catching the tides of change
riding the waves of opportunity

23 YEARS OF EMPOWERING PEOPLE OF COLOR IN INDEPENDENT SCHOOLS

cost2coast
seek to see

ANCHORING OURSELVES IN THE COMMUNITY HARBOR

PoCC | SDLC | SAN DIEGO | DECEMBER 2–4, 2010

CONFERENCERPROGRAM

23rd NAIS People of Color Conference® (and Joint Sessions with SDLC)
San Diego Convention Center

17th NAIS Student Diversity Leadership Conference
San Diego Marriott Hotel & Marina
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 city (NY)
From Thought to Action

1992  atlanta (GA)
Vision 2020

1993  st. paul (MN)
Seeing Beyond — Becoming Advocates for Creating Multicultural Educational Institutions

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

1995  philadelphia (PA)
Lighting the Way to the Millennium: Our Selves, 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)

2009  denver (CO)
Moving Mountains: Mining Within (PoCC); Mine, Yours & Ours: The Responsibility to Navigate the Rapids of Change (SDLC)
**table of contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME</td>
<td>4</td>
</tr>
<tr>
<td>PROGRAM AT A GLANCE</td>
<td>6</td>
</tr>
<tr>
<td>OVERVIEW</td>
<td>8</td>
</tr>
<tr>
<td>SPEAKERS</td>
<td>10</td>
</tr>
<tr>
<td>HIGHLIGHTS</td>
<td>12</td>
</tr>
<tr>
<td>PRE-CONFERENCE PROGRAM</td>
<td>14</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>16</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>24</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>33</td>
</tr>
<tr>
<td>SDLC</td>
<td>34</td>
</tr>
<tr>
<td>THANK YOU</td>
<td>36</td>
</tr>
<tr>
<td>FLOOR PLANS</td>
<td>38</td>
</tr>
<tr>
<td>ADVERTISEMENTS</td>
<td>40</td>
</tr>
</tbody>
</table>

Follow the 2010 PoCC Bloggers as they experience the richness and outcomes of this year’s conference at [http://pocc.nais.org](http://pocc.nais.org). This year’s bloggers are:

**Sandra “Chap” Chapman**
LITTLE RED SCHOOL HOUSE AND ELIZABETH IRWIN HIGH SCHOOL (NEW YORK)

**Rod Jemison**
LA JOLLA COUNTRY DAY SCHOOL (CALIFORNIA)
nais welcome

Greetings and welcome to the 2010 People of Color Conference (PoCC) and Student Diversity Leadership Conference (SDLC) in San Diego, California. Our host city provides us with one of the most unique settings for PoCC/SDLC 2010, with five distinct temperate zones, a stunningly beautiful coastline, and a vibrant multicultural and multiracial community. Perhaps it is by divine or cosmic design that there is a connection between some important U.S. and world current events and the city of San Diego — border and immigration issues, the U.S. military involvement in two wars, the appreciation of natural beauty and the environment, and innovations in science and technology — to name just a few.

NAIS hosts the annual PoCC and SDLC as the flagship of our equity and justice initiatives. NAIS addresses 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 brings 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 their allies in independent schools as we build and sustain inclusive school communities.” In recent years, about 2/3rds of the PoCC participants are people of color and 1/3rd are White/European Americans experienced in and committed to the cause. (The NAIS Summer Diversity Institute is the preferred choice for newcomers of racial/ethnic/cultural backgrounds to learn the work of diversity and inclusivity in our schools by joining their experienced counterparts in an immersion professional experience.)

Following the successful restructuring of PoCC in 2007, a new challenge is emerging for us as we strive to build a successful conference program for multiple generations of attendees with distinctive and different needs. The work of building and sustaining inclusive and equitable independent school communities is transitioning from the “our advancement” stance of those born in the Interwar, Greatest, and Baby Boomer generations toward the “my advancement” stance of the Generation X, Generation Y, and Millennial generations. Two new opportunities are featured for the first time at this year’s PoCC and for PoCC/SDLC. In addition to the eight racial/ethnic affinity group categories for affinity group work at PoCC, a ninth category is being added for conference attendees who are trans-racially or transnationally adopted to meet. Also, for the first time, two additional gender identification options will provide an opportunity for those who identify as transgender female and transgender male to be affirmed in our conference demographics.

Although the number of independent schools in the San Diego area is relatively small when compared to other West Coast cities, the four independent schools’ co-chairs and local committee rallied early and enthusiastically to provide time and resources in support of PoCC/SDLC, for which we are sincerely grateful. We also salute the work of the SDLC co-chairs and faculty, the members of the 2010 NAIS Call-to-Action, and Betty Henderson Wingfield and the PoCC external and internal facilitators for the important contributions they are making to PoCC and SDLC.

No matter your mode of transportation, join us as we catch the tides of change and we ride the waves of opportunity as we seek to see in anchoring ourselves in the community harbor in San Diego!

HAROLD EUGENE BATISTE III
NAIS vice president, Leadership Education and Diversity Team (LEAD)

PATRICK F. BASSETT
NAIS president
Welcome to the Golden State and America’s “Finest City” — San Diego! Our theme for the 2010 People of Color Conference — Catching the Tides of Change, Riding the Waves of Opportunity — conjures a vision of the ebb and flow of the majestic sea and reflects our nation’s regression and progression in pursuit of equity and justice. All of us in attendance have been fortunate enough to experience the inauguration of our first African-American president and the swearing in of the first Latina Associate Supreme Court Justice. So, too, we have had the misfortune of witnessing the worst ecological disaster on our Gulf Coast and California’s Proposition 8, which denies equal rights to same sex partners. Meanwhile, independent schools serve as a beacon of light in these stormy seas as we work toward true democracy. Sailing into the twenty-third year of empowering people of color within independent schools, we recognize that if we work in community with the strength and momentum of the tides, we will move toward the shore and set our anchor in solid land.

Though we are known as America’s “Finest City,” few people know of the city’s deep roots with people of color. Originally, San Diego was part of Mexico until the Treaty of Guadalupe Hidalgo in 1848. Our ties to Mexico and the Mexican community remain strong as San Diego’s Chicano Park is one of North America’s largest assemblages of public murals to memorialize the history of the Chicano/Mexican/Latino/a struggle, and if you are lucky enough to get down to the Tijuana/San Diego border crossing, you’ll see why it is the busiest in the world. Mexican settlers also broke bread with many other communities of indigenous peoples. Today, this is still evident with eighteen federally recognized indigenous tribes in the region, giving San Diego County the most Indian reservations of any county in the nation. The first European settlers came to San Diego in 1769, followed in 1804 by the first African American settlers. The rich history of African American culture is most notable in the historic Gaslamp Quarter, which was first created by black pioneers who sought refuge from racism and discrimination.

Chinese settlers also found homes in the Gaslamp, and while Asian Americans of all backgrounds are now scattered throughout the county, our Filipino population is the largest, making San Diego the only metropolitan area in the country where Filipinos are the largest Asian American nationality. Given all of this, it is not a surprise that more than thirty-five percent of San Diegans speak a language other than English on a daily basis. Not to mention, our city hosts the fifth-largest LGBT Pride Parade in the nation, attracting 150,000 participants. Clearly, there’s more to San Diego than sun, surf, and the zoo!

The local committee would like to thank La Jolla Country Day School, Francis Parker School, Pacific Ridge School, and The Bishop’s School for their support. Just as any sea-worthy vessel needs a captain to guide the way, our independent schools could not navigate these seas without strong leaders at the helm. So, we would also like to thank our Heads of School, Eileen Mullady, Aimeclaire Roche, Christopher Schuck, and interim head of school Kevin Yaley.

We warmly welcome each of you to experience not only the beautiful weather of San Diego but the revitalizing energy of PoCC 2010. Embrace the winds of opportunity that fill our sails and direct our course. Reconnect with fellow navigators and meet new allies while participating in the richness of the conference. Accept our invitation to get your feet wet, to wade, swim, or dive into the tides of change and then ride the waves into conversations of equity and justice as we support people of color within independent schools.

---

CHRISTEN TEDROW-HARRISON
The Bishop’s School (CA), English Teacher

JANICE MURABAYASHI
La Jolla Country Day School (CA), Upper School Academic Dean

ROD JEMISON
La Jolla Country Day School (CA), Upper School Director
<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td><strong>Conference Registration</strong> 7:00 AM–8:00 PM, Ballroom 6 Foyer</td>
<td><strong>Conference Registration</strong> 7:00 AM–6:00 PM, Ballroom 6 Foyer</td>
<td><strong>Conference Registration</strong> 7:00 AM–6:00 PM, Ballroom 6 Foyer</td>
<td><strong>Conference Registration</strong> 7:00 AM–11:00 AM, Ballroom 6 Foyer</td>
</tr>
<tr>
<td>9:00 AM</td>
<td><strong>SDLC Chaperone Orientation II (choose one)</strong> 7:00–7:45 AM, SDCC Room 11A</td>
<td><strong>Opening Ceremonies with Phoebe Eng</strong> 8:00–9:15 AM, Ballroom 6</td>
<td><strong>General Session with Ernest Green</strong> 8:00–9:00 AM, Ballroom 6</td>
<td><strong>Affinity Group Session III</strong> 8:00–9:15 AM, See page 33 for locations</td>
</tr>
<tr>
<td>10:00 AM</td>
<td><strong>Book Signing and Networking Coffee Break</strong> 9:15–9:45 AM, Ballroom 6</td>
<td><strong>Workshop Session A with Featured Speaker Faisal Alam</strong> 10:00–11:30 AM, See pages 16-19 for locations</td>
<td><strong>Coffee Break</strong> 9:00–9:20 AM, Ballroom 6 Foyer</td>
<td><strong>Student-Led Adult/Student Dialogues (by region/state)</strong> 9:30–10:45 AM, See page 33 for locations</td>
</tr>
<tr>
<td>11:00 AM</td>
<td><strong>Choir Rehearsal</strong> 12:00–1:00 PM, Ballroom 6</td>
<td><strong>Affinity Group Session I</strong> 1:15–3:00 PM, See page 20 for locations</td>
<td><strong>Workshop Session C with Featured Speaker Linda Villarosa</strong> 1:15–2:45 PM, See pages 24-28 for locations</td>
<td><strong>Closing Ceremonies with Roberto Lovato</strong> 11:00 AM–12:30 PM, Ballroom 6 and Ballroom 6 Foyer</td>
</tr>
<tr>
<td>12:00 PM</td>
<td><strong>Workshop Session B with Featured Speaker Sarah Culberson</strong> 3:15–4:45 PM, See pages 20-23 for locations</td>
<td><strong>Workshop Session D with Featured Speaker Alma Martinez</strong> 3:15–4:45 PM, See pages 28-32 for locations</td>
<td><strong>Coffee Break</strong> 2:45–3:15 PM, Ballroom 6 Foyer</td>
<td><strong>Reception</strong> 5:00–6:00 PM, West Terrace</td>
</tr>
<tr>
<td>1:00 PM</td>
<td><strong>PoCC Affinity Group Training</strong> 1:00–5:00 PM, Room 11B</td>
<td><strong>State/Regional Meetings</strong> 5:00–6:00 PM, See page 23 for locations</td>
<td><strong>Workshop Session E with Featured Speaker Sarah Culberson</strong> 3:15–4:45 PM, See pages 24-28 for locations</td>
<td><strong>LGBT Reception</strong> 6:15–7:15 PM, Stop by the Information Booth in Ballroom 6 Foyer for Location</td>
</tr>
<tr>
<td>2:00 PM</td>
<td><strong>PoCC Newcomer Orientation</strong> 5:30–7:00 PM, Room 11A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 PM</td>
<td><strong>SDLC Chaperone Orientation I (choose one)</strong> 9:15–10:00 PM, San Diego Marriott, Marina Ballroom E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please take advantage of food kiosks at the San Diego Convention Center for lunch in order to save time and travel away from the convention center.

---

*Subject to Change*
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>Conference Registration 7:00 AM – 8:00 PM, SDCC, Ballroom 6 Foyer</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>School Visits 8:00 AM – 12:00 PM, SDCC, West Harbor Drive Entrance</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Community Service Projects 8:00 AM – 4:00 PM, SDCC, West Harbor Drive Entrance</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>SDLC Chaperone Orientation I (choose one) 9:15–10:00 PM, Marina Ballroom E</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>SDLC Chaperone Orientation II (choose one) 7:00–7:45 AM, SDCC, Room 1A</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>PoCC Opening Ceremony and Opening Address with Phoebe Eng 8:00–9:15 AM, SDCC, Ballroom 6</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Student Luncheon 12:15–1:15 PM, Marriott Hall 1–6</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Student Luncheon 12:00–1:45 PM, Marriott Hall 1–6</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Snack Break 3:45–4:00 PM</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Snack Break 3:45–4:00 PM</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Student Dinner 6:00–7:00 PM, Marriott Hall 1–6</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Student Dinner, Family Groups, and SDLC Closing Ceremonies 6:00–8:00 PM, Marriott Hall 1–6</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>Ernest Green, Keynote Speaker 7:00–8:00 PM, Marina Ballroom, Salon D–G</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>Family/Home Groups 7:00–8:00 PM, Locations in North Tower and South Tower</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>Students dismissed to Chaperones 10:15 PM, Marina Ballroom, Salon D–G</td>
</tr>
<tr>
<td>10:00 PM</td>
<td>Students dismissed to Chaperones 11:30 AM, Marina Ballroom, Salon D–G</td>
</tr>
<tr>
<td>11:00 PM</td>
<td>Curfew 11:00 PM</td>
</tr>
<tr>
<td>12:00 AM</td>
<td>Curfew 12:00 AM</td>
</tr>
</tbody>
</table>

Subject to Change
how to get the most out of pocc

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

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

Revised by members of NAIS’s Call-to-Action, July 2010

the destination

Already a natural beauty, San Diego is quickly becoming one of the nation’s most exciting and sought-after destinations with a near-perfect climate, miles of pristine beaches, world-class visitor attractions and an award-winning convention center. You’ll find there is always something new and exciting to discover here each time you visit.

