Painting Our New Mural of Community

Updating Our Status
A Declaration of Interdependence

Conference Program

24th NAIS People of Color Conference®
Pennsylvania Convention Center

18th NAIS Student Diversity Leadership Conference
Philadelphia Marriott Downtown
<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>1986</td>
<td>Reston, VA</td>
<td>The First National Conference for Teachers and Administrators of Color in Independent Schools</td>
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<tr>
<td>1989</td>
<td>Philadelphia</td>
<td>Common Ground</td>
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<td>1990</td>
<td>Los Angeles</td>
<td>Unity in the Midst of Diversity</td>
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<td>1991</td>
<td>New York City</td>
<td>From Thought to Action</td>
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<td>1992</td>
<td>Atlanta</td>
<td>Vision 2020</td>
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<td>1993</td>
<td>St. Paul, MN</td>
<td>Seeing Beyond — Becoming Advocates for Creating Multicultural Educational Institutions</td>
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<tr>
<td>1994</td>
<td>Albuquerque, NM</td>
<td>Los Colores de la Educación — Continuing to Build Environments in Independent Schools that Address the Needs and Issues of Children and Adults of Color</td>
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<tr>
<td>1995</td>
<td>Philadelphia</td>
<td>Lighting the Way to the Millennium: Our Selves, Our Children, Our Schools</td>
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<td>1996</td>
<td>Baltimore</td>
<td>A Vision for Building New Alliances</td>
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<td>1997</td>
<td>St. Louis</td>
<td>Journey to Spirit: Solidarity and Voice through Dialogue</td>
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<td>1998</td>
<td>San Juan, PR</td>
<td>Puerto Rico — The Caribbean: Encounter History, Culture and Self</td>
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<td>1999</td>
<td>San Francisco</td>
<td>Mosaic: Connecting Communities for Action</td>
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<td>2000</td>
<td>Nashville, TN</td>
<td>The Children are Our Business</td>
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<tr>
<td>2001</td>
<td>Providence, RI</td>
<td>Connecting Cultures, Connecting Worlds</td>
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<tr>
<td>2002</td>
<td>Chicago</td>
<td>Bridging Cultures, Sharing Stories</td>
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<tr>
<td>2003</td>
<td>Honolulu</td>
<td>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)</td>
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<tr>
<td>2004</td>
<td>Miami</td>
<td>Miami: Gateway to Multiculturalism (PoCC); Connecting to Self, Connecting to Others: Eleven Years of Diversity and Advocacy Training for Independent School Students (SDLC)</td>
</tr>
<tr>
<td>2005</td>
<td>Dallas/Fort Worth</td>
<td>At the Crossroads: Deepening Perspectives the Cultural Kaleidoscope (PoCC); Collide-o-scope: Twisting Lenses, Seeing Change (SDLC)</td>
</tr>
<tr>
<td>2006</td>
<td>Seattle</td>
<td>Nourishing Ourselves for the Swim Upstream, The Emerald City: Seattle, Washington (PoCC); Upstream, Uphill, Up to Us: Preparing Ourselves for the Challenges Ahead (SDLC)</td>
</tr>
<tr>
<td>2007</td>
<td>Boston</td>
<td>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)</td>
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<tr>
<td>2009</td>
<td>Denver</td>
<td>Moving Mountains: Mining Within (PoCC); Mine, Yours &amp; Ours: The Responsibility to Navigate the Rapids of Change (SDLC)</td>
</tr>
<tr>
<td>2010</td>
<td>San Diego</td>
<td>Catching the Tides of Change, Riding the Waves of Opportunity: Twenty-Three Year of Empowering People of Color in Independent Schools (PoCC); Coast 2 Coast, Seek to See: Anchoring Ourselves in the Community Harbor (SDLC)</td>
</tr>
</tbody>
</table>
Follow the 2011 PoCC Bloggers as they experience this year’s conference at www.nais.org/go/pocc.
This year’s bloggers are:

**John P. Hoye**  
The Awty International School (Texas)

**Dirk Parker**  
Chestnut Hill Academy (Pennsylvania)

**Nakeiha Primus**  
Haverford School (Pennsylvania)

**Christen Tedrow-Harrison**  
The Bishop’s School (California)
To our Friends and Allies in Independent Schools: Greetings and welcome to the 2011 People of Color Conference (PoCC) and Student Diversity Leadership Conference (SDLC) in Philadelphia, the fifth most populous city in the United States. No other city has served as host to PoCC/SDLC three times! With well over half of Philadelphians identifying as people of color; with countless numbers of notable people of color in the arts, academia, business and commerce, religion, social justice, and athletics calling Philadelphia home, both historically and in the present day; and with some 65 independent schools being located in Philadelphia and the Delaware Valley region, hosting the conferences in the “City of Brotherly Love and Sisterly Affection” is an ideal match for NAIS’s PoCC/SDLC.

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 and from several foreign countries will gather to celebrate and nurture equity and justice within independent schools. PoCC and SDLC unite a diverse group of people who together share the challenges and rewards central to their experiences in independent schools. In November 2006, the NAIS board reaffirmed the mission and purpose of PoCC by stating: “PoCC should be designed for people of color as it relates to their roles in independent schools. Its programming should include offerings that support people of color as they pursue strategies for success and leadership. Its focus should be on providing a sanctuary and networking opportunity for people of color and allies in independent schools as we build and sustain inclusive school communities.”

We offer a special thank you to the four Philadelphia co-chairs, the local committee, and their heads of school for providing wise counsel, resources, and recommendations in planning this year’s PoCC. We also salute the outstanding work of the SDLC co-chairs and faculty, the members of the 2011 NAIS Call to Action (CTA), Anita Sanchez and the PoCC external and internal facilitators, and the ongoing support of the NAIS board of trustees and its Equity and Justice Committee.

We are pleased to be with you to celebrate and engage in important generative work on behalf of people of color and student leaders in independent schools!

Patrick F. Bassett NAIS PRESIDENT

Harold Eugene Batiste III NAIS VICE PRESIDENT, SCHOOL CONSULTANCY SERVICES AND EQUITY AND JUSTICE INITIATIVES

NAIS wishes to thank the City of Philadelphia Mural Arts Program for granting permission to use portions of Philadelphia murals in the conference materials.
On behalf of the Philadelphia independent school community, we are excited and honored to welcome you! Join us to experience big city life with unique neighborhoods, a diverse population, and educational institutions that have distinctive identities.

This year marks the third time that Philadelphia has been the host city. Recently, because of our rich cultural heritage and innovative arts programming — which resulted in the creation of more than 3,000 murals throughout the city — Philadelphia has come to be known as “A City of Murals: A Mosaic of Cultures.” The largest mural painted in Philadelphia, the “History of Immigration,” displays people of different races who have settled in Philadelphia over time.

Our conference theme, “We the People: Painting Our New Mural of Community” is a testament to the rich history particular to this city of firsts, the city of beginnings. Our rich heritage includes having the first independent school in the country, the largest concentration of Quaker schools in the world, and the first university in the country. Philadelphia has an abundant history related to the 900,000 people of color who live within the city limits. Our Native American heritage is reflected in the names of our schools, streets, and neighborhoods. The oldest piece of land continuously owned by African Americans in the country is located in Philadelphia, as is the first authentic Chinese gate built in America by artisans from China.

Philadelphia is a city anchored in its past — a past that has challenged people to confront racism, inequality, and injustice since our country’s inception. Philadelphia is also a dynamic city that looks to the future. As Philadelphia grows, we develop as a community painted in vibrant, varied, and magnificent colors. Our walls are claimed as canvases depicting the gifts that difference offers. Our spirits are imprinted with images that evoke emotions, depict challenges, and offer hope. During the 24th PoCC, it is our aim to continue the painting of our mural, which began 408 years ago at the founding of this great city. The mural is a combined effort with all of our hands painting each stroke to create images that reveal our inextricably linked worlds. PoCC will allow us many opportunities to share our stories and learn from each other. Our strokes will collectively portray a vision of a community that PoCC fosters and nurtures — a community that strives for inclusion, justice, and acceptance.

Together we will explore the dynamic and diverse neighborhoods, the engaging cultural and historic landmarks, and the delicious foods and magnetic sounds that our great city has to offer! Bring your warm jackets and your artistic flair. We are excited to continue this journey with you in Philadelphia!

