Red School House and Elisabeth Irwin High School (New York)
GISÈLLE CHOW, Lick-Wilmerding High School (California)
REBECCA COLEMAN, Savannah Country Day School (Georgia)
SHERRY COLEMAN, Independent School Consortium
JUDITH-ANN CORRENTE, The Lawrenceville School (New Jersey)
QUANTI DAVIS, Norwood School (Maryland)
RANDALL DUNN, The Rooper School (Michigan)
CHRISTINA FAKHARZADEH, Kent Denver School (Colorado)
LIZ FERNÀNDEZ, Ethical Fieldston School (New York)
GLORIA FERNÀNDEZ-TEARTE, Greenwich Academy (Connecticut)
HEATHER FLEWELLING, Milton Academy (Massachusetts)
JOHNNA FOREMAN, Gilman School (Maryland)
RODNEY GLASGOW, Worcester Academy (Massachusetts)
EDWIN GORDON, The Walker School (Georgia)
JACKIE HAMILTON, Tower Hill School (Delaware)
JOSIE HERRERA, Albuquerque Academy (New Mexico)
SARA HERSHEY, inVision Consulting; Bentley School (California)
COLLINUS HUTT, Graland Country Day School (Colorado)
LAURA JAGLES, Santa Fe Preparatory School (New Mexico)
ILEANA JIMENEZ, Little Red School House and Elisabeth Irwin High School (New York)
PAUL KIM, Colorado Academy (Colorado)
ALAN LECUHSHA, Palomar College (California)
ROSETTA LEE, Seattle Girls’ School (Washington)
PATRICIA MATOS, Greenwich Country Day School (Connecticut)
EVELYN MCCCLAIM, Park Tudor School (Indiana)
ROBYN MCCORMICK, Isidore Newman School (Louisiana)
CHRISTEL MCGUIGAN, Greenhill School (Texas)
JOAQUIN MOYA, Bosque School (New Mexico)
JANICE MURABAYASHI, La Jolla Country Day School (California)
CHINH NGUYEN, Lick-Wilmerding High School (California)
KATHY O’NEAL, University Preparatory Academy (Washington)
ERIC OSORIO, The Packer Collegiate Institute (New York)
JACQUELINE PELZER, Early Steps Incorporated (New York)
DOMINIC RANDOLPH, Riverdale Country School (New York)
PAT REYNOLDS, St. John’s School (Texas)
STEPHANIE ROYAL BOOKER, Chestnut Hill Academy (Pennsylvania)
DAVID SHAPIRO, Edmund Burke School (District of Columbia)
MATT SUZUKI, Rye Country Day School (New York)
CAROL SWAINSON, The Head-Royce School (California)
MANASA TANGALIN, Independent School Alliance for Minority Affairs
NINNETTE VAIRISCO, Metairie Park Country Day School (Louisiana)
KISHA WATTS, Taft School (Connecticut)
JOHN WEST, The Mirman School (California)
ANTHONY WITTE, Chinese American International School (California)
MICHAEL WOOD, Trinity Episcopal School (Louisiana)
NIKKI WOOD, Organizational Development Consultant
ALEXIS WRIGHT, Bank Street School for Children (New York)
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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, leadership education and diversity
JAY RAPP, director of programs
TINA WOOD, director of team administration and logistics

Experient

JOY WOMACK, meeting and event manager

SAVE THE DATE

POCC/SDL C 2010 IN SAN DIEGO, CALIFORNIA
DECEMBER 2-4, 2010

2010 POCC THEME
CATCHING THE TIDES OF CHANGE AND RIDING THE WAVES OF OPPORTUNITY: 23 YEARS OF EMPOWERING PEOPLE OF COLOR IN INDEPENDENT SCHOOLS

2010 SDL C THEME
COAST 2 COAST, SEEK TO SEE: ANCHORING OURSELVES IN THE COMMUNITY HARBOR

Design elements to come.
<Michael will need to complete.>

NAIS and PoCC/SDLC extend gratitude and appreciation to the following generous conference sponsors:

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