Take, for instance, our revitalized and vibrant downtown, which boasts an amazing array of unique dining experiences, trendy boutiques, art galleries and specialty shops, and exciting nightlife that reflects our city’s diversity and international flavor. An expanding network of lushly landscaped parks and pedestrian walkways links San Diego’s charming urban neighborhoods to its stunning waterfront. And the best news of all is that everything in our dynamic downtown is within easy walking distance of our beautiful bayside convention center.

SAN DIEGO: AMERICA’S FINEST CONVENTION CITY

Welcome to San Diego, California’s second largest city. From the time you arrive at the airport, it’s only a five-minute ride to the San Diego Convention Center. Our beautiful convention center sits right on sparkling San Diego bay and across the street from exciting downtown. Everything you need is within walking distance. (And with an average temperature of 72 degrees, walking is the way to go!) Stay in one of our beautiful first-class hotels. Explore the dining and the urban excitement of the Gaslamp Quarter. Stroll along the waterfront. Enjoy eclectic shopping. It’s all within steps of the convention center.
PoCC/SDLC Registration
BALLROOM 6 FOYER
TUESDAY, NOVEMBER 30 2:00–6:00 PM
WEDNESDAY, DECEMBER 1 7:00 AM–8:00 PM
THURSDAY, DECEMBER 2 7:00 AM–6:00 PM
FRIDAY, DECEMBER 3 7:00 AM–6:00 PM
SATURDAY, DECEMBER 4 7:00–11:00 AM

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 is that the three 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:

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

Transracial adoption is the adoption of a child that is of a different race than that of the adoptive parents. Transnational adoption is the adoption of a child that is from a different country than that of the adoptive parents.

Developed by members of NAIS’s Call-to-Action, July 2010

workshops

PoCC 2010 attendees can choose from seventy-one 90-minute workshops offered in four 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 Tool Box: Curricular and Professional Skills for Excellence
- Building Inclusive Communities for People of Color: Programs and Initiatives to Strengthen People of Color in Independent Schools
- Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

featured speakers

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

dialogue sessions

In addition to the third affinity group session 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 regions. Using skills cultivated during SDLC, students will facilitate a dialogue on applying strategies from both conferences. This session empowers the students with an important voice as advocates for diversity, multiculturalism, 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.
speakers

Opening Ceremonies
Keynote Address
THURSDAY, DECEMBER 2
8:00–9:15 AM
BALLROOM 6
Phoebe Eng is a strategist, national lecturer, and author of *Warrior Lessons* (Simon & Schuster), a memoir-based examination of race, empowerment, and leadership in a rapidly changing world. In recent years, Eng has worked with a broad range of institutions — city, state, and federal agencies, Fortune 500 companies, churches and universities — helping them to understand the complexities and opportunities of a multicultural society and to develop programs which increase the participation of women and people of color.

**Phoebe Eng**

Workshop Session A
Featured Speaker
THURSDAY, DECEMBER 2
10:00–11:30 AM
ROOM 1A–1B
Faisal Alam is a queer-identified Muslim activist of Pakistani descent. He began the first Internet-based listserv for LGBT Muslims in November 1997 when he was nineteen years old, which marked the first time that LGBT Muslims could discuss issues of common concern in a safe environment. Alam is also the founder and former volunteer director of Al-Fatiha, an organization founded to support Muslims who were struggling to reconcile their faith and their sexual orientation or gender identity. Al-Fatiha (which means “The Beginning” or “The Opening”) has grown to include eight chapters in the United States with another seven sister-organizations in the United Kingdom, South Africa, and Canada. Al-Fatiha’s mission is to provide support and to empower LGBTIQ Muslims who are trying to reconcile their sexual orientation or gender identity with their religion (Islam).

**Faisal Alam**

Workshop Session B
Featured Speaker
THURSDAY, DECEMBER 2
3:15–4:45 PM
ROOM 1A–1B
Sarah Culberson was born in Morgantown, West Virginia, to an African father and a White mother. As an infant she was given up to foster care and adopted by a loving White family in West Virginia. She grew up contemplating and dealing with questions about her identity and her biracial roots. While Culberson has had a successful career as an actress on stage as well as in films and television, her biggest role came when she decided to locate her biological parents. After learning that her biological mother had died, Culberson discovered her father lived in a village in Sierra Leone, West Africa. She learned that she is from a royal family, a Mahaloi, the granddaughter of a Paramount Chief, with the status of a Princess. Now, as co-founder and president of The Kposowa Foundation in Los Angeles, Culberson and many others are working toward the goal of improving education for young people while rebuilding and providing opportunities for the people of Sierra Leone. A book about her journey, *A Princess Found*, was co-authored by Culberson and Tracey Trivas, published by St. Martin’s Press. It was recently voted in the top ten “Best Adult Books for High School Students” by the School Library Journal.

**Sarah Culberson**
from Central High School in Little Rock, Arkansas on September 22, 1941, Ernest Green earned his high school diploma.

At The Table with Dr. King

Sponsored, in part, by

BaLLroom 6

8:00–9:00 AM
FRIDAY, DECEMBER 3

General Session Speaker

Born in Little Rock, Arkansas on November 9, 1941, Ernest Green earned his high school diploma from Central High School in Little Rock. He and eight other African American students were the first to integrate Central High School following the 1954 United States Supreme Court decision in Brown v. Board of Education that declared segregation in public education illegal. They later would become known as the “Little Rock Nine.”

Ernest Green is presently the Managing Director of Public Finance for Lehman Brothers’ Washington, D.C. office. Prior to joining Lehman Brothers, he was president of Ernest Green & Associates, a minority consulting firm that provided technical assistance in marketing, financial management, and economic forecasting. He served as Assistant Secretary of Labor for Employment and Training during the Carter Administration. On November 9, 1999, President Clinton presented Green, along with the rest of the “Little Rock Nine,” the Congressional Gold Medal, the highest honor given to a civilian, for outstanding bravery during the integration of Little Rock’s Central High School in 1957.

Workshop Session C

Featured Speaker

FRIDAY, DECEMBER 3
1:15–2:45 PM
ROOM 1A–1B

Linda Villarosa is a journalist, author, editor, and novelist. She edited the health pages for the New York Times and she worked on health coverage for Science Times. Villarosa twice served as executive editor of Essence Magazine. She has contributed articles, profiles, and reviews to a number of national publications, including Glamour, Health, Latina, the New York Times Book Review, O Magazine, Vibe, and Woman’s Day. She writes a column called “Outside the Lines,” which appears at afterellen.com. Villarosa trains journalists from around the world to better cover the international HIV/AIDS epidemic and to cover international AIDS conferences. She is the author or co-author of three books, including Body & Soul: The Black Women’s Guide to Physical Health and Emotional Well-Being, Passing for Black, and Career GSP: Strategies for Women Navigating the New Corporate Landscape (with Ella L.J. Edmondson Bell). In her speeches and lectures Villarosa draws on her life experiences as a reporter and author, including “coming out.” HIV/AIDS in the African American community, women’s health and wellness, and LGBT workplace issues.

Workshop Session D

Featured Speaker

FRIDAY, DECEMBER 3
3:15–4:45 PM
ROOM 1A–1B

Alma Martinez’s highly lauded film, television, and theatre work has established her as one of the industry’s most accomplished, versatile, and respected Latina actors. Her debut was in the American film classic, Zoot Suit (1981) and she has well over 100 theatre credits in the United States, Mexico, and Europe. With a Ph.D. in drama from Stanford University, Martinez is a highly sought after motivational speaker who travels across the country addressing issues related to education and the evolution of the Latina/o images in film and theatre. A Fulbright Scholar in Peru in 2006, her forthcoming book is a comparative analysis of the fervent years of the Chicano and Latin American popular and political theatre movement in the Americas (1965-1975). Raised in Pico Rivera, California, Martinez was born in Monclova, Coahuila, Mexico, and immigrated to the United States with her family at the age of one.

Linda Villarosa

Alma Martinez

Workshop Session C

Closing Ceremonies Address

SATURDAY, DECEMBER 4
11:00 AM–12:30 PM
BALLROOM 6

Sponsored, in part, by Cal/West Educators Placement

Roberto Lovato is one of the nation’s leading Latino writers and commentators. As Associate Editor with New America Media, Lovato’s articles and blogs, as well as his lectures, focus on a range of topics — growing Latino power and influence in the United States, immigration, media, politics, race relations, and human rights. A frequent contributor to The Nation magazine and the Huffington Post, he has also written for the Los Angeles Times, the San Francisco Chronicle, Salon, Der Spiegel, Utne Magazine, La Opinion, and other national and international media outlets. Lovato has produced programming for National Public Radio (NPR), Pacifica, and the Univision Television Network, where he helped develop and produce Hora Zero, one of the network’s first documentary series about immigration in the United States. Lovato also has experience directing human rights work related to refugee and displaced populations in wartime and post-war El Salvador. He was appointed President of the Los Angeles County Human Relations Commission shortly after the 1992 Los Angeles riots.
actively involved in educating the public and disseminating their love of dance as well as the preservation of ancestral indigenous values of Mexican-Azteca culture via public presentations and performances in school throughout San Diego County, throughout the United States and abroad, making appearances as close as Mexico and as far away as Germany.

**NUSA NTARA**

Indonesian Arts Center (IAC) is committed to the creation, exposure, development, and education of traditional and contemporary Indonesian artistic forms throughout the archipelago. One of the IAC’s featured projects is a dance group called “Nusantara.” Formed in 2010, Nusantara is a San Diego-based dance group whose mission is to explore dances from across the Indonesian archipelago. The word *nusantara* originates from old Javanese language and means “archipelago,” inferring the Indonesian archipelago, which is consisted of over 17,000 islands. Nusantara focuses on all varieties of Indonesian dance and, although in its infancy, aims to ultimately study dances from all across the Indonesian archipelago.

**SAN DIEGO CAIS COMBINED “ONE DREAM CHOIR”**

The San Diego CAIS Combined “One Dream Choir” is made up of students from the independent schools in San Diego County. Youth ages 8-18 represent over 50 countries from around the world and are honored and proud to be part of the PoCC/SDLC. They will perform “One World, One Dream” by Wang Lee Hom.
pocc choir

Directed by Charles Owens, Francis Parker School (IL) and accompanied by Karen Bradberry, Future Leaders Program, Bickel & Brewer Foundation (TX), 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 and the General Session, grab a cup of coffee and a 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 Bookstore, which will be open in the Ballroom 6 Foyer at the following times:

- **WEDNESDAY**  1:00–6:00 PM
- **THURSDAY**  7:00 AM–7:30 PM
- **FRIDAY**  7:00 AM–6:45 PM
- **SATURDAY**  7:00 AM–1:00 PM

state and regional meetings

**THURSDAY, DECEMBER 2**
5:00–6:00 PM
SEE PAGE 23 FOR ROOM LOCATIONS
This time is dedicated for state and regional diversity committees to meet with their constituents. For those states and regions without diversity committees, this time should be used for meeting other attendees from your area and for networking on ways to take back all of the experiences gained from attending the conference as a catalyst for change back at home.

gay, lesbian, bisexual, and transgendered (glbt) social hour

**FRIDAY, DECEMBER 3**
6:15–7:15 PM
STOP BY THE INFORMATION BOOTH IN BALLROOM 6 FOYER FOR LOCATION
tuesday, november 30

2:00–6:00 PM
CONFERENCE REGISTRATION
BALLROOM 6 FOYER

wednesday, december 1

7:00 AM–8:00 PM
CONFERENCE REGISTRATION
BALLROOM 6 FOYER

7:30 AM–5:00 PM
NAIS CYBER CAFE
BALLROOM 6 FOYER

8:00 AM–12:00 PM
SCHOOL VISITS
SAN DIEGO CONVENTION CENTER, WEST HARBOR DRIVE ENTRANCE

8:30 AM–4:00 PM
COMMUNITY SERVICE OPPORTUNITIES
PROJECTS WILL DEPART FROM THE SAN DIEGO CONVENTION CENTER

TICKET REQUIRED Onsite registration is not available.
Volunteer form/waiver required
Chaperones must accompany students

Following the success of offering community service to support the rebuilding of post-Katrina New Orleans at the 2008 PoCC/SDLC, opportunities to serve the community in host cities are now a permanent feature of the conferences. The following San Diego-based agencies are sites for this year’s community service opportunities:

8:30 AM–12:30 PM
San Diego Coastkeeper www.sdcoastkeeper.org
San Diego Coastkeeper, launched in 1995, is a two-person team combating the chronic pollution of San Diego Bay that transformed it into a highly toxic body of water. Our focus is on local, community-based advocacy. Our mission is to protect the region’s inland and coastal waters for the communities and wildlife that depend on them by blending education, community empowerment, and advocacy.