**Crissy Caceres**
HEAD OF LOWER SCHOOL, ABINGTON FRIENDS SCHOOL (Pennsylvania)

**Henry Fairfax**
DIRECTOR OF ADMISSIONS, THE HAVERFORD SCHOOL (Pennsylvania)

**Rafhia Foster**
ASSOCIATE DIRECTOR OF ADMISSIONS, THE HAVERFORD SCHOOL (Pennsylvania)

**Mindy Hong**
INTERIM ASSISTANT HEAD OF SCHOOL, THE BALDWIN SCHOOL (Pennsylvania)
Program subject to change.

Purchased Ticket Required
**SDLC Philadelphia Marriott Downtown**

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday November 30</th>
<th>Thursday December 1</th>
<th>Friday December 2</th>
<th>Saturday December 3</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>PoCC/SDLC Registration 7:00 AM–8:00 PM, PCC, Broad Street Lobby</td>
<td>PoCC/SDLC Registration 7:00 AM–6:00 PM, PCC, Broad Street Lobby</td>
<td>PoCC/SDLC Registration 7:00 AM–11:00 AM, PCC, Broad Street Lobby</td>
<td>PoCC/SDLC Registration 7:00–11:00 AM, PCC, Broad Street Lobby</td>
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<tr>
<td>9:00 AM</td>
<td><strong>School Visits 8:00 AM–12:00 NOON</strong></td>
<td><strong>SDLC Chaperone Orientation (choose one) 7:00–7:45 AM, Room 120A; SDLC Peer Facilitator Training for Wed. Night Late Arrivals 7:00–7:45 AM, Room 120A</strong></td>
<td><strong>Family/Affinity Groups 8:00–11:45 AM, Rooms 401–415, Franklin Hall 1-13</strong></td>
<td><strong>PoCC/SDLC Affinity Group Session III 8:00–9:15 AM, See page 35 for affinity group locations.</strong></td>
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<tr>
<td>10:00 AM</td>
<td><strong>Community Service: Philabundance Hunger Relief Center in South Philly 8:30 AM–12:00 NOON</strong></td>
<td><strong>PoCC/SDLC Opening Ceremonies and Family Groups 9:30 AM–12:00 NOON, Grand Ballroom, Salons G-L</strong></td>
<td><strong>Student Luncheon and Talent Show 12:00–1:45 PM, Grand Ballroom, Salons A-F</strong></td>
<td><strong>Student-Led Adult/Student Dialogues 9:30 AM–10:45 AM, See page 36 for dialogue locations.</strong></td>
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<tr>
<td>11:00 AM</td>
<td><strong>Community Service: SHARE Food Program 9:00 AM–3:00 PM</strong></td>
<td><strong>Family/Home Groups 1:30–3:45 PM, Rooms 401–415, Franklin Hall 1-13</strong></td>
<td><strong>Dinner and SDLC Closing Ceremonies 6:00–9:30 PM, Grand Ballroom, Salons A-F</strong></td>
<td><strong>PoCC/SDLC Closing Ceremonies with Martin Nesbitt 11:00 AM–12:30 PM, PCC, Terrace Ballroom</strong></td>
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<td>12:00 PM</td>
<td><strong>Community Service: Cradles to Crayons 9:30 AM–3:30 PM</strong></td>
<td><strong>SDLC Opening Ceremonies and Family Groups 9:30 AM–12:00 NOON, Grand Ballroom, Salons G-L</strong></td>
<td><strong>Family/Home Groups 2:00–3:45 PM, Rooms 401–415, Franklin Hall 1-13</strong></td>
<td><strong>SDLC College Fair at Friends Select School (Pennsylvania) with chaperone 1:30–4:30 PM</strong></td>
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<td>1:00 PM</td>
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<td><strong>Family/Home Groups 1:30–3:45 PM, Rooms 401–415, Franklin Hall 1-13</strong></td>
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<td><strong>Mural Arts African American Iconic Images Tour 2:00–4:00 PM</strong></td>
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<tr>
<td>6:00 PM</td>
<td><strong>SDLC Peer Facilitator Training 6:00–10:00 PM, Grand Ballroom, Salon E</strong></td>
<td><strong>Student Dinner 6:00–7:00 PM, Grand Ballroom, Salons A-F</strong></td>
<td><strong>SDLC Keynote with Zohra Sarwari 7:00–8:00 PM, Grand Ballroom, Salons G–L</strong></td>
<td><strong>Family/Affinity Groups 8:15–10:15 PM, Rooms 401–415, Franklin Hall 1-13</strong></td>
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<td>7:00 PM</td>
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<td>9:00 PM</td>
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<td><strong>SDLC Chaperone Orientation (choose one) 9:15–10:15 PM, Grand Ballroom, Salon D</strong></td>
<td><strong>Family/affinity groups 8:15–10:15 PM, Rooms 401–415, Franklin Hall 1-13</strong></td>
<td><strong>Student Dance (Movie option provided.) 9:30–11:30 PM, Grand Ballroom, Salons G-L</strong></td>
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<td>10:00 PM</td>
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<td>11:00 PM</td>
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<td><strong>SDLC Students Dismissed to Chaperones 10:15 PM</strong></td>
<td><strong>Student Dinner 6:00–7:00 PM, Grand Ballroom, Salons A-F</strong></td>
<td><strong>SDLC Students Dismissed to Chaperones 11:30 PM</strong></td>
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<tr>
<td><strong>Curfew 11:00 PM</strong></td>
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<td></td>
<td></td>
<td><strong>Curfew 12:00 Midnight</strong></td>
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</tbody>
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**Program subject to change.**

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**Notes:**
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- **School Visits**
  - 8:00 AM–12:00 NOON
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  - 7:00–8:00 PM, Grand Ballroom, Salons G–L
- **SDLC Peer Facilitator Training**
  - 6:00–10:00 PM, Grand Ballroom, Salon E
- **PoCC/SDLC Chaperone Orientation (choose one)**
  - 9:15–10:15 PM, Grand Ballroom, Salon D
- **Student Dinner**
  - 6:00–7:00 PM
- **Dinner and SDLC Closing Ceremonies**
  - 6:00–9:30 PM
- **SDLC Students Dismissed to Chaperones**
  - 10:15 PM
  - 11:30 PM
- **Curfew**
  - 11:00 PM
  - 12:00 Midnight

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**Departure for School Visits, Community Service Projects, and Mural Arts Tour is from the 12th and Arch streets entrance of the Pennsylvania Convention Center.**

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**SDLC Students Dismissed to Chaperones 10:15 PM**
The Destination

A Welcome from the Pennsylvania Convention Center
From hosting internationally-attended events, like the Philadelphia Flower Show, to the “only-in-Philadelphia” Mummers Parade finale on New Year’s Day, the Pennsylvania Convention Center is a crucial part of the city’s fabric. It is at the heart of the city, both geographically and culturally. It is also an economic powerhouse. From its opening in 1993, the Pennsylvania Convention Center has reinvigorated the surrounding district and the city itself by providing tens of thousands of jobs and bringing countless visitors to the city.

A Welcome from the Philadelphia Multicultural Affairs Congress
Rich in multicultural history with a variety of activities for everyone, Philadelphia is one of the world’s most dynamic destinations made up of wonderfully diverse neighborhoods all serving as the “square quilts” that weave our beautiful city together. Here you’ll find an unlimited selection of multicultural attractions, exhibits, museums, restaurants, and tax-free shopping on clothing and shoes. The board and staff of the Multicultural Affairs Congress (MAC) and the Philadelphia Convention & Visitors Bureau (PCVB) are delighted that you are here. Share our heritage — Share your heritage… enjoy Philadelphia!

How to Get the Most out of PoCC

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

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

Revised by members of NAIS’s Call to Action, July 2008

What’s New!

- **QR Codes:** This year at PoCC/SDLC, you will see QR codes used in a variety of ways. Just hold up your webcam or mobile phone cameras to a QR code, and you’ll be linked to a website and other useful information about a variety of multicultural museums, restaurants, and attractions in the Philadelphia area!
- **An updated pre-conference Leadership Seminar** led by Steven Jones, a national expert on diversity, inclusion, and leadership development.
- **A Friday afternoon general session** is scheduled for PoCC prior to the reception.
- **A post-conference College Fair** for SDLC students. Read more on page 36.

William L. Wilson
CHAIRMAN OF THE MAC BOARD

Tanya E. Hall
EXECUTIVE DIRECTOR
Workshops

PoCC 2011 attendees can choose from 76 workshops that are 90 minutes in length and 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; and

Featured Speakers

One featured speaker will present during each of the first three workshop blocks, 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 about 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.

Affinity Group Work at PoCC

See locations of the three affinity group sessions (on Thursday, Friday, and Saturday) throughout the program. Affinity group sessions are uniquely designed to help conference participants develop their own racial/ethnic identity based on the PoCC conference theme. The qualitative difference between PoCC affinity group work and other aspects of the conference in which all conference participants experience the conference as a whole group is that 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; and
- 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.

Anita L. Sanchez will serve as the lead facilitator of our affinity group work. She is an organization development consultant, trainer, and speaker focusing on diversity and inclusion, large system change, team building, and coaching. www.sancheztennisassociates.com
Wes Moore
Opening Ceremonies Keynote Address
THURSDAY, DECEMBER 1
8:00 – 9:15 AM
TERRACE BALLROOM
Sponsored by StratéGenius
Wes Moore is a Rhodes Scholar, youth advocate, Army combat veteran, business leader, and author. Moore graduated from Valley Forge Military Academy (Pennsylvania) and has earned degrees from Johns Hopkins University and University of Oxford. A White House Fellow from 2006–07, Moore served as a special assistant to Secretary of State Condoleezza Rice. He then became an investment professional, focusing on global technology and alternative investments. Moore was named one of Ebony Magazine’s “Top 30 Leaders Under 30” for 2007. In 2009 Moore was selected as an Asia Society fellow. He has been featured by such media outlets as The New York Times, The Washington Post, and MSNBC. In 2000, The Baltimore Sun ran an article about how Moore, despite his troubled childhood, had just received the Rhodes Scholarship. At the same time, the newspaper was covering the arrest of four African-American men for the murder of a police officer. One of the men was just two years older than Moore, lived in the same neighborhood, and was also named Wes Moore. Moore’s book The Other Wes Moore: One Name, Two Fates, explores this story and its implications.

Charles Blockson
Workshop Session A Featured Speaker
THURSDAY, DECEMBER 1
10:00 – 11:30 AM
ROOMS 108 A-B
Charles L. Blockson is founder and curator of the Charles L. Blockson Afro-American Collection of rare texts, slave narratives, art, and a host of other artifacts at Temple University. Blockson graduated from the Pennsylvania State University and holds an honorary doctorate from Villanova University. Blockson has written several essays and books centered on African-American history, especially in Pennsylvania, including The Underground Railroad and Liberty Bell Era: The African-American Story. Blockson continues to travel the world in an effort to amass one of our nation’s largest collections of African-American culture. As part of Temple University’s special collections library, Blockson’s collection contains rare books, prints, photographs, slave narratives, manuscripts, letters, sheet music, and more. Its modern day material includes works from the civil rights era and Negro Baseball Leagues, along with many social and political personalities of Pennsylvania. His collection contains around 150,000 items and spans nearly four centuries from Leo Africanus to Langston Hughes and spans geographically from Africa through Europe and the Caribbean to the United States.

Zohra Sarwari
Workshop Session B Featured Speaker
THURSDAY, DECEMBER 1
3:15 – 4:45 PM
ROOMS 108 A-B
Zohra Sarwari is an international speaker, author, and life and business coach. Sarwari came to America from Afghanistan at the age of six. She was raised in New York City, then moved to the suburbs of Virginia, finished school in California, and currently resides in Indiana. Sarwari’s parents could barely speak English when they arrived in America, and both of them worked in low-paying jobs just to make ends meet. Despite these circumstances and the environment that surrounded her, she strove to make it to the top. She married at the age of 19, and then earned degrees in psychology and business administration. She is currently working on a degree in Islamic Studies. Sarwari has faced many challenges as an orthodox Muslim. Her passion is to educate others about diversity using humor; a dynamic style that encourages dialogue; and acceptance towards people of all races, religions, and backgrounds. As she writes on her website, “I have been in America all of my life, since I was six years old, and this is my country just as it is anyone else’s who lives here. I have [one mission in life,] and that is to break the stereotype of Muslims and Muslim women.”

book signing event
Patti Solis Doyle
General Session Speaker
THURSDAY, DECEMBER 1
5:15 – 6:15 PM
TERRACE BALLROOM

Patti Solis Doyle is a professional political consultant, and has the distinction of being the first Hispanic presidential campaign manager. Born Patti Solis, her parents emigrated illegally from Mexico. Doyle grew up in the Chicago area and attended Northwestern University. She began working in politics on Richard M. Daley’s campaign for mayor of Chicago. She served as a campaign manager for Hillary Rodham Clinton’s presidential campaign. Later, Doyle joined the presidential campaign of then Senator Barack Obama, where she served as campaign chief of staff to then Senator Joseph Biden.

Lorene Cary
General Session Speaker
FRIDAY, DECEMBER 2
8:00 – 9:00 AM
TERRACE BALLROOM

Sponsored by CalWest Educators Placement

Lorene Cary is a graduate of St. Paul’s School (New Hampshire). She won a Thouron Award for British-U.S. student exchange and studied at University of Sussex. She has received doctorates in humane letters from Colby College in Maine; Keene State College in New Hampshire; and Chestnut Hill College, Muhlenberg College, and Arcadia University in Pennsylvania. In 1998 Cary founded Art Sanctuary, a unique nonprofit lecture and performance series that brings black thinkers and artists to speak and perform in North Philadelphia. Currently she is a senior lecturer in creative writing at the University of Pennsylvania, where she was a 1998 recipient of the Provost’s Award for Distinguished Teaching. She began writing as an apprentice at Time magazine, then worked as an associate editor at TV Guide, and served as contributing editor for Newsweek. Cary’s first book Black Ice, a memoir of her years first as a black female student, and then teacher, at St. Paul’s School, was chosen as a Notable Book for 1992 by the American Library Association. Her first young adult book, Free!: Great Escapes from Slavery on the Underground Railroad, is a collection of non-fiction Underground Railroad stories. In writing The Price of a Child, an adult novel about the Underground Railroad, Cary was called “a powerful storyteller, frankly sensual, mortally funny, gifted with an ear for the pounce [of] real speech,” by The New York Times.

book signing event
Yellow Rage
General Session Performance
FRIDAY, DECEMBER 2
6:00 – 7:00 PM
TERRACE BALLROOM
Michelle Myers and Catzie Vilayphonh met in 2000 at a writing/performance workshop where they collaborated on their first group poem “I’m a Woman, Not a Flava.” They gained national attention several months later when they first competed as “Black Hair, Brown Eyes, Yellow Rage” in the Def Poetry Slam tour. They were then invited to audition to be part of the first-ever Def Poetry Jam show at the 2001 HBO U.S. Comedy Arts Festival. For more than eight years, Yellow Rage has sought to make a positive impact through poetry. Drawing from their own unique experiences, individual political ideologies, and personal life philosophies as Asian-American women, Myers’ and Vilayphonh’s poems explore the intersections of race, culture, gender, community, and self. Through anger, pain, joy, celebration, sarcasm, and humor, they strive to facilitate honest dialogue and move themselves and others toward some universal truth — to recognize the humanity of others and acknowledge the human desire for peace, healing, happiness, and love. Employing multiple poetic forms and delivery styles — including Hip-Hop-influenced rhyme, character depictions, theatrical monologue, song, and free verse — Yellow Rage seeks to connect people, bridge cultures, and initiate a movement of progressive change.

Martin Nesbitt
Closing Ceremonies Speaker
SATURDAY, DECEMBER 3
11:00 AM – 12:30 PM
TERRACE BALLROOM
Martin Nesbitt attended high school at The Columbus Academy (Ohio) on a scholarship from A Better Chance. One of Barack Obama’s closest friends, Nesbitt also served as his campaign treasurer during the 2008 presidential campaign. He serves as president and CEO of PRG Parking Management, also known as The Parking Spot, an owner and operator of off-airport parking facilities. Nesbitt’s approach to the off-airport parking business has been heralded by industry insiders as extremely innovative and has been recognized in national publications such as The New York Times, USA Today, Entrepreneur Magazine, and Fortune Small Business Magazine. He currently serves on the board of directors of Jones Lang LaSalle and is a trustee of the Museum of Contemporary Art Chicago and of The University of Chicago Laboratory Schools (Illinois). He is the former chairman of the board of the Chicago Housing Authority and a former board member of Chicago 2016. Nesbitt has been active in Big Brothers Big Sisters of America and has served as chairman of the DuSable District of the Boy Scouts of America.

Suzan Shown Harjo
Workshop Session C
Featured Speaker
FRIDAY, DECEMBER 2
1:15 – 2:45 PM
ROOMS 108 A-B
Suzan Shown Harjo is one of the leading Native American activists in the United States. She has raised public awareness about issues of concern to Native Americans by working on legislation to protect their rights; preserve their languages and traditions; reduce their high levels of poverty, alcoholism, and unemployment; and safeguard their sacred lands. Through a multitude of activities — lobbying legislators, speaking to the media, and writing numerous articles for general circulation and Native American publications — Harjo has been able to exert her influence and raise the consciousness of a public that has not always been receptive. Her most important activity, however, is serving as president and director of the Morning Star Institute in Washington, DC, the oldest and largest Native American advocacy group in the country. That organization, which Harjo founded in 1984 in memory of her late husband Frank Harjo, reminds the federal government of the treaty rights promised in return for land cessions.
Performing Arts Groups

SEE THE DETAILED DAILY PROGRAM FOR TIMES AND LOCATIONS OF THESE PERFORMANCES.

NAIS is proud to feature the following Philadelphia independent school and city-wide performing arts groups during the conferences:

**Abington Friends School Chorus**
This multi-grade ensemble collaborates to perform a variety of compositions that include Renaissance works through contemporary compositions. The level of skill the students use when performing, improvising, and composing is an acknowledgement of their independence and understanding of music.

**Friends Select School Percussion Ensemble**
The Friends Select School (Pennsylvania) upper and middle school percussion ensemble wows audiences with original compositions featuring found objects, including scrap cardboard and plastic bags. Students write and perform “cool, interesting, unique, and meaningful” music developed in the student Composers’ Forum.

**Germantown Academy and Community Partnership School**
Germantown Academy (Pennsylvania) and Community Partnership School collaborate to offer students a wide range of opportunities in the performing arts. The unique connection between these two communities provides a real treat for the performing arts enthusiast and is an excellent example of the public purpose of private education. The groups frequently perform in local venues.

**The Philadelphia High School for Creative and Performing Arts (CAPA)**
CAPA Dance Department instructs their students in different levels of Ballet, Modern, Jazz, Tap, Hip-Hop, and even Irish Step Dancing, also known as “River Funk.” The CAPA Instrumental Department encompasses a wide variety of performances and ensembles, including Concert Band, Orchestra, String ensembles, and Jazz ensemble. CAPA students are integral members of the All-Philadelphia High School music ensembles and have participated in the Pennsylvania Music Educators Association ensemble program. Under the direction of Grammy nominated producer and acclaimed choreographer LaDeva M. Davis, CAPA will perform its signature piece “Living the Dream,” which is dedicated to the memory of Dr. Martin Luther King.