8:30 AM–2:30 PM
San Diego Rescue Mission (SDRM) www.sdrescue.org
Nearly 10,000 homeless men, women and children call the streets and canyons of San Diego County home. The ministry of the SDRM rescues these and other people in desperate life situations, helps them become closer to God, assists them to rehabilitate their lives, and restores hope in a new future. All our programs are free of cost.

The Men’s Center (200 MC) and Women & Children’s Center (70 WCC) are two of the six main programs at SDRM. These year-long, rehabilitation programs provide meals, clothing, shelter, medical attention, educational/vocational training, substance abuse recovery classes, daily chapel services, and employment preparation to help clients return to being independent and productive members of society.
9:00 AM–5:00 PM
ADULT LEADERSHIP SEMINAR
SAN DIEGO CONVENTION CENTER, ROOM 5B
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

The seminar will enable participants to explore the opportunities and challenges aspiring leaders of color face in independent schools.

Adult Leadership Seminar Faculty (from left to right): Reveta Bowers, Center for Early Education (CA); Ilana Kaufman, Windrush School (CA); Jim McManus, California Association of Independent Schools; Katherine Dinh, Prospect Sierra School (CA); Barbara Wagner, Marlborough School (CA); John West, The Mirman School (CA)

2009-10 BOOK RECIPIENTS
Jumpstart: UC-Irvine
Jumpstart: Whittier College
Urban People Living in Faith and Trust, San Diego
Albert Einstein Elementary School
Nellie Amundsen: Distributes throughout San Diego
Veterans Village: San Diego
Clairemont High School Library
I.B. Elementary
Sharp Hospital
Senior Community Center-East County
Casa Familiar Inc
Peninsula Senior Center
Solana Beach Community Center
Encinitas Senior Center
Invisible Children, San Diego
Monarch School, San Diego
Oasis Senior Center
Bayside Community Center
Montgomery PTSA
Mendoza Elementary
King Chavez Academy of Excellence
Family Resource Center/ Sharp Hospital
Chula Vista HOS
Senior Community Centers-East County
Senior Center San Ysidro
Senior Center Sports Arena
Solana Beach Presb Church

5:30–7:00 PM
POCC NEWCOMER ORIENTATION
ROOM 11A
Attending PoCC for the first time? Come to the Newcomers Orientation to learn more about the history and mission of the conferences and insights from veteran conference participants on successfully navigating the various components of PoCC. FACILITATORS: Gloria Fernández-Tearte, Greenwich Academy (CT); Matt Suzuki, Rye Country Day School (NY)

9:15–10:00 PM
SDLC CHAPERONE MEETING (CHOOSE ONE)
MARRIOTT HOTEL AND MARINA, MARINA BALLROOM E
10:00–11:30 AM

Workshop Session A  
ROOM 1A-1B  
FEATURED SPEAKER FAISAL ALAM  
Introduced by Dima Saab, LaJolla Country Day School (CA)

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

A-2 COMMON GROUND 5 YEARS LATER: A CHILDREN OF COLOR AFFINITY GROUP IN LOWER SCHOOL  
ROOM 14B  
Participants will be exposed to one school's experience creating and embedding a children of color affinity group in a lower school setting. Facilitators will discuss a research-based approach to creating affinity groups in lower school and the knowledge they have gained after five years of successful programming.  
PRESENTER: Julie Parsons, The Gordon School (RI)

A-3 STUDENTS AS TEACHERS: SUPPORTING STUDENT DIVERSITY LEADERSHIP  
ROOM 15A  
Through interviews and testimonials, workshop participants will discover how four Oakwood High School students who attended the 2009 NAIS Student Diversity Leadership Conference implemented an after-school diversity program for K-3rd graders. Attendees will explore themes and language that resonate with primary age students, and will gain insights and tools for guiding older students as mentors.  
PRESENTERS: Linda Rose-Winters and Melanie Jacobson, Oakwood School (CA)

A-17 BUILDING RELATIONSHIPS WITH BOYS OF COLOR IN INDEPENDENT SCHOOLS  
ROOM 11B  
This session will introduce methods for increasing success for boys of color in independent schools by considering cultural influences on masculinity and the developmental processes for adolescent boys. For
boys of color, some would assert that there is a crisis brewing when it comes to education and socialization. Are there practices to counteract this crisis in an independent school setting? Through research review, personal reflection, and interactive discussion, this session will outline solutions, equipping educators to forge meaningful relationships with boys of color that promote academic success and social engagement. 

PRESENTER: Armond Lawson, Gilman School (MD)

A-19 HELPING LATINO/HISPANIC STUDENTS ENROLL AND SUCCEED IN THE INDEPENDENT SCHOOL COMMUNITY

ROOM 4

The Latino Student Fund (LSF) is an organization dedicated to ensuring that PreK-12th grade Latino/Hispanic students are provided with opportunities for a strong academic foundation in order to promote higher education and professional leadership. This presentation will discuss the current enrollment trend of Latino/Hispanic students in independent schools and assist school staff, faculty and administrators in developing tools to increase the success rate of current students as well as attracting new students to their school. We will explore some of the reasons that schools and families are often unable to successfully connect. The LSF will share the details of our signature “Scholars Program” which helps families enroll in independent and parochial schools and also provides financial support to students through academic scholarships.

PRESENTERS: Rosalia Miller, Maria Fernanda Borja, and Margaret Mountjoy, Latino Student Fund (DC)

EXPANDING OUR TOOL BOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

A-9 MULTICULTURAL INDEPENDENT READING PROJECT

ROOM 5B

This presentation will introduce a project-based reading program for middle school students. The Multicultural Independent Reading Project (MIRP) works to expose students to a diverse selection of multicultural literature. It is a year-long program during which students select several multicultural novels from a reading list with a goal of finishing six to eight books in one school year. After reading their selections, students then create projects that highlight specific multicultural aspects of their chosen books. Options for student projects include posters, short videos, blogs, slide shows, or book talks. PRESENTER: Chino Baluyut, (CA)

A-11 THE RIPPLE EFFECT: USING CURRICULUM TO EMPOWER STUDENTS AND TRANSFORM A SCHOOL

ROOM 5A

The purpose of this workshop is to show how a class on justice and social change can impact school climate. The curriculum presented allows students to explore their own identities, biases, and privileges, empowering them to affect change. Students explore topics through films, articles, current events, personal stories, poetry, projects, and journaling. By providing students with the proper vocabulary and knowledge, they can participate in their other classes using a multicultural lens. This class is structured to empower students to work towards equity and justice in their school community.

PRESENTERS: Barbara Smiley Sherman, North Shore Country Day School (IL); Angelica Flores (IL)

A-12 HOW TO MAKE THE INVISIBLE VISIBLE: TOOLS FOR PULLING BACK THE VEIL OF PRIVILEGE

ROOM 2

Why are the dynamics of diversity and privilege invisible to some yet others see it clearly? This workshop will provide seven easy to use tools to support fearless conversations among faculty, staff, and students. Presenter will share concepts used to help people move beyond good intentions into actions which create real change. PRESENTER: Steven Jones, Jones & Associates Consulting, Inc. (CA)

A-13 NAIS DATA: GETTING THE MOST FROM THE ONLINE TOOLS!

ROOM 7B

How well does your school measure up? Learn how to compare your schools’ key data with other peer schools. Has diversity at your school declined while diversity at your peer schools has increased? Are your parents completely satisfied with your current academic program? In this session, you will learn how to easily obtain this information for your planning and budgeting purposes. PRESENTER: Monique Rush, NAIS (DC)
A-14 GENDER SEXUALITY AND OTHER MULTICULTURAL CONVERSATIONS WITH TEENS

ROOM 11A

How comfortable are you when it comes to talking with teens about gender, sexuality, race and other important cultural conversations? Teens today are being bombarded with social messages about male and female roles, homosexuality, money, and many are laced with some type of racial images. Educators and parents can play a powerful role as they support students by having cross-cultural generational conversations. Participants will evaluate their personal experiences within the context of cultural conversations, methods of communication and learn how to increase their comfort level in discussing these subjects. PRESENTER: Tiffany Taylor Smith, TR Taylor Consulting (NJ)

A-18 CULTURAL RESILIENCY: PATHWAYS TO TEACH 21ST CENTURY SKILLS FOR EVERY STUDENT

ROOM 14A

This workshop is an interactive session that asks participants to identify the essential 21st century skills in a global society and discuss how these essential skills can be implemented into the students’ educational process. Participants will understand how these skills can help recruit/retain students and teachers of color, particularly in the African-American and Latino/a communities. We will de-mystify students and faculty of color in independent schools as well as describe vividly their experiences within an educational context in order to redefine educational excellence for all students. PRESENTER: Juan Carlos Arauz, St. Mark’s School (CA)

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

A-5 MULTIRACIAL CLASSROOMS: A FRAMEWORK FOR TRANSFORMING PEDAGOGY

ROOM 15B

In order to fully engage the voices and talents of our students and professional adult community, we have begun to shift from a framework of assimilation to one of transformed pedagogy. We believe that there is groundbreaking work to be done on behalf of our own and the larger educational world in the area of pedagogy for multiracial classrooms. We have begun using a school-wide model for action research in our own classes. This presentation will introduce participants to our action research process and findings, which have helped us begin to move from the hypothetical to genuine deep questioning of classroom practice. Participants will gain an understanding of how action research has significantly improved our professional efforts to create an engaging, inclusive environment for our community. PRESENTERS: Donna Russo, Susan Arteaga, Mary Lynn Ellis, and Leslie Tran, Abington Friends School (PA)

A-6 SEPARATE AND UNEQUAL: EDUCATION BEFORE AND AFTER APARTHEID SOUTH AFRICA

ROOM 16A

In this session, participants will take away an understanding of one of the most segregated education systems in the 20th century. They will learn about how damaging segregated education was for generations of South Africans and they will explore issues that affect learners in South Africa today. PRESENTER: Chris Webber, Pacific Ridge School (CA)

A-7 ILLUSTRATING THE PAST AND VISUALIZING THE FUTURE: CELEBRATING OUR MANY SELVES

ROOM 16B

Learn how The Latin School of Chicago created an effective K-12, curricular-based, week-long celebration honoring Dr. Martin Luther King, Jr. that simultaneously provided an opportunity to examine and strengthen our identity as a community. Using window paintings of the Civil Rights Movement, a collaborative school art event, performances and podcasts, student presentations, curricular practices, discussion groups, inspirational speakers, and community service, our school was transformed. Attendees will learn concrete steps for guiding their community in a similar celebration. PRESENTERS: Betty Lark-Ross, Bryan Jackson, Jennifer Nabers, and Paul Gilden, The Latin School of Chicago (IL)
A-8 MOVIES AND THEIR POWER BEYOND IMAGINATION
ROOM 7A
Movies can be an incredible teaching tool. But, given the amount of time it takes to show one movie, the average school day can’t accommodate a feature film. A challenging alternative is a weekly Monday movie series showcasing films from all over the world. In this year-long series we chose films that challenged assumptions about ethnicity, gender, religion, and modernity and presented alternatives to conventions of character, place, story, pacing, and resolution.
PRESENTER: Steve Cook, Francis Parker School (CA)

A-20 DIVERSITY, EQUITY AND JUSTICE THROUGH GENERATIONAL, RACIAL AND CULTURAL PRISMS
ROOM 3
This workshop will explore the tides of change in the landscape of race and culture in independent schools through layers of generational experience and perceptions. In many of our schools the various evolutions and successes of diversity initiatives have created complex multiracial and multicultural school communities. Join us to engage in a fishbowl format discussion about the range of experiential realities that emerge when people of very different generational, cultural and racial identities work together to address matters of diversity and inclusivity. We anticipate a rich provocative dialogue across generations, race, and culture.
PRESENTERS: Holly Carter, Caedmon School (NY); Paul Kim, Colorado Academy, (CO)

NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS
A-16 SHIELDING MY RACE FROM THE BLINDNESS OF YOUR WHITENESS
ROOM 8
How do people of color shield themselves from the insidious remarks made by others and educate White people about the damage of racial microaggressions? Dialogue, video clips, and an activity will be used to help participants learn more about racial microaggressions and the impact they have on people of color. Participants will also look at racial identity development and the microaggression process model to learn effective strategies for nourishing the soul, building resilience, and educating White peers. A CD of resources will be distributed at the end. Please download the handouts from the NAIS website. PRESENTER: Sandra (Chap) Chapman, Little Red School House and Elisabeth Erwin High School (LREI) (NY)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS
A-15 MAKING YOUR MOVE: LEADERSHIP DEVELOPMENT AND PROFESSIONAL GROWTH
ROOM 10
How can educators of color best prepare for the challenge of securing an administrative job and exercising leadership in a new role? What are the skills and approaches that enable them to make the most of their experiences and talents, increasing their chances of a successful job search? In this presentation, Klingenstein Center alumni share what their recent job searches have been like, how their graduate studies assisted them in moving into a different job and how they apply what they learned to meet the challenges of their new roles. Participants will leave the session with an understanding of the ways educators of color can advance their careers. PRESENTERS: Pearl Rock Kane, The Klingenstein Center (NY); Jose De Jesus, Spence School (NY); Janice Murabayashi, La Jolla Country Day School (CA); Guybe Slangen, San Francisco Friend’s School (CA)

11:30 AM–1:00 PM
LUNCH ON OWN
Please take advantage of food kiosks at the San Diego Convention Center for lunch in order to save time and travel away from the convention center.