**PoCC Choir**
Directed by Charles Owens of Francis Parker School (Illinois), and accompanied by Karen Bradberry of the Future Leaders Program of the Bickel & Brewer Foundation, 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.
**NAIS Bookstore and Cyber Café**

**BROAD STREET LOBBY**

NAIS will provide a complimentary cyber café. The bookstore offers a wide range of books and materials on people of color, building and sustaining inclusive school communities, and the works of keynote and featured speakers. The bookstore and cyber café will be open 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**

**FRIDAY, DECEMBER 2**

3:00 – 4:00 PM

SEE PAGE 30 FOR LOCATIONS.

This time is dedicated for state and regional diversity committees to meet with their constituents. For attendees from states and regions without diversity committees, this time should be used for meeting other attendees from your area and for networking on ways to use the experiences gained at the conference as a catalyst for change back at home.

**GLBT Social Hour (GAY, LESBIAN, BISEXUAL, AND TRANSGENDERED)**

**FRIDAY, DECEMBER 2**

8:15 – 9:15 PM

PHILADELPHIA MARRIOTT DOWNTOWN, LOBBY LEVEL, JW’S

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**A Special Tribute in Memoriam**

*Betty Henderson Wingfield*

*March 15, 1949–January 27, 2011*

NAIS notes with profound sadness the passing of Betty Henderson Wingfield. While hundreds of members of the NAIS community recall her extraordinary expertise and passion from working with her in affinity group planning and facilitation for every PoCC since 2006, fewer may remember Wingfield’s innovative facilitation of NAIS’s 2007 PoCC Dilemma discussions and restructuring work. None of us attending last year’s PoCC/SDLC realized that Wingfield, who with boundless enthusiasm and humor led the affinity group work at the conference following an earlier illness, would fall ill again just a week after PoCC/SDLC and pass away soon after. Following her passing, tributes to Wingfield and her life’s work as a consultant and executive coach poured in from across the country and overseas. Business partner and best friend Amy Batiste Woodwick summarized our collective thoughts best when she said,

“Betty had an enormous wingspan and countless people flew under her beautiful wings. She was uniquely gifted and equipped to guide communities, organizations, and people around the world through transitions and remarkable transformations. She set a standard of excellence for us all, and she was always expanding, connecting, and elevating her coaching, facilitation, and consulting practice. ‘Betty’s way’ was to face every engagement with optimism and to find hope. We could always count on her calming voice of reason and affirmation. She looked for the good in every situation — no matter what challenges we faced.”
Departure for School Visits and Community Service Projects is from the 12th and Arch streets entrance of the Pennsylvania Convention Center.

**Departure for School Visits and Community Service Projects**

7:00 AM–8:00 PM  
**PoCC/SDLC Registration**  
BROAD STREET LOBBY

8:00 AM–12:00 NOON  
**School Visits**  
**Ticket Required**  
Onsite registration is not available.

School visits give independent and special focus schools an opportunity to offer a site-visit agenda that celebrates each school’s unique culture and mission, while sharing the ways in which diversity and multicultural education play a role. NAIS thanks the following Philadelphia area independent schools for hosting visits:

- Abington Friends School,
- The Baldwin School,
- The Episcopal Academy,
- Friends’ Central School,
- Germantown Friends School,
- The Miquon School,
- The Shipley School, and

**Community Service Projects**  
**Ticket Required**  
Onsite registration is not available.

Volunteer form/waiver required.  
Chaperones required for student participants.

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

8:30 AM–12:00 PM  
**Philabundance Hunger Relief Center in South Philly**

Founded in 1984, Philabundance integrated with the Greater Philadelphia Food Bank in 2005 to become the region’s largest hunger relief organization. Philabundance has a network of 500 member agencies, including food cupboards, churches, shelters, social service agencies, and emergency kitchens. Philabundance provides food to approximately 65,000 people per week, 23 percent of whom are children and 16 percent seniors. Their fleet of 10 trucks is on the road five days a week distributing items such as meats, vegetables, fruits, breads, dairy products, canned and packaged foods, and prepared meals. In 2010, 18 million pounds were distributed in the Delaware Valley.

9:00 AM–3:00 PM  
**SHARE Food Program**

The SHARE Food Program is a nonprofit organization serving a regional network of community organizations engaged in food distribution, education, and advocacy. SHARE promotes healthy living by providing affordable wholesome food to those willing to contribute through volunteerism.

9:30 AM–3:30 PM  
**Cradles to Crayons (C2C)**

The mission of Cradles to Crayons is to provide children living in low-income and homeless situations from birth to preteen the basic essentials, free of charge, that they need to feel safe, warm, and ready to learn. C2C collects gently used and new donated items (clothing, books, toys school supplies, and more) from the community, which volunteers then sort and inspect. C2C then partners with other nonprofit agencies (homeless shelters, schools, foster care agencies, and more) to distribute personalized packages of high-quality everyday essentials directly to children in need.
9:00 AM–5:00 PM
Adult Leadership Seminar
ROOM 120A
This new PoCC Leadership Seminar is tailored for people of color and women who aspire to leadership in independent schools. It is based on state-of-the-art leadership development strategies and skills building while creating an experience of encouragement, healing, hope, and transformation. Participants will leave the seminar inspired to declare, “I can do this!” Led by nationally recognized diversity, inclusion, and leadership development expert Steven Jones and by 10 heads of independent schools, the seminar will include the following features:

- Leadership assessment;
- Trust building;
- Brand management — How do I brand myself?;
- How do I promote myself without “selling” myself?;
- Effective networking;
- Finding a mentor;
- Building and leading high performing teams;
- Change management; and
- Creating an action plan to achieve my leadership goals.

**Adult Leadership Seminar Heads of School Serving as Faculty:** Joseph Cox, Headmaster, The Haverford School (PA); Katherine Dinh, Head of School, Prospect Sierra School (CA); Darryl Ford, Head of School, William Penn Charter School (PA); Autumn Graves, President, Girard College (PA); Phillip Kassen, Director, Little Red School House and Elisabeth Irwin High School (NY); George King, Head of School, Moravian Academy (PA); Steven S. Piltch, Head of School, The Shipley School (PA); Sally Powell, Head of School, The Baldwin School (PA); Amy Purcell Vorenburg, Head of School, The Philadelphia School (PA); Barbara Wagner, Head of School, Marlborough School (CA)

1:00–5:00 PM
PoCC Affinity Group Training
ROOM 125

1:00–6:00 PM
NAIS Bookstore and Cyber Café
BROAD STREET LOBBY

7:00–8:00 PM
PoCC Newcomer Orientation
ROOM 124
**FACILITATORS:** Gloria Fernández-Tearte, Greenwich Academy (Connecticut); Matt Suzuki, Rye Country Day School (New York)

9:15–10:00 PM
SDLC Chaperone Meeting (choose one)
PHILADELPHIA MARRIOTT DOWNTOWN, GRAND BALLROOM, SALON D

Steven Jones, CEO of Jones & Associates Consulting, Inc., is an author and national expert on diversity, inclusion, and leadership development. Jones is currently completing his second book entitled, *Cultural Competency: Leading through New Lenses in the 21st Century*. Jones has presented workshop sessions at PoCC and has consulted with independent schools throughout the country.
7:00–7:45 AM  
**SDLC Chaperone Orientation (choose one)**  
ROOM 120B

7:00 AM–6:00 PM  
**PoCC/SDLC Registration**  
BROAD STREET LOBBY

7:00 AM–7:30 PM  
**NAIS Bookstore and Cyber Café**  
BROAD STREET LOBBY

8:00–9:15 AM  
**PoCC/SDLC Opening Ceremonies with Wes Moore**  
TERRACE BALLROOM  
*Sponsored by StratéGenius*  
*Book Signing Event*

*Program subject to change.*

- Welcomes by PoCC Co-Chair, the mayor of Philadelphia, and NAIS
- Abington Friends School Combined Choirs and the Abington Friends School Choral Ensemble, under the direction of Jason Novak and Stephen Spinelli
- SDLC Welcome
- Introduction of Wes Moore by Crissy Caceres, Abington Friends School (Pennsylvania)
- Wes Moore
- Corporate Sponsor Recognition and Announcements

9:15–9:45 AM  
**Wes Moore Book Signing and Networking Coffee Break**  
TERRACE BALLROOM FOYER

10:00–11:30 AM  
**Workshop Session A**

**Featured Speaker Charles Blockson**  
ROOMS 108 A-B  
Introduction by Sherry Coleman, executive director, Independent School Consortium of Greater Philadelphia, and consultant

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

**A-7 Books, Photos, and Activities for Children That Celebrate All Kinds of Families**  
ROOM 113C  
Come learn about resources that help create community and celebrate diverse families at the William Penn Charter School. One teacher will share resources that have helped support her work. We’ll show you more than 60 children’s books depicting different kinds of families and give you an annotated bibliography. Plus, photographs from the Family Diversity Project’s traveling photo-text exhibit “In Our Family: Portraits of All Kinds of Families” will be displayed. You will learn the power of using this exhibit as a springboard for conversation with elementary-age children, as well as the 150-page curriculum guide available. After you review these resources, we’ll meet in small groups to brainstorm how to implement these resources in your classroom. **Presenters:** Monique Durso and Linda O’Malley, William Penn Charter School (PA)

**A-8 Now That You’re Here, What Will Make You Stay?**  
ROOM 120B  
Explore the myriad social and professional challenges that many faculty of color face once an independent school hires them. The tenure for faculty of color (young, single, etc.) is much lower than peers. We’ll explore the reasons for this and discuss what schools should do in order to successfully support and retain teachers of color. From clarifying expectations to “puzzle piece” positions, averse racism, and personal introspection, we’ll encourage faculty and those involved in the hiring process to examine ways to recruit and retain teachers of color. **Presenter:** Johara Tucker, Pomfret School (CT)
In the 1970s and 1980s, schools worked to increase the diversity of predominantly white private high schools. Academic programs like ABC and Prep for Prep were created to help prepare minority youth for the academic rigors and social lifestyle of independent schools. What do our campuses look like today? Are we still making an effort to recruit and admit students from inner cities? Do we strive for racial, ethnic, cultural, and religious balance? What programs do we have to support students who may be a part of an underrepresented group? Do students still need affinity groups or do such groups only serve to polarize the community? Has the focus on U.S. students of color shifted more toward international students from Asia? We’ll discuss these difficult questions and others you have. Engage in lively dialogue and consider understanding who “we the people” are as we create sustainably inclusive school communities.