12:00–1:00 PM
POCC CHOIR REHEARSAL
BALLROOM 6
1:15–3:00 PM
Affinity Group Session I

CATCHING THE TIDES OF CHANGE
Come aboard! Identify the events and tides of change that earmark your journey toward understanding your racial/ethnic identity.

Asian/Asian American Affinity Group ROOM 3
Black/African American Affinity Group HALL A
First Nation/Native American Affinity Group ROOM 5B
International, Non U.S. Citizen Affinity Group ROOM 8
Latina-o/Hispanic American Affinity Group ROOM 2
Middle Eastern American Affinity Group ROOM 7B
Multiracial American Affinity Group ROOM 9
Pacific Islander/Pacific Islander American Affinity Group ROOM 11A
Transracially/Transnationally Adopted Affinity Group ROOM 10
White/European American Affinity Group ROOMS 1A-1B

3:15–4:45 PM
Workshop Session B
ROOM 1A-1B
FEATURED SPEAKER SARAH CULBERSON
 Introduced by Michael Pina, The Bishop’s School (CA)

Sponsored by StrateGenius

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

B-1 WHAT’S THE POINT? RE-THINKING THE INTENT OF BLACK HISTORY MONTH
ROOM 9
A Black History Month Assembly can be a source of great fun, learning, and pride for schools. But defining the purpose and ultimate relevance of the event can be a challenge for educators. Using a Virginia private school as a case study, participants will screen a Black History Month Assembly slideshow and discuss challenging questions such as: Must we include slave references? Is the month still relevant in what some call a “post-racial” America? Are Black teachers tokenized during the month of February? This workshop will provide concrete guidelines to help re-think and refresh your perspective. PRESENTERS: Yasmin Chin Eisenhauer, Lowell School (DC); Javaid Khan, Poly Prep Country Day School (NY); Nafees Khan, Emory University (GA); Semeka Smith-Williams, Packer Collegiate Institute (NY)

B-2 BRINGING SDLC BACK HOME: CREATING STUDENT-CENTERED PROGRAMMING FROM SDLC
ROOM 14B
Every year, students return to our schools energized and empowered from their experiences at SDLC and they want to share the experience with their peers. This presentation will provide participants with an example of a concrete way to bring the experiences of students attending SDLC and/or faculty attending POCC back to their larger school communities. We will discuss our very powerful 2010 Martin Luther King Assembly in which former SDLC participants each shared testimonials of their own experiences of bias within our community. These were interspersed with clips of one of Dr. King’s sermons, putting students in dialogue with him. We will also leave time for a round table of other schools’ experiences and workshopping some ideas participants may have. PRESENTERS: Alan Brown and Clinton Carbon, Dwight Englewood School (NJ)

B-3 AFRICAN AMERICAN BOYS’ RETREATS, SYMPOSIUMS AND EVERY DAY EDUCATION
ROOM 8
This workshop will present ways to provide invaluable affinity between African American male adults and African American male students. The aim is to develop these young men into individuals who understand their cultural history and can align this history into today’s context. Age appropriate curricula is integrated into this model that brings to light historical kings, riches, and inventions that depict proud African American leaders mirroring whom we hope our young men today will become. Follow-up activities and references illustrating effective approaches for school community and families are provided. PRESENTERS: Tahira Wilson-Guillermo and Kyrk Mossis, Shady Hill School (MA); Terres King II, Bishop John T. Walker School for Boys (DC)
Latinos. At the end this session, participants will be skilled in practical ways to promote and nurture essential relationships between Latino students and individuals, the school, their community, and society at large. In turn, Latino students will not only recognize role models and leading voices of today, but have the resources necessary to lead us into tomorrow.

**PRESENTERS:** Roberto German and Julie Jarvis, St. John’s Preparatory School (MA)

**B-18 TRANSITION PROGRAM: 25 YEARS OF PROGRAMMING FOR STUDENTS OF COLOR; ADJUSTMENT AND SUCCESS**

Room 14A

Twenty-five years ago faculty and staff were concerned about higher attrition rates they observed among our Black and Latino students. Concerns about the gap between admissions recruitment and long term retention and success of these students led to the development of the Transition Program. Now in its twenty-sixth year, the Transition Program provides new students of color an opportunity to meet prior to the opening of school. We have found that for underrepresented groups of students, this early introduction to Milton takes the edge off of entering the Academy. This workshop will discuss the structure of the program, along with the current tensions and challenges we face in providing equitable support for all new students entering our community.

**PRESENTERS:** Latoya Allen and Demetra Caldwell, Riverdale Country School (NY)

**B-10 WHAT I SAID AND WHAT I MEANT: CROSS CULTURAL COMMUNICATION**

Room 2

Participants can expect to identify various dimensions of culture and discuss how this influences our communication, identify common pitfalls of cross-cultural communication that lead to conflict, and learn competencies and gain tools for cross-cultural communication. The workshop will include presentations on theory and models, interactive and reflective activities, and provide several take-home tools that you can take back to your school community and use in your personal life.

**PRESENTER:** Rosetta Eun Ryong Lee, Seattle Girls’ School (WA)
B-11 TEACHING NEW PERSPECTIVES: ENGAGING STUDENTS IN CONVERSATIONS ABOUT DIVERSITY
ROOM 11A
This year, Morristown-Beard School offered its first Diversity Perspectives course for upper school students. The class engaged students in critical thought and discussion about the importance of cultural diversity in the 21st century. Students were given the opportunity to expand and deepen their awareness in regard to race, ethnicity, culture, religion, age, gender, socioeconomic status, sexual orientation, and ability. From both global and personal perspectives, students critically examined their own beliefs and communicated their perspectives both in writing and orally. PRESENTER: Tracey Barrett, Morristown-Beard School (NJ)

B-12 BUILDING COMMUNITY BY UNCOVERING BIAS
ROOM 11B
In 2008, our 6th grade team developed a Bias Awareness Orientation which focused on building community and developing language and strategies to explore and celebrate differences in our community. This presentation looks at the evolution of this orientation since 2008, when it was first presented at the NAIS PoCC. It will examine the gains students and teachers have made in discussing, confronting and engaging issues such as race, gender, sexual orientation as well as the challenges of sustaining such a curriculum in a middle school. Participants will come away from the presentation with an understanding of how to develop an orientation such as this for their own middle school. PRESENTERS: Suzette Duncan and Kristin Stringfield, Prospect Sierra School (CA)

B-13 EXAMINING RACE IN LITERATURE FOR CHILDREN AND YOUNG ADULTS
ROOM 5A
Participants will brainstorm and discuss commonly held beliefs in regard to race and multiculturalism, establish a common language and vocabulary for discussing issues of race and use this information to critically read and analyze picture books and young adult literature. Participants will be challenged to examine traditional views of race, racism, and what it means to be anti-racist. PRESENTERS: Jose Lizarraga and Diali Bose-Roy, San Francisco Friends School (CA)

B-14 SUPPORTING YOUNG ACTIVISTS IN THE K-5 CLASSROOM
ROOM 3
Participants in this workshop will experience a unit of study designed to connect classroom work with creating change in the world. Learn to support young students’ conversations around race, class, gender and other social issues. Examine one classroom’s K, 1, 2 activist timeline and make your own. View video of young children modeling the impact of intentional multicultural curriculum. Explore a K, 1, 2 instructional model that uses doll stories to help small children explore big social justice topics. PRESENTER: Monique Marshall, Wildwood School (CA)

B-15 TO SAY OR NOT TO SAY NIGGER AND OTHER CHALLENGES TEACHERS OF COLOR FACE
ROOM 7A
Workshop presenters will share the challenges they face when attempting to engage students in issues of race. Participants will have the opportunity to determine where they fall on a spectrum of comfort as it relates to independent schools, curriculum and self-identity. The guiding questions that this workshop will focus on are: What do you do when you are confronted with language that has historically been harmful, hateful and arbitrarily used in literature (i.e. nigger, oriental, gay, illegal immigrant, terrorist)? How do you deal with classical literature that is racist, sexist, and/or homophobic? How do we teach about issues of race without it being viewed as part of our personal agenda? PRESENTERS: LaShanda Lawrence and Noleca Radway, Calvert School (MD)

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

B-7 ADOPTION AND SCHOOLS: WHAT WE CAN DO TO SUPPORT ALL KINDS OF FAMILIES
ROOM 10
With the growing number of “nontraditional” families in our schools (many of which include internationally and transracially adopted children), we need to broaden our curriculum to ensure that every student feels seen and heard. Participants will learn about the
developmental stages that adoptees go through preK-adulthood in incorporating their adoptive status into their identity as well as easy, concrete steps to make sure that ALL kinds of families are represented and honored in our schools. **PRESENTER:** Darcy Ellsworth Yow, Marin Country Day School (CA)

**B-8 A BRIDGE TOO FAR: CULTURE AND COMPROMISE**
**ROOM 16A**
Must people of color compromise everything to be successful in independent schools? How can teachers and administrators who are not “of color” appreciate and affirm different cultural values? Workshop discussion will center on valuing the other to facilitate communal learning and growth while retaining a sense of cultural self. We will challenge ourselves by seeking to clarify the question: “How do we communicate a united vision to others while maintaining a foundational understanding of self?” **PRESENTER:** Loris Adams, Trinity Episcopal School (NC)

**NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS**
**B-17 ELEPHANTS IN THE MIST: NEGOTIATING RACIAL TENSION IN SCHOOLING RELATIONSHIPS**
**ROOM 4**
In this workshop, participants will work to reframe their thinking about racial missteps that often take place in our school communities. Instead of seeing these missteps as a matter of character, looking at them as a matter of cultural competence. Supportive instruction with exposure to conflict is a key strategy for negotiating racial encounters. This workshop will teach participants to reappraise and resolve racially tense interactions by learning a stress and coping model, assessing the support within the school community that acknowledges racial tension, looking at a range of emotionally stressful professional relationships, and practicing strategies of emotional regulation, racial anxiety management, and negotiation of racially stressful conflicts. **PRESENTERS:** Sherry Coleman, Independent School Consortium (PA); Dr. Howard Stevenson, University of Pennsylvania (PA); Robbin Washington-Smart, New Foundations Charter School (PA)

**PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS**
**B-16 LIVING THE BOARDING SCHOOL LIFE THROUGH THE EYES OF FACULTY OF COLOR**
**ROOM 7B**
While we often examine the reality of the boarding school experience of students of color, we rarely take a look at the faculty of color. Who are these people? Why have they chosen to work in a residential setting? What are their lives really like? In this session we will candidly discuss the pros and cons of life at boarding schools from the perspective of faculty of color. **PRESENTERS:** Kisha Watts, The Taft School (CT); Colin Lord, Choate Rosemary Hall (CT); Dana Hunter Watts, The Hill School (PA); Mark Blackman, Phillips Exeter Academy (NH); Vicky Martinez, The Lawrenceville School (NJ)

**5:00 PM–6:00 PM**
**STATE/REGIONAL MEETINGS**
- Cleveland Council of Independent Schools **ROOM 7A**
- Colorado and ACIS **ROOM 11B**
- Connecticut, CODIS, and SPHERE **ROOM 14B**
- Florida and FCIS **ROOM 16B**
- Maryland (AIMS) **ROOM 15A**
- Midwest and ISACS **ROOM 3**
- New England, and POCISNE **ROOM 2**
- New Jersey and NJAIS **ROOM 8**
- New York and POCIS–NY **ROOMS 1A-1B**
- North Carolina **ROOM 16A**
- Northern California and NORCAL POCIS **HALL A**
- Pacific Northwest and PNAIS **ROOM 7B**
- Pennsylvania and Delaware Valley **ROOM 5B**
- Puerto Rico, Virgin Islands, Hawaii and International **ROOM 15B**
- South and SAIS (AL, GA, KY, MS, SC, Central America, South America) **ROOM 5A**
- Southern California and SOUCAL POCIS **ROOM 4**
- Southwest and ISAS **ROOM 11A**
- Tennessee and TAIS **ROOM 14A**
- Virginia **ROOM 9**
- Washington, D.C. and AISGW **ROOM 10**
7:00 AM–6:00 PM
CONFERENCE REGISTRATION
BALLROOM 6 FOYER

9:30–11:30 AM
Affinity Group Session II

RIDING THE WAVES OF OPPORTUNITY
Get ready to ride the waves of self-exploration as we navigate how we provide, share, and value opportunity while forging connections with fellow affinity group members. Then go forth with the echoes of our experiences.