**PRESENTERS:**
Edna-Anne Valdepenas, George School (PA)

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Four ethnically diverse faculty members will share their experiences facilitating SEED seminars at Abington Friends School. The National SEED Project on Inclusive Curriculum involves K-12 teachers in seminars led by teachers for teachers to build school climates, curricula, and teaching methods that are more gender neutral and multiculturally balanced. SEED seminars invite teachers to reflect on the education they received, focusing on inadvertent instruction on taboo subjects of group dynamics, similarities and differences, intragroup relations, and power regarding gender, ethnicity, sexuality, class, and race. Try this model of intercultural dialogue and building inclusive curriculum by experiencing a sampling of SEED-type activities and discussing how to use this model in your schools.

**PRESENTERS:**
Peter Gaines, Deborra Sines Pancoe, Catalina Rios, and Lindsay Roberts, Abington Friends School (PA)

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Discover a meeting format that inspires discussion on socioeconomics and social class. Created for middle school, and adapted for lower and upper schools, some components include discussing article excerpts, role playing scenarios, reflecting silently and through group writing, and small group discussions. Hear about the original format and how it was adapted. Participate in one of the activities and learn and share ideas about how we can discuss this topic more comfortably.

**PRESENTERS:**
Kimberly Clarkson, Auysha Muhayya, Karen O’Neill, and Rachel Jackson, Sidwell Friends School (DC)

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Do you remember how you heard about the revolution in Tunisia? Do you remember where you were the day Hosni Mubarak stepped down as president of Egypt? Learn more about what happened to spark the revolutions in Egypt and Tunisia and why events in the Middle East are vital to our students’ education.

**PRESENTERS:**
Cherine Morsi, Wilmington Friends School (DE)
Expanding Our Tool Box: Curricular and Professional Skills for Excellence

A-6 Strengthening Cross-Cultural Learning Through the Arts
ROOM 117
Experience the arts as avenues for identifying inner resources and strengthening cross-cultural learning in multiracial settings. Join us for two powerful activities: interview poems, an activity involving deep listening that enhances cross-cultural learning, and “shields of courage,” drawn from ArtWell’s rites of passage program for teens. You’ll also learn about Friends Central’s successful partnership with ArtWell and discover how collaborating with an arts nonprofit can enhance a school’s diversity initiatives. PRESENTERS: Janelle Harris and Julia Terry, ArtWell Collaborative (PA); Cheryl Davis, Friends’ Central School (PA)

A-13 “Singing Black” in Your Music Program
ROOM 120C
A balanced music education should include more than an exploration of European classical works. In the age of American Idol and Glee, a wide range of U.S. contemporary music is fresh in the minds of students, opening an opportunity to teach musical concepts using samples from genres they regularly listen to. Pop, soul, rock, blues, and R&B all have common Black American musical roots, which you can explore along with the geopolitical history that unfolded simultaneously. We learn these genres primarily by listening and exposure to repeated patterns and practices. Explore strategies to broaden music appreciation lessons with interactive listening and singing exercises. Learn about and transcribe black vocal music from the last century using scale degrees, symbols, and personal notes. Discover improvisation techniques using melismatic patterns and varying vocal placements. PRESENTER: Danae Howe, Westridge School (CA)

A-14 Three Phases of Purposeful Professional Development: A Case Study
ROOM 121A
As Lakeside School’s diversity efforts have evolved so has its faculty professional development. In the first phase we hired outside experts in culturally responsive pedagogy. Next we utilized in-house expertise to fit school-specific needs. Having accomplished much in building a diverse community, our faculty professional development enters its third phase in purpose and design. Join us to learn how Lakeside created a professional development plan that continues to strengthen its commitment to inclusivity. PRESENTERS: Elaine Christensen, Jamie Asaka, and Bernie Noe, Lakeside School (WA)

A-15 Rereading Canonical Literature: The Case of To Kill A Mockingbird
ROOM 121B
Analyze canonical literature through different cultural lenses. Fundamentally, we’ll answer the questions: Why is it necessary to teach these texts differently? And, how do we reread these texts from a different perspective? Finally, what resources do teachers need to teach these texts in a way that challenges the dominant culture’s analysis? You’ll learn a model for teaching canonical literature to implement in your own classroom. PRESENTERS: Brandon Woods and Loraine Snead, Wilmington Friends School (DE)

A-16 An Interdisciplinary Approach to Teaching Slavery to Seventh Graders
ROOM 121C
Thoughtfully discuss what’s at stake when we teach themes of chattel slavery in literature and U.S. history to middle school students. Germantown Friends uses a two-step process. First teachers meet for self-reflection and honest engagement with issues of racial inequality and the historical legacy of slavery. Because of the mixed relationships and reactions to this difficult topic when teaching and learning in diverse classroom settings, this reflection is vital. Teachers and students then explore the topic together through literature, primary source material, and film. Teachers meet during the unit to reflect on class dynamics and student and faculty learning. PRESENTERS: Ken Aldridge and Dorothy Cary, Germantown Friends School (PA)
A-18 Within and Beyond Color: Religious Identity in Independent Schools
ROOM 124
The U.S. Census Bureau predicts people of color will comprise 40 percent of the population by 2020. Currently, 84 percent of the U.S. population self-identify as religious. The multicultural education movement has rightfully been associated with race and ethnicity, but often excludes religion. When we do address religion, generalizations and stereotypes hinder the deeper aspects of history and present-day identities and practices. Using Tanenbaum’s pedagogical framework, “The Seven Principles for Inclusive Education,” come explore religion, culture, and identity in the independent school setting. Examine your own biases regarding religion, and use hands-on lessons to augment your curricula to make it more culturally inclusive. Return to school understanding that religion is present in classrooms and learn how to harness this to create a culturally inclusive environment where differences and respectful curiosity are the norm. PRESENTER: Anshu Wahi, Tanenbaum Center for Interreligious Understanding (NY)

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

A-2 Stages of Reflection: Racial and Cultural Identity Development
ROOM 113A
Gain a broader understanding of one theory behind racial/cultural identity development. Traverse the stages of character construction that continue to influence who all of us have come to be as persons of color. Elevate your awareness of how our varying identities, even within the same racial and cultural group, can fuel interpersonal aversion or fuse interpersonal affinity. PRESENTERS: Peaches Gillette and Lisa Valasquez, The Town School (NY)

A-3 Mural Arts African American Iconic Images Collection
ROOM 122B
The City of Philadelphia Mural Arts Program will present the Albert M. Greenfield African American Iconic Images Collection, including 47 murals throughout the city that uniquely capture the rich African-American experience in Philadelphia. The collection provides extensive research of the murals, highlighted by an interactive educational website featuring voices of African-American community leaders, scholars, and artists providing mural histories, audio/video narratives, and teacher lesson guides. Access it through free downloadable audio tour narratives, maps, and brochures; or guided public, group, and private tours. It also provides students in-depth, engaging information about the murals’ themes and surrounding communities. Come learn about African-American culture, traditions, and history as they have unfolded in Philadelphia’s neighborhoods. PRESENTER: Kevin Slattery, City of Philadelphia Mural Arts Program (PA)

A-4 High School Students as Role Models in Exploring Identities
ROOM 113B
Bentley students took information from a 2010 PoCC workshop and expanded upon it. Three upper school students, representing three different racial/ethnic backgrounds, created an eight-week curriculum designed to explore and celebrate one’s own identity in a developmentally appropriate and fun way for first to fifth graders as part of the after school program. Its success sparked a partnership with another K-12 school. Together the students from both schools plan to lead an annual Identity Celebration Conference for all Bay Area K-8 schools. Learn how the students created the curriculum and what made it succeed. Try this easy, cost-effective, fun way to build positive self-image, respect, and community for all of our kids! PRESENTER: Brian Thomas, Bentley School (CA)
A-5 The Absolutely True Diary of a Part-Time Indian Through a Pueblo Woman’s Eyes
ROOM 122A
In Sherman Alexie’s novel, Mr. P. says to Arnold Spirit, “You’re going to find more and more hope the farther and farther you walk away from this sad, sad, sad reservation.” Contradicting this perspective, we'll examine reservation locations, circumstances, and resources that influence an American Indian’s decision to leave the “Rez” or stay to be successful. To understand Arnold Spirit, Jr. and his experiences on the “Rez,” we must examine information from the Indian Health Service and Bureau of Indian Affairs, reservation locations, and U.S. policies impacting American Indians today. Explore the issues facing American Indians and talk about the factors that cause many to leave the “Rez.” PRESENTER: Laura Jagles, Santa Fe Preparatory School (NM)

Nurturing Our Souls: Self-Care and Strategies for Success

A-1 Media Literacy 101: How Do Race and Media Affect My Classroom?
ROOM 118A
Join a meaningful discussion and critical analysis of race in the media. Learn ideas to use in your classroom. In this structured forum, you’ll gain specific vocabulary and pointers on how to identify racial discrimination in media — even if less subtle and less “offensive” on the surface in today’s “post-racial” society. PRESENTER: Frederick Gooding, The Minority Reporter

11:30 AM–1:00 PM
Lunch
Take advantage of food kiosks at the Pennsylvania Convention Center. This will give you time to attend the free film screenings.