» Asian/Asian American Affinity Group ROOM 3
» Black/African American Affinity Group HALL A
» First Nation/Native American Affinity Group ROOM 5A
» International, Non U.S. Citizen Affinity Group ROOM 8
» Latina-o/Hispanic American Affinity Group ROOM 2
» Middle Eastern American Affinity Group ROOM 7B
» Multiracial American Affinity Group ROOM 9
» Pacific Islander/Pacific Islander American Affinity Group ROOM 11A
» Transracially/Transnationally Adopted Affinity Group ROOM 10
» White/European American Affinity Group ROOMS 1A-1B

11:30 AM–1:00 PM
LUNCH ON OWN
Please take advantage of food kiosks at the San Diego Convention Center for lunch in order to save time and travel away from the convention center.

12:00–1:00 PM
POCC CHOIR REHEARSAL
BALLROOM 6

1:15–2:45 PM
Workshop Session C
ROOM 1A-1B
FEATURED SPEAKER LINDA VILLAROSA
Introduced by Jessica Lemoine, Francis Parker School (CA)
BUILDING INCLUSIVE COMMUNITIES FOR PEOPLE OF COLOR: PROGRAMS AND INITIATIVES TO STRENGTHEN PEOPLE OF COLOR IN INDEPENDENT SCHOOLS

C-1 KALEIDOSCOPES: A PRIMARY SCHOOL AFFINITY GROUP
ROOM 5A
Kent Place is an all-girls independent school in Summit, NJ. During this workshop, we will discuss the evolution of our primary school affinity group, called Kaleidoscopes, which is in its fourth year. Kaleidoscopes is designed for students in grades K-5 who self-select as students of color. Included in the presentation will be a discussion about how the affinity group was introduced and how it has been discussed with parents and faculty over time. Sample activities will be presented to participants along with the structure of the monthly meetings conducted with students. We will share the successes and struggles of Kaleidoscopes as well as how participation by students, faculty, and administration has evolved in the past four years. PRESENTERS: Sergio Alati and Dora Gragg, Kent Place School (NJ); Michael Buensuceso, Trinity School (NY)

C-2 ENHANCING SCHOOL CULTURE AND DIVERSITY THROUGH A SUMMER PROGRAM!
ROOM 14A
Many independent schools seek to overcome isolation, find ways to enhance local community relationships and increase the opportunities for experiences that enrich student life. Our workshop will help participants explore avenues for addressing these issues by learning from forty-five plus years of history at Horizons at New Canaan Country School. Horizons builds brighter futures for K-12 public school students from low-income families by creating a summer experience that offers a balance of academic, artistic, and athletic opportunities to nurture potential. Participants of the Horizons workshop will learn how to use Horizons or a similar “private school with a public purpose” partnership as a catalyst for enhanced community involvement and a richer cultural experience for students, families, alumni, and the children that participate in the program. PRESENTERS: Leah Kimmet and Paul Mayo, New Canaan Country School (CT) and Jose Oromi, Horizons National (CT)

C-4 SMART: BUILDING PARTNERSHIPS TO HELP PRIVATE SCHOOLS MEET THEIR PUBLIC PURPOSE
ROOM 15A
In this workshop, participants will learn how to identify and work effectively with community-based organizations to support low-income, students of color within their schools. Participants will receive a blueprint and resources illustrating how the SMART (Schools Mentoring and Resource Team) program successfully recruits, places, and supports under-served, motivated students to develop a talented pipeline of youth for local independent schools. PRESENTERS: Tara Phillips and Paul Mann, SMART (CA)

C-5 ARE WE THERE YET?: STILL STRIVING FOR THE “MOUNTAIN TOP”
ROOM 15B
In the 2003 summer edition of Independent School Magazine, NAIS asked contributors to comment on the state of diversity in independent schools particularly the “psychological experience of students of color.” Seven years after this groundbreaking issue was published, schools continue to grapple with the best and most effective ways to ensure the success of all students of color. This workshop will examine the ways in which schools can “ride the waves of opportunity” when expanding and supporting diversity initiatives that help students of color especially when considering who can best support all students of color within the school community as well as which resources are best to use. PRESENTER: Tiffany Bridgewater, St. Stephen’s & St. Agnes School (VA)

C-10 MADE IN DETROIT
ROOM 7A
Detroit put the world on wheels but has been hard hit by recession. The metropolitan area is also the most segregated in America. Like many schools, Cranbrook is reliant upon the health of the region we serve. Partnering with the University of Michigan, we’ve created active learning experiences for our students including problems-based curriculum and leadership building that heighten civic engagement. Our new innovative summer leadership retreat addresses the underlying causes of Detroit’s urban crisis, depopulation, and demographic stratification. By bringing together Cranbrook and public school students from the Horizons
Upward Bound program, participants learn how we are helping students in our declining urban centers. We will discuss strategies for intergroup dialogue, collaboration, and empowerment to prepare students for effective local and global leadership through community partnerships that serve the public purpose.

PRESENTERS: Carla Young and Holly Arida, Cranbrook Schools (MI); Roger Fisher, The Program on Intergroup Relations–The University of Michigan (MI)

C-16 “WE ARE OUR BROTHERS’ KEEPER”—THE UNION—GREENHILL SCHOOL’S EMPOWERMENT PROGRAM

ROOM 9

Greenhill School faculty members will discuss their Upper School student empowerment program created specifically to promote self-esteem and high academic achievement for African American males, a distinct, and often misunderstood group of students. This session will share the process used in setting up the group, navigating the obstacles inherent in its creation; it will also provide details on making the group sustainable and malleable to the mission of the school. PRESENTERS: Aaron Timmons, Herman Card, and Art Hall, Greenhill School (TX)

EXPANDING OUR TOOL BOX: CURRICULAR AND PROFESSIONAL SKILLS FOR EXCELLENCE

C-3 HIP HOP, RACE AND MIDDLE SCHOOL STUDENTS IN A 21ST CENTURY INDEPENDENT SCHOOL

ROOM 14B

The presenter will share her experiences in leading a two day special course on Hip Hop History with a diverse group of middle school students. She will share the initial goals of the course and how the needs of the students changed the initial plans and led to opportunities for unique discussions and teaching and learning moments for students and faculty alike. By examining scenarios, we will discuss the issues of race and diversity that arose from the students as they explored NYC and the world of Hip Hop. In these interactive discussions we will explore the way that progressive education lends itself to dealing with diversity issues, especially issues of race, with middle school students. PRESENTER: Keira Rogers, The Calhoun School (NY)

C-9 S.A.F.E.: STUDENT AMBASSADORS FOR EQUITY

ROOM 16B

Student Ambassadors for Equity (S.A.F.E.) is a diversity and leadership program for eighth grade students that teaches how to be effective leaders and mindful citizens in a diverse community. Students in S.A.F.E. not only organize their own “Community Forums,” but they also practice using their leadership skills during diversity programs by being peer facilitators. The focus of this presentation will be to share how S.A.F.E. has developed into a yearlong program, provide curriculum, and discuss how to implement a program like this in your own schools. PRESENTERS: Juna McDaid, Thomas Vorenberg and Raegan White, Germantown Friends School (PA)

C-11 TRAIN THE TRAINER: FACILITATION SKILLS FOR CONVERSATIONS ABOUT RACE

ROOM 3

Participants can expect to discuss fears and anxieties associated with facilitating conversations about race, learn about common pitfalls and obstacles in discussing race, gain practical phrases, tools, and skills for facilitating emotionally charged conversations and practice facilitating small groups through tough topics. The workshop will include presentations of resources, small group discussions, and role-play activities. Another important goal of this workshop is to include networking opportunities with others to minimize the isolation associated with this work. PRESENTER: Rosetta Eun Ryong Lee, Seattle Girls’ School (WA)

C-12 MULTICULTURAL EDUCATION: FROM HEROES AND HOLIDAYS TO EQUITY AND JUSTICE

ROOM 4

Multicultural Education is much more than food, festivals, and fun! It is an approach to teaching and learning that fosters inquiry, collaboration, and critical thought. The goal of this workshop is to strengthen the educator’s skills and strategies to provide culturally relevant curriculum and pedagogy. Presenters will introduce a transformational approach to Multicultural Education that promotes an inclusive, equitable, and supportive environment for all students. In these settings, students are empowered to explore varied perspectives and utilize cultural experiences to
C-18 CULTURAL DIVERSITY IN MUSIC
ROOM 11B
This is an interactive and practical workshop geared toward classroom teachers and choral directors. We will be looking “globally and acting locally” as we explore various songs that mirror the human experience. Participants will take back samples of music that reflect an array of world cultures—as well as pieces that reflect unity and tolerance. PRESENTER: Darleen Herriman, Francis Parker School (CA)

C-14 IF I’M THE ONLY ONE IN THE DEPARTMENT...
ROOM 7B
Being “the only one” in a Humanities/English department can be a challenge and an opportunity. We will address a number of questions: How do we propose rich, multicultural curricula that benefits students, ourselves and our colleagues? How do we begin necessary conversations within departments dominated by the traditional canon? What resources should we draw upon to provide literary experiences that reflect diversity in the human experience? Please bring sample syllabi, experiences, questions, and strategies. PRESENTERS: Theresa Squires Collins, Francis W. Parker School (IL)

C-15 CREATING A MIDDLE SCHOOL DIVERSITY CURRICULUM THAT WORKS!
ROOM 11A
In this session we will walk you through the process of planning and most importantly implementing a diversity curriculum for 5th–8th grade faculty and students using resources that are readily available. Participants will learn how to develop grade level diversity themes and how to get administrative and faculty “buy in” to the program. PRESENTERS: Brian Wise and Imana Legette, Charlotte Country Day School (NC)

C-17 THE COMPLEXITY OF RACIAL AND CROSS-CULTURAL IDENTITY: UNDERSTANDING OURSELVES IN RELATION TO OTHERS
ROOM 10
This interactive workshop will enable the participants to closely examine how racial and cross-cultural differences affect our interpersonal relationships in a school setting. This workshop will utilize several classroom activities designed to help teachers facilitate ongoing conversations around the concept of difference between teachers, students, and colleagues. PRESENTERS: Jeffery Cox and Jesse Phillips-Fein, Brooklyn Friends School (NY)
C-7 ANTI-Oppression: exploring your PRIVILEGE, POWER AND IDENTITY  
ROOM 2  
Through a series of interactive activities, we will explore the themes of power and privilege that exist within our own identities. How can we become aware of these factors and begin to work within an anti-oppression framework? Participants will have an opportunity to explore how the intersections of identities and their power and privilege might affect their teaching. We will share strategies on how to continue working within a framework to create safe spaces for all students regardless of race, sexual orientation, gender identity, class, or ethnicity. PRESENTER: Benny Vasquez, The Town School (NY)

C-8 Historical and CULTURAL INFLUENCES ON NATIVE AMERICAN EDUCATION  
ROOM 16A  
The focus of this presentation will be on the legacy of Native American history and governmental policies which influence the academic perception and performance of reservation and urban Indian youth. Historical and current contexts will be compared to further understand how culture and place influence formative education and higher education pursuit and retention among Native Americans. Issues that will be discussed include the educational achievement level of this group and the cultural variation which influences learning style and motivation, the perception of education as a form of assimilation into Western culture, as well as the importance of integration of Native American culture in the learning environment. Perceptions of discrimination, prejudice, and factors which place this population at risk will be highlighted as well as theoretical models and strategies which have proven effective with this group. PRESENTERS: Melanie Cain and Daniel Domaguin, San Diego American Indian Health Center (CA)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

C-13 NEW TEACHER MENTORING IN INDEPENDENT SCHOOLS: A CASE STUDY  
ROOM 5B  
To support an increasingly diverse faculty, specifically faculty of color, Lakeside School implemented a mentor program that supports all new teachers. Carefully selected mentors provide organized, proactive guidance. In this session, mentors, administrators, and new teachers will describe the program’s features and the institutional challenges faced in implementing it. PRESENTER: Antonio Hopson, Lakeside School (WA)

2:45–3:15 PM  
COFFEE BREAK  
BALLROOM 6 FOYER

3:15–4:45 PM  
Workshop Session D  
ROOM 1A-1B  
FEATURED SPEAKER ALMA MARTINEZ  
Introduced by Pati Ruiz, Pacific Ridge School (CA)

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

D-2 SUPPORTING THE ACADEMIC ACHIEVEMENT OF AFRICAN AMERICAN BOYS AND YOUNG MEN  
ROOM 5B  
While some African American boys and young men continue to face obstacles in their academic achievement efforts, compelling research over the past two decades suggests specific strategies that can help this population overcome obstacles and achieve success. In this workshop, the presenter will break down the research and provide specific examples of how these strategies can be effectively implemented in school settings. He will describe how he has incorporated many of these strategies in his work with independent schools and his ongoing work with the SEED School of Washington DC. Participants will learn how to
D-6 DEVELOPING A MULTICULTURAL LEADERSHIP TEAM AND BUILDING CAPACITY IN INDEPENDENT SCHOOLS
ROOM 11B
This workshop will share how one K-12 independent school has grown from being clumsy yet well-intentioned around diversity issues to establishing an active Multicultural Leadership Team (MLT) that has played a pivotal role in guiding the school toward an inclusive multicultural community. Participants will review the structure and development of Wildwood School’s MLT, and learn how the team functions, collaborates and develops leadership. Participants will consider, refine, and generate strategies to create sustainable cultural and institutional change in their school. Participants will also have the opportunity to apply strategies to their own school setting, using critical analysis to create a sample business case for a school-wide initiative.
PRESENTER: Rasheda Carroll, Wildwood School (CA)

D-3 OVERCOMING OBSTACLES TO RECRUITING & RETAINING FACULTY OF COLOR
ROOM 8
This workshop will explore the challenges, best practices and strategies associated with minority faculty and staff recruitment. Using the results of a recent three year study, this workshop examines why some schools are successful at diversity recruitment and why others are not. This workshop leverages over eighteen years of diversity recruitment experience and is designed to empower individuals and institutions 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.
PRESENTER: Warren Reid, NEMNET (NJ)

D-4 MOVING FROM DIVERSITY TO COMMUNITY: LISTENING TO PARENTS OF COLOR
ROOM 7B
The presenter recently finished his doctoral dissertation studying the experiences of parents of color at Calvert School, a pre-K through 8th grade school in Baltimore. Through presentation and discussion, participants will delve into the intersection of race and class, explore ways for independent schools to better support parents of color in the future, and discuss avenues for community building within a selective environment.
PRESENTER: Andrew Martire, Calvert School (MD)

D-8 STUDENT VOICES: SHINING A LIGHT ON RACE AND CULTURE
ROOM 14B
What can independent schools do better to recruit, retain and support students of color? A panel of educators including a director of admission, a dean of students and diversity coordinators will explore obstacles and best practices needed to create an inclusive and diverse student body using survey data collected from students around the country. PRESENTERS: Pascale Musto, Chase Collegiate School (CT); Kai Bynum, Belmont Hill School (MA); Heather Flewelling, Milton Academy (MA); Cathy Shelburne, Menlo School (CA); Greg Ricks, Taft School (CT)

assess the needs of African American males in your school, shape professional development and programmatic interventions to meet these needs, and assess the outcomes of these efforts. PRESENTER: Keith Hinderlie, Keith Hinderlie and Associates, LLC (MD)
D-12 PRIVILEGE: HOW TO ENGAGE IN REAL TALK ABOUT CLASS WITH LOWER SCHOOL STUDENTS
ROOM 2
Independent schools often avoid discussions about class and economic privilege. To break the silence, faculty and administrators need to identify ways in which students can be invited into conversations about access, privilege, and choice. This interactive workshop will present curricular resources which experienced teachers have gathered. PRESENTERS: Carol Montgomery, Carmalita Doss, Heather Smith and Brittany Bracy, The Hamlin School (CA)

D-13 USING THE BuoYS TO NaVIGATE THE waVEs OF THE COLLeGE proCCESS
ROOM 16B
Our goal is to provide participants with strategies and helpful tools to assist students of color in the college application process. This includes academic preparation, financial aid awareness, the college search, interviewing, and ultimately selecting an institution. All those who interact with students of color during this process are welcome. PRESENTERS: Tasha Toran, Dwight-Englewood School (NJ); Rakin Hall, University of Southern California (CA); Christine Scott, The Masters School (NY); Fumio Sugihara, University of Puget Sound (WA)

D-14 MULTICULTURAL BRIDGES: MAKING INTER-DISCIPLINARY CONNECTIONS TO DEEPEN K-5 CURRICULUM
ROOM 3
Presenters will demonstrate how a theme of identity was used to find multicultural interdisciplinary connections and build lessons around them. Participants will work interactively to examine potential connections across disciplines to deepen their own curriculum. Presenters will share units of study from interdisciplinary collaborations that include visual arts, language arts, and math. Samples of student work will demonstrate the range of collaborative possibilities that encourage students to examine social justice issues in their daily lives. PRESENTER: Sandi Crozier, Wildwood School (CA)
D-15 AFRICAN DIASPORA STUDIES: CLAUDE MCKAY’S LONG WAY HOME
ROOM 9
Presenter will talk about the impact of the African diaspora on literature by sharing a recreation of the journey between two worlds juxtaposed in Claude McKay’s poetry: “Jamaica and Harlem.” The majority of the literature produced by McKay is focused on the geographical and physical disparity between rural and urban, tropics and concrete, while exploring the difficult yet essential confluence between two worlds which were focal points of the Black Renaissance movements. Participants will leave with the inspiration to follow their passion and to bring McKay, as a representation of the African diaspora, into any humanities classroom. PRESENTER: Robin Stewart, La Jolla Country Day School (CA)

D-10 TEACHING ISLAM AND ARAB CULTURE IN A POST 9/11 WORLD
ROOM 15B
In this session, participants will be asked to identify stereotypes or biases colleagues, students and/or other members of the community believe and/or have expressed in regard to Islam and Arab culture. Participants will explore the struggles that Arab Americans have faced following the events of 9/11. We will explore how to teach students about this event in an unbiased way and to help students understand the truth about Islam and Arab culture. PRESENTER: Cherine Morsi, The Philadelphia School (PA)

D-11 ONE TEACHER, 4 SCHOOLS, 16 YEARS OF STORIES AND HOW SOCIAL NETWORKING SAVED ME
ROOM 16A
This presentation will discuss how a 16-year veteran teacher of color in independent schools created an online PLN-Personal Learning Network using social networking tools. Attendees will learn how Twitter and blogs can support professional development and personal reflection for teachers of color via writing and sharing of ideas that nurture you mentally and emotionally. PRESENTER: Marcy Webb, Watkinson School (CT)

D-9 POETRY OF WITNESS: USING CREATIVE DIALOGUE TO HUMANIZE CONFLICT
ROOM 15A
The Research Journalism Initiative (RJI) crosses boundaries of religion and politics, personalizing the Israeli-Palestinian conflict with e-technologies like live video conferences that bring the West Bank into American classrooms. RJI offers unique tools for teaching politically charged topics, encouraging compassionate questioning about human rights. PRESENTERS: Jennifer Klein, St. Mary’s Academy (CO); Holly Arida, Cranbrook Schools (MI)

D-1 “20/20”: A DAY IN THE LIFE
ROOM 5A
“20-20” was a program designed to address the particular needs of high school African American males attending Campbell Hall and Westchester High School. Our goals were to connect young men with similar ethnicities and diverse socioeconomic backgrounds, establish cultural connections that will enhance their academic and social experiences, and to demystify stereotypes and misconceptions that are the source of racial prejudice and discrimination. A short video documentary featuring reflections from the student participants will be shown. Attending this presentation, participants will learn the value of developing public-private partnerships, the importance of addressing the unique issues faced by African American males in independent and public school settings, and the strategies necessary to develop a similar type of “20/20” program of their own at their respective institutions. PRESENTERS: David Watts, Darin Early, and Eileen Powers, Campbell Hall (CA)

EXPLORING RACIAL/ETHNIC IDENTITIES FOR PEOPLE OF COLOR: OUR MANY JOURNEYS AND STAGES
leadership shift for us? How does our work for equity and justice in independent schools differ? How does fundraising for our institutions take on new challenges? Have we squandered our professional skills on schools of privilege instead of plying them for the good of children of color in public schools? What help and encouragement can be developed for those on the road to headship? Has the institutional legacy of white privilege changed our public and/or private image of self? How can NAIS better advocate and serve our professional needs?

PRESENTERS: John West, Mirman (CA); Randall Dunn, Roeper School (MI)

5:00–6:00 PM
POCC RECEPTION
WEST TERRACE

6:15–7:15 PM
GLBT RECEPTION
STOP BY THE INFORMATION BOOTH IN BALLROOM 6 FOYER FOR LOCATION

NURTURING OUR SOULS: SELF CARE AND STRATEGIES FOR SUCCESS

D-17 DIVERSITY, PRIVILEGE AND LEADERSHIP: ARE WE MAKING ANY PROGRESS?
ROOM 4
Community is essential to the work of social justice and, as such, it takes interacting with our community to foster development of social justice leadership. There will be large group conversation, small group reflection, and homework to continue contemplating these ideas. Participants will be able to define what it means to be a conscious and socially just leader, name and describe six aspects of privilege/oppression, and learn to utilize the LARA method in navigating difficult conversations. PRESENTER: Eddie Moore, The Bush School (WA)

PEOPLE OF COLOR IN LEADERSHIP: PATHWAYS AND PROGRAMS TO SUCCESS

D-19 CHARTING THE UNKNOWN SEAS: THE CHALLENGES AND REWARDS OF HEADS OF COLOR IN INDEPENDENT SCHOOLS
ROOM 7A
Here is an inaugural affinity workshop of safe harbor for and by the men and women of color who have earned the lead position in independent schools. It offers a unique opportunity for us to recount our professional journeys and identify the distinctive questions, challenges, and opportunities we have had to encounter as a consequence of our racial, cultural, or ethnic identifiers: How do the usual currents of
7:00–11:00 AM
CONFERENCE REGISTRATION
BALLROOM 6 FOYER

7:00 AM–1:00 PM
NAIS BOOKSTORE
BALLROOM 6 FOYER

7:30–11:00 AM
NAIS CYBER CAFE
BALLROOM 6 FOYER

7:00–8:00 AM
POCC CHOIR REHEARSAL
BALLROOM 6

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

ANCHORING OURSELVES IN THE
COMMUNITY HARBOR
As we prepare to leave our newly created community
and head back home, explore the important elements
of support that create your anchor in the harbor.

> Asian/Asian American Women Affinity Group ROOM 11A
> Asian/Asian American Men Affinity Group ROOM 11B
> Black/African American Women Affinity Group HALL A
> Black/African American Men Affinity Group ROOMS 1A-1B
> First Nation/Native American Affinity Group
  (meeting together) ROOM 4
> International, Non U.S. Citizen Affinity Group
  (meeting together) ROOM 14B
> Latina/Hispanic American Women Affinity Group ROOM 2
> Latino/Hispanic American Men Affinity Group ROOM 3
> Middle Eastern American Affinity Group (meeting together) ROOM 14A
> Multiracial American Women Affinity Group ROOM 7B
> Multiracial American Men Affinity Group ROOM 8
> Pacific Islander/Pacific Islander American Affinity Group
  (meeting together) ROOM 11A
> Transracially/Transnationally Adopted Women Affinity Group ROOM 9
> Transracially/Transnationally Adopted Men Affinity Group ROOM 10
> White/European American Women Affinity Group ROOM 5A
> White/European American Men Affinity Group ROOM 5B

9:30–10:45 AM
STUDENT-LED ADULT/STUDENT DIALOGUES
(BY REGIONS/STATES)

> Colorado and ACIS ROOM 11B
> Connecticut, CODIS, and SPHERE ROOM 14B
> Florida and FCIS ROOM 16B
> Maryland (AIMS) ROOM 15A
> Midwest and ISACS ROOM 3
> New England, and POCISNE ROOM 2
> New Jersey and NJAIS ROOM 8
> New York and POCIS–NY ROOMS 1A-1B
> North Carolina ROOM 16A
> Northern California and NORCAL POCIS HALL A
> Pacific Northwest and PNAIS ROOM 7B
> Pennsylvania and Delaware Valley ROOM 5B
> Puerto Rico, Virgin Islands, Hawaii and International
  ROOM 15B
> South and SAIS (AL, GA, KY, MS, SC, Central
  America, South America) ROOM 5A
> Southern California and SOUCAL POCIS ROOM 4
> Southwest and ISAS ROOM 11A
> Tennessee and TAIS ROOM 14A
> Virginia ROOM 9
> Washington, D.C. and AISGW ROOM 10

11:00 AM–12:30 PM
CLOSING CEREMONIES WITH
ROBERTO LOVATO
BALLROOM 6

PoCC Choir
Nusantara, directed by Christina Narendra
SDLC Report Out
Introduction of Robert Lovato by Rod Jemison,
La Jolla Country Day School (CA)
Robert Lovato
One Dream Choir featuring San Diego area Independent
Schools, directed by Darleen A. Herriman, Steven
Dziekonski, Wendy Clemente, Justine Curry, Philip
Lean, Caleb Goh, Carrie Rose
2010 Co-Chair Recognition; 2011 Announcement;
2011 Co-Chair Welcome; Final Sending Forth
sdlc co-chair welcome

Seventeen years ago, NAIS made a commitment to nourish student leadership in diversity. The result was the Student Diversity Leadership Conference (SDLC). We are honored to hold the 17th annual SDLC in San Diego! Building on our curricular foundation, we will explore issues of social justice, practice authentic expression, stretch our thinking on self and society, and prepare for effective advocacy in independent schools. We will gather inspiration from our esteemed keynote speaker, Mr. Ernest Green, a member of the Little Rock Nine who integrated Central High School after the 1954 Brown v. Board of Education decision.