11:50 AM–1:00 PM
Film Screening of Why US? Left Behind and Dying
ROOMS 108 A-B
The film screening is sponsored by Diversity Films, Rosetta Lee, and other individuals.

Why US? Left Behind and Dying is an 86-minute documentary feature film as well as a curriculum. It is the result of a 5-year research project primarily funded by the National Institutes of Health (NIH). The film follows a small group of inner-city African-American high school students (aged 14–17) from Pittsburgh, Pennsylvania, who explore the many reasons why HIV rates are disproportionately high in black communities. The students interview research scientists, epidemiologists and public health experts, community HIV/AIDS activists, and — most importantly — people in their neighborhood with HIV and AIDS. The accompanying curriculum offers 20 brief video segments with attached lesson plans and suggested exercises and is available for free at www.whyusmovie.com.

12:00–1:00 PM
PoCC Choir Rehearsal
TERRACE BALLROOM
PoCC Affinity Group Session I
Envisioning and Connecting to My Canvas: My Roots and My Past
Design your canvas and uncover your truth to create the foundation for transformation. Join together as we journey through our past to reveal our present.

- Asian/Asian-American and Pacific-Islander/Pacific-Islander-American Affinity Group ROOM 118C
- Black/African-American Affinity Group EXHIBIT HALL G
- First Nation/Native American Affinity Group ROOM 111B
- International/Non-U.S. Citizen Affinity Group ROOMS 110 A-B
- Latina(o)/Hispanic-American Affinity Group ROOMS 108 A-B
- Middle-Eastern-American Affinity Group ROOM 109 A-B
- Multiracial-American Affinity Group ROOM 119B
- Transracially-Adopted Affinity Group ROOM 112 A-B
- White/European-American Affinity Group ROOMS 115 A-C

3:15–4:45 PM
Workshop Session B

Featured Speaker Zohra Sarwari
ROOMS 108 A-B
Introduction by Marco Valis, The Philadelphia School (Pennsylvania)
Book Signing Event

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

B-6 Creating Sustainable Diversity Initiatives in Our Schools
ROOM 121A
Learn strategies for making diversity practices a sustainable part of your school. We’ll talk about middle and high school programs that have proven successful, including student-led service groups, innovative online curriculum, and mandatory rotation through the Inclusivity/Justice and Equity Program. Discuss privilege and inclusivity, homophobia/heterosexism, and ethics and responsibility. We’ll start with special sensitivity for schools in the beginning stages of their diversity initiatives before moving on to more ambitious approaches to sustainability. Learn institutional practices that intentionally strengthen traditionally marginalized groups. Presenters: Keino Terrell and Beth Johnson, Friends’ Central School (PA)

B-7 Courageous Conversations: Leading a Conversation with Faculty About Race
ROOM 118B
Follow the journey we took to secure a three-hour spot in our opening week of meetings. The program we created gives faculty a much needed, open conversation about race and the role it plays in independent schools. Participate in a “look alike” seminar that will mirror what we did with our faculty. Use this model at your school to discuss not only race but also diversity and inclusivity in independent schools. Presenter: Marti Champion, Kent Denver School (CO)
B-8 Touching the Untouchable: Unpacking Race and Class in Our Independent Schools
ROOM 121B
How do we build inclusion within our independent school environments, which create exclusion based on the cost of entry? What are the systems within your school that bridge the gap created by economic disparities? How do we manage the subtle dynamics of socioeconomic differences in student, parent, teacher, and board interactions? Join us to unpack the overt and covert tentacles that lie at the intersection of race and class in our independent schools. Return to school with practice strategies and techniques to support the inclusion of students and families along the racial and economic continuum. PRESENTER: Steven Jones, Jones & Associates Consulting, Inc.

B-9 States of Denial: “Coping the Best Way We Can...”
ROOM 121C
From a sociocultural lens, explore the complexity of identity formation for students of color in independent schools and learn to facilitate more authentic and healthy conversations with your students about race, culture, and ethnicity. Analyze how political and historical perspectives influence each generation in developing its own unique coping strategies to deal with the impact of race and racism on a daily basis. PRESENTERS: Jeffrey Cox and Megan Dunphy Gottlieb, Brooklyn Friends School (NY)

B-10 Global Journeys: Understanding the International Student Mural
ROOM 123
International students of color often encounter a variety of struggles as they work to integrate into an independent school community. In order to be successful students, they must negotiate and transcend social, cultural, linguistic, and academic divides. Meeting these expectations can be daunting. Adults in independent school communities are frequently unaware of the experiences and struggles of international students of color, and do not provide the level of support international students of color often need. Join us to raise awareness and promote empathy for international students of color and get a “lesson plan” of best practices for educators that raises awareness and promotes empathy. PRESENTERS: Pascale Musto, Chase Collegiate School (CT); Peter Sun, Concord Academy (MA)

B-11 Reframing Individuals, Reframing Community: A Progressive Approach to Diversity
ROOM 116
Hear about the philosophical underpinnings of the work undertaken by San Francisco University High School to enhance its diversity efforts. Take back to school detailed information and advice around rethinking and reprogramming diversity initiatives. PRESENTER: John Frazier, San Francisco University High School (CA)

Expanding Our Toolbox: Curricular and Professional Skills for Excellence

B-12 The Building of an Activist: Activism, Artivism, and Academics
ROOM 122A
How do we bring the stories and struggles of people of color into the classroom? How do we teach students to create stories of activism and social justice? How do we train students, especially students of color, to become activists through academics and technology? Discover the process of teaching activism and artivism, two distinct yet interrelated disciplines grounded in academics and media literacy. Learn how to honor the voices of people of color through a supportive classroom environment and the teaching of social justice with both academic rigor and creativity. PRESENTER: Diego Duran, Edmund Burke School (DC)
B-13 Courageous Conversations: Using Literacy to Explore Race and Identity
ROOM 113A
For the past two years, action research has been changing the content and tenor of classroom conversations in our racially diverse K-12 independent school. Working with University of Pennsylvania’s Professor Howard Stevenson, Abington Friends teachers have begun to provide safe places for conversations about race. Join two classroom teachers and students to uncover ways these conversations shift from teacher to student initiated, and become increasingly more personal and daring. Learn ways to include student voices while exploring the range of challenges that they may encounter. See a video, hear live student responses to these film clips, and leave with activities and literature that will generate courageous conversations in your own classroom. PRESENTER: Jane McVeigh-Schultz, Abington Friends School (PA)

B-14 Redefining the Role of White Educators in Multicultural Work
ROOM 122B
Often white educators lack clarity regarding their role in multicultural work. As the dominant racial group in our society, white educators experience both challenges and opportunities. Explore how whites can help build equitable, multicultural institutions. Look at obstacles that face white people as they approach topics of multiculturalism and race and explore effective strategies for discussing white identity formation and white privilege. Expect a greater understanding of the value of exploring white racial identity as educators and gain access to practical tools and resources to support effective multicultural work in your school. PRESENTERS: Jesse Philips-Fein, Brooklyn Friends School (NY); David Byrnes and Randy Clancy, The Cathedral School of St. John the Divine (NY)

B-15 Personal Stories Transforming School Climate: A Speak Up! Toolkit
ROOM 120A
The Speak Up! Project is a student-driven effort to use personal stories about race and racism in independent schools across the country as a vehicle for institutional change. By using discussion questions, student art, relevant quotes, and an extensive resource/action section, the Speak Up! anthology is a tool for supporting faculty and administrators in difficult conversations about race, validating the experiences of students of color in independent schools, and providing students with the tools they need to take action to improve school climate. Explore this complex resource and exchange information with peers. Learn best practices from schools across the country and review a case study from Phillips Academy. PRESENTERS: Chris Messinger, Boston Mobilization (MA); Linda Griffith and Susanne Tarabi, Phillips Academy (MA)