Participants will be guided by a talented team of independent school educators, college students who are SDLC alums, and educational consultants. Students will deepen their “I” perspective by engaging in a curriculum centered on cultural identifiers, working in affinity groups, and connecting with participants from their region to create a strong network for their continued leadership at their schools. Our returning participants have the opportunity to serve as peer facilitators, taking a critical role in moving and shaping the dialogue that happens on-site or engage in an advanced group called Diversity 201. 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.

In the fast-paced world of the Millennials, this is an opportunity to reflect and nurture our individual and collective potential to positively affect our widening spheres of influence. In a time ripe with dilemmas of equity and justice, the voice of youth is a powerful and important tool of civic engagement. Coast 2 Coast, Seek to See: Anchoring Ourselves in the Community Harbor, SDLC 2010 will be a time to put our minds and hearts together for growth and change.

LIZ FERNÁNDEZ
Dean, Form IV & Ethics
Teacher, Ethical Culture
Fieldston School (NY)

RODNEY GLASGOW
Director of Diversity &
Dean of Students, Worcester Academy (MA)
The Student Diversity Leadership Conference (SDLC) is a multiracial, multicultural gathering of upper school student leaders (grades 9-12) from around the country that focuses on self-reflecting, forming allies, and building community. Led by a diverse team of trained adult and peer facilitators, participants will develop effective cross-cultural communication skills, better understand the nature and development of effective strategies for social justice, practice expression through multiple modalities, 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 sixty 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 takes place, guided by trained peer facilitators, who take on 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 DINNER INCLUDED**
**SAN DIEGO MARRIOTT AND MARINA, SALON D**

Students who would like to serve in this key role are eligible to take on a leadership role by serving as peer facilitators. Peer facilitators are typically returning students to SDLC. Peer facilitators will be trained on-site on Wednesday, December 1, 6:00-10:00 PM.

Late arrival peer facilitator training on Thursday, December 2, 7:00-7:45 AM (breakfast provided).

**DIVERSITY 201**

Returning students not serving as peer facilitators will join an advanced family group called Diversity 201. There they will explore key concepts in diversity leadership through an enhanced curriculum.

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 1, 9:15-10:00 PM or Thursday, December 2, 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 2, and lunch and dinner on Friday, December 3. Thursday through Saturday breakfasts are not included with student registration. Chaperones are strongly encouraged to have breakfast with SDLC delegates.
PoCC 2010 CO-CHAIRS AND LOCAL COMMITTEE

The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the San Diego 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 2010, these individuals, their heads of school, and their school communities deserve our deepest gratitude.

ROD JEMISON, co-chair, La Jolla Country Day School (California)
JANICE MURABAYASHI, co-chair, La Jolla Country Day School (California)
CHRISTEN TEDROW-HARRISON, co-chair, The Bishop’s School (California)
DEBBI BUTLER, Francis Parker School (California)
MARIA CURTIS, La Jolla Country Day School (California)
JASMIN ESCOBAR, The Bishop’s School (California)
CALEB GOH, La Jolla Country Day School (California)
GARY HENDRICKSON, The Bishop’s School (California)
JESSICA LEMOINE, Francis Parker School (California)
BARBARA OSTOS, Francis Parker School (California)
MICHAEL PINA, The Bishop’s School (California)
PATI RUIZ, Pacific Ridge School (California)
DIMA SAAB, La Jolla Country Day School (California)
INEZ THOMAS, Francis Parker School (California)

SDLC CO-CHAIRS AND FACULTY

NAIS and participating schools gratefully acknowledge the 2010 SDLC co-chairs and faculty for their commitment and creativity in nurturing independent school student diversity leaders and advocates.

LIZ FERNÁNDEZ, SDLC Co-Chair, Ethical Culture Fieldston School (New York)
RODNEY GLASGOW, SDLC Co-Chair, Worcester Academy (Massachusetts)
KORDE ARRINGTON TUTTLE, Clemson University (South Carolina)
HAMILTON BOGGS, Branson School (California)
GARY BRIGGS, Texas Christian University (Texas)
CECILIA COATS, Teller Elementary (Colorado)
LISA DOI, University of Pennsylvania (Pennsylvania)
VIVIAN ENGLISH, Queen Anne School (Maryland)
JOSE FILPO, Educational Consultant (Florida)
JAMOR GAFFNEY, University of Maryland (Maryland)
JOHN GENTILE, Eugene Lang College at the New School (New York)
OSCAR GONZALEZ, Kent Denver School (Colorado)
MAYA GINESARAHAN, Cornell University (New York)
NINAEMEKA EKVELUM, Columbia University (New York)
TANYNYA HEKYMARA, Independent School Alliance for Minority Affairs (California)
JASMINE JENNINGS, Northwestern University (Maryland)

CAMERON JOHNSON, National Association of Independent Schools (Maryland)
DAVY KNITTLE, Wesleyan University (Pennsylvania)
NIHAD MANSOUR, University of North Carolina-Chapel Hill (North Carolina)
LORRAINE MARTINEZ HANLEY, Indian Creek School (Maryland)
ACE MILLER, Simmons College (Massachusetts)
DIANE NICHOLS, Hathaway Brown School (Ohio)
WINSTON NGUYEN, Columbia University (New York)
JOSIE PAOLELLO, Moorstown Friends School (New Jersey)
SAKINA PASHA, Barnard College (Arizona)
CHRISTOPHER PERSLEY, Village Community School (New York)
ANTOINETTE QUARSHIE, Riverdale Country School (New York)
MICHELE RIVERA, San Jose State University (California)
CAMAR ROBINSON, Ethical Culture Fieldston School (New York)
PRIYANKA RUPANI, Mastery Charter Schools-Thomas Campus (Illinois)
CYNTHIA SORTO, University of Texas at Austin (Texas)
LAUREN STEWART, University of Illinois (Illinois)
TERRELL WINDER, Columbia University (New York)
LINDA WOOLLEY, Greenhill School (Texas)
MAUREEN YUSUF-MORALES, Breakthrough New York at the Town School (New York)
CALL-TO-ACTION
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 2010-2011 CTA who worked on this year’s conferences during its summer meeting.

STEPHANIE BOOKER, Chestnut Hill Academy, (Pennsylvania)
KAREN BRADBERRY, Bickel & Brewer Foundation (Texas)
JULIAN BRAXTON, The Winsor School (Massachusetts)
OLIVIA BROWN, Independent School Alliance for Minority Affairs (California)
PAMELA BUCHANAN MILLER, The Latin School of Chicago (Illinois)
CRISSY CACERES, Abington Friends School (Pennsylvania)
CLINTON CARBON, Dwight-Englewood School (New Jersey)
HOLLY CARTER, The Caedmon School (New York)
SANDRA (CHAP) CHAPMAN, LREI (New York)
SHERRY COLEMAN, The Independent School Consortium (Pennsylvania)
QUANTI DAVIS, Norwood School (Maryland)
RANDALL DUNN, The Roeper School (Michigan)
CHRISTINA FAKHARZADEH, Kent Denver School (Colorado)
LIZ FERNANDEZ, Ethical Culture Fieldston School (New York)
GLORIA FERNANDEZ-TEARTE, Greenwich Academy (Connecticut)
HEATHER FLEWELLING, Milton Academy (Massachusetts)
JOHNNIE FOREMAN, Gilman School (Maryland)
RODNEY GLASGOW, Worcester Academy (Massachusetts)
SCOTT GRIGGS, Greenhill School (Texas)
MARITA HAAKMAT, Brooklyn Friends School (New York)
JACQUELYN HAMILTON, Tower Hill School (Delaware)
LAURA JAGLES, Santa Fe Preparatory School (New Mexico)
ROD JEMISON, La Jolla Country Day School (California)
PAUL KIM, Colorado Academy (Colorado)
ROSETTA LEE, Seattle Girls’ School (Washington)
DONNA LINDNER, The Agnes Irwin School (Pennsylvania)
PATRICIA MATOS, Greenwich Country Day School (Connecticut)
CHRISTEL MCGUIGAN, Greenhill School (Texas)
SHANI MOORE, Cary Academy (North Carolina)
JANICE MURABAYASHI, La Jolla Country Day School (California)
ERIC OSORIO, Packer Collegiate Institute (New York)
JACQUI PELZER, Early Steps Incorporated (New York)
PATRICIA REYNOLDS, St. John’s School (Texas)
MATTHEW SUZUKI, Rye Country Day School (New York)
CAROL SWAINSON, Head-Royce School (California)
MANASA TANGALIN, Independent School Alliance for Minority Affairs (California)
CHRISTEN TEDROW-HARRISON, The Bishop’s School (California)
STEVEN TEJADA, Noble and Greenough School (Massachusetts)
KISHA WATTS, The Taft School (Connecticut)
JOHN WEST, The Mirman School (California)
MICHAEL WOOD, Trinity Episcopal School (Louisiana)
NIKKI WOOD, The Minquon School (Pennsylvania)
San Diego Convention Center

Floor Plans:

**Upper Level**

**Mezzanine Level**

**Ground Level**
Thank you!

**NAIS Onsite Staff**

- **DuaWWonna Bell**, Human Resources Manager
- **Janyce Bryant**, Director of Administration and Facilities
- **Vivian Dandridge-Charles**, Managing Director of Member Services
- **Cameron Johnson**, Web Director
- **John Rodrigues**, Vice President, Information Technology and Online Services
- **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
Do You Love Being on the West Coast?

Cal/West Educators Placement is the leader in connecting educators with independent, private, and charter schools in California and other Western states.

As an ongoing sponsor of PoCC, we are dedicated to helping educators of color find positions as teachers, administrators, and school leaders.

To reach Lee Miller, Cal/West President, throughout the PoCC conference, please call (818) 399-5129.

We are proud to be sponsors in part of the featured speaker

Roberto Lovato
Saturday, December 4, 2010
11:30 a.m. – 12:30 p.m.

Cal/West Educators Placement is excited to announce our partnership with Marin Academy and San Francisco University High School in creating, funding, and conceptualizing diversity events in Northern California and Washington, D.C. We hope you will join us as we explore the dimensions of

“Thriving in the Independent School Culture.”

For specific upcoming Connection and Diversity Event dates and information on becoming a Cal/West candidate, please visit our website.

Cal/West Educators Placement
www.CalWestEducators.com placement@CalWestEducators.com
(818) 906-2972
The mission of the Latino Student Fund (LSF) is to provide opportunities for a strong academic foundation for PreK-12 Hispanic students to promote higher education and professional leadership.

INTERLOCHEN
Center for the Arts

SUMMER PROGRAMS
Grades 3 - 12

FINE ARTS BOARDING HIGH SCHOOL
Grades 9 - 12

FACULTY AND STAFF POSITIONS

www.interlochen.org
Shaping the Future
and catching the tides of change

Bishop’s Proudly Supports the 2010 People of Color Conference

The Bishop’s School
A passionate faculty and a 9-1 student-teacher ratio allow every child at The Bishop's School to excel. Now in its second century, the School's mission to academic excellence remains unchanged.

The Bishop's School is a 6-12 coeducational college preparatory independent day school. Founded in 1909, the School is located in the center of La Jolla and affiliated with the Episcopal traditions.

Diversity and Inclusion Statement
The Bishop's School promotes an inclusive and compassionate community of students, faculty, staff, administrators, parents, trustees, and alumni. We honor and embrace diverse identities such as age, culture, ethnicity, family structure, gender and gender identity, group affiliation, national origin, physical and mental ability, race, religion, sexual orientation, and socioeconomic status. Because diversity enriches the exchange of ideas, we foster a physically and emotionally safe environment in which different experiences, thoughts, and opinions are respectfully expressed and respectfully heard. Such an environment allows every individual to thrive in and contribute to our global community.

www.bishops.com
Speaker of the House? Someday.
Funding to develop potential? Today.

SOMEDAY STARTS TODAY. Whether you’re working to improve minds, develop communities or inspire dreams, you first have to build support. Campbell & Company brings together the people, resources and ideas you need to fully engage the power of philanthropy. We focus on your success—so you can focus on her future.

Campbell & Company
Consultants in Advancement Planning, Fundraising, Marketing Communications and Executive Search for Nonprofit Organizations

877-957-0000 toll-free – www.campbellcompany.com
Chicago, Boston, Cleveland, Los Angeles, Phoenix, Portland, San Francisco Bay Area, Washington, DC
In this increasingly diverse world, The Benjamin School strives to create a talented, richly varied school culture, and to educate our students with the necessary skills that will equip them to interact and flourish within our multicultural society and the interconnected global community.
American History Affiliate Schools Network

Free for Teachers and Schools

- Exclusive online access to American history teaching resources
- Invitation-only professional enrichment
- Master Teacher Consultation services
And much more...

For more information and to apply online go to
www.gilderlehrman.org/affiliate

Made possible by the National Endowment for the Humanities We the People Grant
Impact

Position yourself to lead within and beyond the classroom.