B-16 Building Blocks of Equity: Examples of Diversity in the Early Childhood Classroom
ROOM 117
Get a roadmap for diversity and inclusion in even the youngest of classrooms. Hear how others have succeeded in a discussion with teachers and administrators who work with young children. We’ve all heard excuses for not including diversity learning in the classrooms of young children. Join us for examples of how to bring diversity and inclusion into our curriculum in ways that will dispute this theory. PRESENTERS: Orinthia Swindell, Brooklyn Friends School (NY); Tatesha Clark, City and Country School (NY)
B-17 “That’s Not Fair!” Are Students Ever Too Young to Learn About Social Justice?
ROOM 124
Hear about one teacher’s experience with predominately white parents, faculty, and administrators, when she changed a preschool curriculum to focus on social justice issues. Learn how the classroom environment was structured and how tools such as drama were used to teach social justice in early childhood. You’ll see a video of students performing a play about Rosa Parks that clearly demonstrates these students are not too young to learn about social justice. PRESENTER: Judith Hart, The Evergreen School (WA)

B-18 Instigators of Change: Youth in the Civil Rights Movement in History and Film
ROOM 118A
Examine the role young people played in the Civil Rights Movement in the 1950s and 1960s and the ways that involvement has been portrayed in film, both commercial and documentary. We’ll show the strengths and weaknesses of film as a medium to convey history and consider portrayals of the commitment of young people as a means of engaging current students in historical studies and issues of law and justice. PRESENTER: Arturo Bagley, Tower Hill School (DE)

B-2 Reconstructing Social/Cultural Imagery
ROOM 113B
Many contemporary artists use art to express their perspectives on race, gender, culture, and social justice. Art as a method of activism is seldom examined in the classroom as educators often struggle with obstacles of age appropriateness and methodology. Given the opportunity students often rise to the occasion, producing insightful thoughts and artwork that express meaningful opinions on matters of politics and social inequalities. Examine some contemporary artists, discuss the meaning of their work, and challenge yourself to find applications for your discipline. PRESENTERS: Armond Lawson and David Anderson, Gilman School (MD)

B-3 Adoption Fusion: Discovering Where Adoption, Race, and Culture Blend Together
ROOM 113C
In the 2000 U.S. Census, adopted children represented 2.5 percent of the 84 million children. Since that report, American lives touched by adoption are on the rise. When adoption crosses racial and cultural lines, it adds an extra dimension for both parenting and educating the child. Are adoptive parents prepared to raise children whose skin color is different than their own? Are educators ready to support different kinds of families in a race-conscious society? In an artful blend of the presenter’s narrative and group facilitation, we’ll draw on our own experiences to discuss transracial adoption, racial identity formation, and other formative adoptive experiences. PRESENTER: Jenny Hammond, Deerfield Academy (MA)
B-4 People of Color: Identity and Solidarity in Independent Schools
ROOM 120B
As people of color in independent schools, who are we really? Given the myriad of ethnic, cultural, regional, and national differences, how and why do we claim an identity like “people of color” in schools? Explore the political and historical evolution of the identity of people of color, an ethic of solidarity between ethnic minorities, and its relevance to our work in independent schools. How do we understand and integrate our different positionalities with respect to race, color, ethnicity, and nationality? How do we make meaning of our different experiences? Are we in solidarity? Are students and parents of color connected across difference? Learn, share, and reflect upon your own sense of identity and connection with people different from us. PRESENTERS: Mirangela Buggs, Germantown Friends School (PA); Andrea Gutierrez, Village Community School (NY)

B-5 A Vanishing Identity: Exploring How Independent Schools Promote Cultural Change
ROOM 120C
The value of students and teachers of color has often been predicated on the notion of self-worth. This is noted in popular culture and is systematic in independent schools in terms of skin tone, hair texture, and mainstream values: language, dress, and ideology. Explore the concept of identity, including multi-ethnicity as more than a modern phenomenon and novel condition. From the 1960s definition of black as beautiful, African Americans sought a sense of pride and unity in their hair and cultural make-up. A rising number of African Americans attending college cemented a bourgeois attitude towards race and culture. However, the last 40 years saw a shift as African Americans’ “sense” of self declined due to the values assigned by society. Drawing from historical trends, anecdotal information, and statistical data, we’ll discuss a vanishing identity in a world of conformity. PRESENTER: Eddie Carson, Houston Christian High School (TX)

People of Color in Leadership: Pathways and Programs to Success
B-1 Aspiring Toward Leadership: A Conversation with Heads of Color
ROOM 119A
Join four heads of school who also happen to be of color as they reflect on their leadership paths, challenges, demands and rewards of headship, and the unique intersection of being a head of school and a person of color. Following a panel discussion, you’ll get to talk directly with panelists about their roles. PRESENTERS: Percy Abram, Gateway School (CA); Katherine Dinh, Prospect-Sierra School (CA); Ilana Kaufman, Windrush School (CA); Steven Morris, San Francisco School (CA)

5:15–6:15 PM
General Session with Patti Solis Doyle
TERRACE BALLROOM
Program subject to change.
- Friends Select School Middle School Percussion Ensemble under the direction of Dan Capecchi
- Introduction of Patti Solis Doyle by Mindy Hong, The Baldwin School (Pennsylvania)
- Patti Solis Doyle
- Corporate sponsor recognition and announcements
7:00 AM–6:00 PM
PoCC/SDLC Registration
BROAD STREET LOBBY

7:00 AM–6:45 PM
NAIS Bookstore and Cyber Café
BROAD STREET LOBBY

8:00–9:00 AM
General Session with Lorene Cary
TERRACE BALLROOM

Sponsored by CallWest Educators Placement
Program subject to change.

■ Introduction of Lorene Cary by Rafhia Foster, Haverford School (Pennsylvania)
■ Lorene Cary
■ The Philadelphia High School for Creative and Performing Arts (CAPA) Dance Company, performing “Living The Dream,” under the direction of LaDeva M. Davis

9:00–9:20 AM
Lorene Cary Book Signing and Networking Coffee Break
Book Signing Event
TERRACE BALLROOM FOYER

9:30–11:30 AM
PoCC Affinity Group Session II
Creating My Canvas: My Present and Our Future
Blend the colors of yesterday and today to create the hues of our tomorrows. Get into action; bring to life your vision and your dreams.

■ Asian/Asian-American and Pacific-Islander/Pacific-Islander-American Affinity Group ROOM 118C
■ Black/African-American Affinity Group EXHIBIT HALL G
■ First Nation/Native American Affinity Group ROOM 111B
■ International/Non-U.S. Citizen Affinity Group ROOMS 110 A-B
■ Latina(o)/Hispanic-American Affinity Group ROOM 109 A-B
■ Middle-Eastern-American Affinity Group ROOM 108 A-B
■ Multiracial-American Affinity Group ROOM 119B
■ Transracially Adopted Affinity Group ROOM 112 A-B
■ White/European-American Affinity Group ROOMS 115 A-C

11:30 AM–1:00 PM
Lunch
Take advantage of food kiosks at the Pennsylvania Convention Center. This will give you time to attend the free film screenings.

11:50 AM–1:00 PM
Film Screening of Brother Outsider: The Life of Bayard Rustin
ROOMS 108 A-B

This film screening is sponsored by Friends Council on Education and Participating Schools

Five years in the making and the winner of more than 25 international awards, Brother Outsider illuminates the life and work of Bayard Rustin, a visionary activist and strategist who has been called the “invisible man” and “unknown hero” of the Civil Rights Movement. Born in 1912 in West Chester, Pennsylvania, Rustin was a devout Quaker, a disciple of Gandhi, a mentor to Martin Luther King Jr., and
the architect of the 1963 March on Washington. He also dared to live as an openly gay man during a fiercely homophobic era. The film reveals the price that Rustin paid for this honesty, chronicling both the setbacks and triumphs of his remarkable 60-year career. In a recent review of the best historical documentaries of the last decade, Michael Fox of the San Francisco Film Society described *Brother Outsider* as “a mesmerizing eye-opener [that] inspires audiences to carry on Rustin’s worldwide crusade against injustice, discrimination and poverty.” The screening will be followed by a panel discussion with filmmaker Bennett Singer and educators who have used *Brother Outsider* in their classrooms.