Instructional Leadership Strand
Ed.M. in Learning & Teaching

To learn more about this and our other degree programs, please visit: www.gse.harvard.edu/admissions

Harvard Graduate School of Education

THE HOCKADAY SCHOOL
BRIGHT GIRLS. BRILLIANT LIVES.
Pre-Kindergarten – Grade 12

We are mathematicians, scientists, artists, linguists, historians and authors.

We are a faculty of excellence.

The Hockaday School, the nation’s largest independent all girls school, is an educational community like no other – one of engaged students, exceptional faculty and staff, state-of-the-art facilities and innovative vision.

Visit us online or in person to learn more.

11600 Welch Road
Dallas, Texas 75229
214.363.6311

WWW.HOCKADAY.ORG
Find us on FACEBOOK

The Hockaday School admits students of any race, religion, and national or ethnic origin, and is committed to the enrollment of a widely diverse student body.
Kokrobitey Institute, founded in Ghana, 1994 offers a range of learning programs, primarily in Art, Design, & Environmental Studies for periods from two weeks to full semesters. International programs include special interest projects for high school and tertiary institutions, professional residencies, international Gap Year and African training/development projects both local and trans-continental. K.I. is an ideal place for quiet contemplation, living and learning. The seaside campus is built with local materials using both traditional and contemporary design. The residences set in courtyards overlook verdant gardens ensuring constant contact with nature and a comforting sense of community. All programs include lectures, workshops, field trips, independent study/project & community service. See website for 2011 program schedules.

Advanced English students from various high schools across the United States and Ghana, who are writers of various genres and lovers of literature in all its forms are invited to be a part of this residential program and to work with renowned African writers. Ms. Ann Finkiel, an experienced traveler, member of the English Department, Lake Forest Academy will be developing the curriculum.

The Program will include fiction, non-fiction, poetry and drama and will be organized through a series of writing workshops, symposiums, mini-lectures and individualized writing projects with focus on creating, sharing, constructive critique and revision.

This summer workshop at Kokrobitey Institute is an inter-disciplinary environmental study, art and design project for students 15-18 years.

This exciting program allows participants to explore the history and culture of Ghana through the lens of the traditional and contemporary arts. Students work with traditional craftsmen, professional artists and their Ghanaian peers.

Workshops: *kente/basket weaving*, *glass bead making*, *batik*, *wood carving*, *special recycling*, *sewing & design*, *drumming & dancing*, etc.

Participants also work with SASAA the Institute's recycling, art, design and fashion workshop Kokrobitey Institute's GAP YEAR program is a rich 3-month residential experience in discovering self through exploring Ghana: its history, culture and the adventures it has to offer the participants in pursuit of their interest. 1st month: opening orientation, the participants are supported by a staff mentor and the weekly seminar. A forum for speakers, artists, films, and excursions. During seminar individual projects are designed for implementation in the following months. Those activities include independent study, apprenticeship with craftsmen, internship, field trips, village stays and final project presentation. Field trips include Cape Coast, Kakum, Volta Region and any region (urban or rural) needed to support student projects.

For more information contact: programs@kokrobiteyinstitute.org or consult our website: www.kokrobiteyinstitute.org Tel: +233(0)28 910 4173

---

1911–2011

MARET

CENTENNIAL

We hope your voice will join ours: different voices working in harmony to make the Maret difference.

www.maret.org | 202.939.8814
Maret School, 3000 Cathedral Avenue, NW, Washington, DC 20008

LEARN MORE ABOUT MARET

Contact Assistant Head of School Susan Epps at sepps@maret.org or Director of Admission and Financial Aid Annie Farquhar at afarquhar@maret.org.
COLORED ME
Black Women Shout From the Ivory Tower

EDITED BY TIFFANY SIMPKINS RUSSELL, PH.D.

AVAILABLE WOMEN’S HISTORY MONTH
MARCH 2011

Colored Me, Black Women Shout from the Ivory Tower is a vibrant collection of narratives and essays from African American women who were educated at elite private schools. Each gift of personal wisdom brings a fresh angle to the discussion of what it takes to succeed as a woman of color in modern society. This volume presents the kind of kitchen table math teaching that we all can embrace.

"Colored Me: Black Women Shout from the Ivory Tower envisions us to a story that has not been told since 1941, when Loesje Kip’s coming of age narrative, Black Fox, exploded into the literary scene. Dr. Russell’s book weaves a tapestry of authentic 21st Century voices that_command our attention. These are voices that educators and parents need to hear."

—Dr. Joyce L. King
Professor
Department of Education
University of Georgia

"Beautifully written and thoughtfully delivered, Colored Me, provides a much-needed discussion of a topic that many are fearful to address. These essays and sometimes painful reflections are a must-read for teachers and administrators in schools that serve ethnically diverse populations."

—Martha Provencher Speller
Chair, National Association of Independent Schools

"Russell’s book provides a window into an experience that is significant in its rarity and provocative in its complexity. I commend and recommend this enjoyable and accessible read."

—Lyn M. Wegner, Ph.D.
Editor of The Urban Scholar

About the Editor
Tiffany Simpkins Russell holds a doctorate in Educational Policy Studies, Social Foundations of Education from Georgia State University.

For more information and to reserve your copy, please visit: www.coloredme.com
Follow Dr. Russell on Twitter @coloredme

STANLEY H. KING COUNSELING INSTITUTE FOR INDEPENDENT SECONDARY SCHOOLS

JUNE 24-29 BROOKS SCHOOL, NORTH ANDOVER, MA

2011 SUMMER INSTITUTES

AUGUST 2-7 FOUNTAIN VALLEY SCHOOL, COLORADO SPRINGS, CO

Making Relationships That Help Students Grow

Designed for teachers and other school personnel with little or no formal training as counselors, the Stanley H. King Counseling Institute focuses on deepening the relationship between student and teacher in ways that will foster the student's growth and learning.

JOIN US for a summer residential institute, where for over 40 years we have been offering educators an intensive and transformative experience through which they learn to help students navigate the adolescent passage.

YOU WILL LEARN:
Counseling skills for non-counselors
• In teaching
• In advising
• In discipline
Normal adolescent development
• Diversity in school race, gender, ethnicity
• Sexuality and sexual orientation
Serious trouble
• Anxiety, depression, and the threat of suicide
• Understanding acting out
• When and how to call for help

"Best workshop in my years in education and maybe the most important to my role as dean and teacher.

• Eye opening. Amazingly practical.

• Thoughtfully organized lessons and excellent leaders. Truly a life-changing experience.

• The staff is fantastic, extremely knowledgeable, open and accessible. I will recommend the Institute to all my colleagues."

www.shkingcounseling.org
Or contact Institute Director, Ellen Porter Honnen, Ed.D, 617-969-3454, dr.ellenporter@earthlink.net
PoCC/SDLC Transportation Sponsors

NAIS would like to thank the following for providing transportation this year. Thank you for helping to make this conference possible!

The Bishops School
Francis Parker School
La Jolla Country Day School
Pacific Ridge School
Platinum Sponsor of Sarah Culberson presentation.

Placement Services for Faculty and Administrative Positions

Our member schools offer the most competitive salaries and support structures for full-time faculty, plus full and sometimes creative benefits (moving, down payment, etc.). Administrative salaries are negotiated on a different scale and StratéGenius has been exceptionally successful at placing administrators of color.

**StratéGenius works with effective educators of all backgrounds, particularly under-represented educators:** women in math/science, men in elementary, people of color in all areas. Our organization has over 20 years experience in placing candidates, negotiating contracts and networking opportunities for candidates. The difference is in the service: with a national reach, you have access to a wider, hand-picked pool of opportunities than a regional firm can offer, and personalized service you cannot receive from a massive, traditional firm. You will benefit from StratéGenus.org’s name recognition, strong relationships and a solid reputation for results built by founder and President Orpheus Crutchfield, who gives each candidate the personalized attention s/he deserves.

**Benefits of working with StratéGenius**

We have a solid reputation for personalized service with both candidates and schools. As a national boutique firm, we screen schools for effectiveness and commitment to diversity. Please check out our brand new website at www.strategenius.org, which reaches over 6,000 administrators, faculty and other educational leaders. The geographic reach of our member schools is nationwide, and includes MA, NY, PA, DC, MD, VA, NC, FL, GA, LA, TN, AZ, IL, GA, WA, OR and all over California.

Send resume and cover letter to:
Orpheus S. L. Crutchfield, President
TEL: 510-685-0861
FAX: 309-213-6336
orpheus@strategenius.org
2342 Shattuck Avenue, #335
Berkeley, CA 94704
Interlochen Center for the Arts engages and inspires people worldwide through excellence in educational, artistic and cultural programs, enhancing the quality of life through the universal language of the arts. Offering programs and opportunities for children and adults, Interlochen is committed to fostering a community that is diverse and inclusive — where individual differences inspire creativity and understanding. For more than eight decades, Interlochen students have seen beyond and celebrated their differences through art. Students come from over 40 countries and every walk of life. They bring varied beliefs and backgrounds— all are welcome, because diversity fuels the creative energy at the heart of Interlochen.

Latino Student Fund

The mission of the Latino Student Fund (LSF) is to provide opportunities for a strong academic foundation for PreK-12 Hispanic students to promote higher education and professional leadership.

StratéGenius places exceptional teachers and administrators of all backgrounds nationally, specializing in underrepresented educators: men in elementary, women in math, science, and technology, and people of color in all areas. We work with supportive schools that are serious about equity and justice. Our organization has 20 years of experience in search and placement, as well as in negotiating contracts and providing networking opportunities for candidates, faculty, administrators and trustees. The difference is in the service — with our national reach, you have access to wider, hand-picked pool of opportunities than a regional firm can offer, and personalized service you cannot receive from a massive, traditional firm. Our candidates benefit from personalized services and from StratéGenius’ name recognition, strong relationships, and a solid reputation for results built by the founder and president Orpheus Crutchfield.

Cal/West Educators Placement

Cal/West is an experienced firm specializing in the placement of highly qualified K-12 Teachers, Administrators, and Senior Leaders in independent schools throughout California and the West. Cal/West is committed to expanding diversity and helping schools and educators find “The Perfect Match!” In both educator placement as well as in senior level leadership searches, our approach emphasizes personalized, professional attention, and we are accountable to our candidates and schools until each position has been filled successfully.

Booking now for Spring 2011 — hurry before all performance dates are filled. Be sure to watch our video during the Friday morning session or search “At the Table with Dr. King” at YouTube.com.

Booking Agent: Dave LeMieux, dave.a.lemieux@gmail.com, (303) 434-5515

Platinum Sponsor

StratéGenius

Orpheus@strategenius.org
www.strategenius.org
(510) 685-0861

Sponsor of Sarah Culberson presentation

StratéGenius places exceptional teachers and administrators of all backgrounds nationally, specializing in underrepresented educators: men in elementary, women in math, science, and technology, and people of color in all areas. We work with supportive schools that are serious about equity and justice. Our organization has 20 years of experience in search and placement, as well as in negotiating contracts and providing networking opportunities for candidates, faculty, administrators and trustees. The difference is in the service — with our national reach, you have access to wider, hand-picked pool of opportunities than a regional firm can offer, and personalized service you cannot receive from a massive, traditional firm. Our candidates benefit from personalized services and from StratéGenius’ name recognition, strong relationships, and a solid reputation for results built by the founder and president Orpheus Crutchfield.

Silver Sponsor

Interlochen Center for the Arts

www.interlochen.org
(800) 681-5912

Interlochen Center for the Arts engages and inspires people worldwide through excellence in educational, artistic and cultural programs, enhancing the quality of life through the universal language of the arts. Offering programs and opportunities for children and adults, Interlochen is committed to fostering a community that is diverse and inclusive — where individual differences inspire creativity and understanding. For more than eight decades, Interlochen students have seen beyond and celebrated their differences through art. Students come from more than 40 countries and every walk of life. They bring varied beliefs and backgrounds—all are welcome, because diversity fuels the creative energy at the heart of Interlochen.

Latinos Student Fund

www.latinostudentfund.org
(202) 244-3438

The mission of the Latino Student Fund (LSF) is to provide opportunities for a strong academic foundation for PreK-12 Hispanic students to promote higher education and professional leadership.

BASIC Restaurant

410 Tenth Avenue
San Diego, CA
(619) 531-8869

IN-KIND SPONSORS

Transportation

The Bishops School

LA Jolla Country Day School

Francis Parker School

Paciﬁc Ridge School

Reception

Corporate Sponsors

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

PoCC/SDLC 2011 in Philadelphia, Pennsylvania
december 1-3, 2011

2011 PoCC Theme
We the People: Painting Our New Mural of Community– The 24th People of Color Conference in Philadelphia

2011 SDLC Theme
Updating Our Status: A Declaration of Interdependence

Save the Date!

PoCC/SDLC 2011 in Philadelphia, Pennsylvania
December 1-3, 2011

2011 PoCC Theme
We the People: Painting Our New Mural of Community– The 24th People of Color Conference in Philadelphia

2011 SDLC Theme
Updating Our Status: A Declaration of Interdependence

Corporate Sponsors

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