**12:00–1:00 PM**
PoCC Choir Rehearsal
TERRACE BALLROOM

**1:15–2:45 PM**
*Workshop Session C*

**Featured Speaker Suzan Shown Harjo**
ROOMS 108 A-B
Introduction by Rossana Zapf, The Miquon School (Pennsylvania)

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

**C-6 Our Week of Understanding: Evolution of a Grassroots Campaign to 3,000 Strong**
ROOM 120C
Learn how a few teachers and dedicated students challenged one of the nation’s largest and most diverse K-12 schools to celebrate their differences through our Week of Understanding. We will share practical advice, strategies to convince your administration, student videos, and how a simple interactive t-shirt brought together our school community. **PRESENTERS:** Timothy Hipp, Jessica Parsons, Dana Jefferson, and Ronda Zents, Woodward Academy (GA)

**C-7 The Perfect Marriage: College Counseling and the Diversity Office**
ROOM 118B
Examine the partnership between college counselors and diversity officers and how each office’s expertise can benefit students of color as they enter the college admission process. Together we’ll answer the following questions: What must all students have before meeting with the college admission officer? What population most benefits from this collaboration? How do college counselors identify students of specific populations? What assumptions are made because students attend independent schools? How does the college admission planning calendar differ for students of color? Share the Lawrence Academy model, including tools to enhance every student’s college admission experience and strengthen an exciting partnership. **PRESENTERS:** Wonjen Bagley and Courtney Skerritt, Lawrence Academy (MA)

**C-8 Dance Revolution: How Dance Can Empower Students of Color**
ROOM 120B
Dance is a powerful tool for self-expression, building self-confidence, and creativity. The Panthers Supreme Dance Team does that and more for students of color at Brooklyn Friends School. Comprised of a diverse group of students in grades seven through 12, the team performs at various sporting events, dance concerts, and cultural programs. Led by young women of color, the team gives students who are usually in the minority an opportunity to be in the majority and step into leadership roles. Explore how dance empowers students of color, get a framework to create a dance team/club, and even dance together! No dance experience required. **PRESENTERS:** Vanessa Aird and Jesse Phillips-Fein, Brooklyn Friends School (NY)
C-9 From One Extreme to the Other: Creating Rigor with Balance
ROOM 113B
Girard College opened in 1848 to educate poor, white, orphan boys. Now, after several Supreme Court cases, Girard has a student body that is 99 percent children of color and 55 percent girls; 86 percent are African American. Girard actively creates a racially diverse school for children who come from single-parent families struggling with poverty. We are convinced that our students must be in a more diverse student community in order to prepare for advanced education and life as informed, ethical, and productive citizens. Learn more about our full-scholarship school and share best practices that Girard and other schools working to racially and economically diversify their student body could implement in admissions, the classroom, and student life. PRESENTER: Autumn Graves, Girard College (PA)

C-10 Diversity Action Research to Challenge Peer Culture
ROOM 122B
Examine student findings on peer culture at Westtown gathered during a nine-week elective using diversity action research. Providing case studies of challenge and change, students will describe dating dynamics surrounding gender and race. Boys will discuss the dynamics of The Bro’s, and the process of “flipping the donut” of insider/outside voices and power. Girls will analyze trust/mistrust alliances and building sisterhood. Learn key findings, including what research revealed about student peer dynamics, students’ actions for change, and the results of action research on the school program and culture. PRESENTER: Pat Macpherson, Westtown School (PA)

C-11 100 miles from Philadelphia. The First Nation/American Indian Education Begins
ROOM 122A
In 1879, U.S. General Pratt’s motto, “Kill the Indian, Save the Man,” prompted the opening of a Carlisle Indian School 100 miles from Philadelphia, many American Indians’ first boarding school experience. The ensuing trauma continues to impact American Indian people today. American Indians’ independent school success depends on our understanding of the past. Just 132 years old, American Indian education is difficult to understand and many people are uninformed about it. Learn about this experience and acquire additional resources in order to understand why few American Indian students attend independent schools. Discover today’s American Indian heroes and heroines to shed light on our future. PRESENTER: Laura Jagles, Santa Fe Preparatory School (NM)

Expanding Our Toolbox: Curricular and Professional Skills for Excellence
C-12 Was Shakespeare Racist?: Teaching Shakespeare in a Multicultural Classroom
ROOM 121C
Every once in a while, we read texts with students that raise critical racial issues without ever discussing them explicitly. Perhaps we feel that if we don’t mention them, the students won’t notice them and won’t feel compromised by the study of material we consider essential. Though the language may challenge them, students see what we don’t want to discuss. Examine racial elements in Othello, Merchant of Venice, and Titus Andronicus in order to gain historical background on what blackness signified for Shakespeare’s audiences and how we can openly address the language and history with our students. Engage in this interactive session and take back to school materials to use in class. PRESENTER: Josina Reaves, Poly Prep Country Day School (NY)
C-13 Using Stories of the Exonerated to Teach Race, Class, and Justice Issues
ROOM 113A
See exonerated death row survivor storytellers as unique, inspirational, and powerful pedagogical tools to teach students about race, class, and the U.S. criminal justice system. Turn to these professionally trained storytellers to expose students to compelling narratives of U.S. history, politics, and society as lived by those often marginalized in our textbooks. Open your eyes to the challenges to human and civil rights in our country. Return to school with a deeper understanding of the role race and class play in the application of justice and punishment in the U.S. after interacting first-hand with survivors of the system. PRESENTERS: Shujaa Graham and Kathy Spillman, Witness to Innocence (PA)

C-14 Making a Difference for Students of Color with Learning Disabilities
ROOM 116
Through interactive exercises and dialogue you’ll experience what it’s like to have a disability, explore the educational and social stigmas attached to being a student of color with a disability, and brainstorm ways to build a more inclusive community within your independent school. PRESENTER: Stephanie Borges, Maret School (DC)

C-15 Ally-ing Your Middle School: Creating Space to Talk About LGBT Issues
ROOM 117
How would your school respond to a middle school student of color who proposes to start a Gay-Straight Alliance (GSA)? Why is talking about sexual orientation different from talking about other cultural identifiers with young adolescents? What’s the best way to start a GSA at the middle school level and why is it important to push through the resistance to make it happen? Discover what we learned from Rye Country Day’s first Middle School Day of Silence Assembly and the subsequent creation of the Middle School GSA at the request of a student. Hear some of the conversations that emerged while starting the GSA, blending themes of race, ethnicity, and sexual orientation, and explore why the membership of the GSA was primarily students of color. Discuss the role of allies and share specific tools for giving them voice. Gain strategies to start conversations about LGBT issues and engage in hands-on exercises and activities that will encourage you to confront the issues in order to create safe learning environments for all of our students. PRESENTERS: Meredith DeChabert, Kyle Mitschele, and Stephanie Teachout, Rye Country Day School (NY)

C-17 Professional Development Work on Race and Teaching Practice
ROOM 118A
Get a framework and gain understanding of the importance of having a professional development course that examines your own sense of racial identity and assumptions and biases toward other groups. Explore educational practices that affirm student identities and support positive achievement for all students. PRESENTERS: Julie Parsons and Kimberly Ridley, The Gordon School (RI)

C-18 Perspectives of the Past: Using Digital Oral History to Uncover Lost Voices
ROOM 121B
As part of the our eighth grade Humanities and Media Literacy curriculum, students participate in a digital oral history project that has involved interviewing 13 Vietnam veterans over the past two years. Our curriculum incorporates oral history as a powerful and formative learning experience for students. Following examples from a two-year digital oral history project, you’ll gain the necessary tools to develop an oral history program relevant to your own learning objectives. Discuss theme and interview selection, student preparation, and methods for creating a digital presence. Review the technical side of the oral history project, including learning objectives in the art of presentation, video and sound engineering, and developing written assignments into a digital narrative. PRESENTERS: David Harris and Justin Sheehan, The Catherine Cook School (IL)
Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

C-2 Painting Our Community Mural Through the Power of Story... Mine, Yours, Our Story!
ROOM 121A
Learn invaluable tools for creating powerful stories that have the ability to impact and facilitate positive change in diverse communities. Gain new insights through oral storytelling that can lead to open and honest discussion of difficult issues, such as addressing personal prejudices or biases. Teachers and students will understand the importance and value of expressing authentic personal narratives as it relates to diversity and honoring the story in each of us. Using story prompts we’ll explore the impact ethnicity and culture have on human development. Trying basic storytelling skills and integrating various artistic disciplines like music, art, drawing, and movement, you’ll return to school equipped to tell your story and recognize how storytelling builds bridges and pathways of connection within every learning community. PRESENTER: Victoria Burnett, St. Margaret’s Episcopal School (CA)

C-3 Islam: Beyond the Myths, Breaking Down the Barriers
ROOM 125
The post-9/11 era has exposed significant bigotry towards Muslims, while most non-Muslims in the U.S. know little about Islam and its followers. What implications does this lack of knowledge have on our schools? How do advocates for diversity, social justice, and inclusion challenge dominant narratives about Muslims framed by popular media? Learn reliable information about Islam and its sociopolitical and historical dynamics in the U.S. and around the world. PRESENTER: Amer Ahmed, University of Michigan

C-4 Who We Are: Racial and Ethnic Identity Development for Educators and Youth
ROOM 113C
Claim your racial and ethnic identity and experiences and learn about others’. Discuss racial and ethnic identity development theories, identify ways identity development manifests in our schools, and discover ways to support healthy identity development in our students as well as ourselves. Join us for interactive exercises and small group discussions. PRESENTER: Rosetta Lee, Seattle Girls’ School (WA)

C-5 Valuing African-American Language and Culture in the Middle School Years
ROOM 123
Recognize language-based variations in African-American students’ speech and writing in the middle school years. Sociolinguists and middle school educators who attended and/or teach in NAIS schools will highlight what research reveals about what educators want to know about the linguistic patterns of their students in order to let the voices of students shine through. Explore ways that knowledge about language variation and multiculturally responsive teaching empowers students and learn strategies to use in class to address systematic variation in speaking, reading, and writing. Employ a social justice framework designed to help students use their own voices and literacies to empower their learning. Develop your own teaching materials based on your new knowledge of language variation. PRESENTERS: Anne Charity, College of William and Mary; Christine Mallinson, University of Maryland, Baltimore County

People of Color in Leadership: Pathways and Programs to Success

C-1 What Color Is a Leader? A Path to Leadership Without Restraints
ROOM 119A
Aspiring to be an administrator and/or head of school? Learn how to prepare for the search process from administrators, experienced search consultants, and recently appointed heads of school. While the process may seem daunting, it can be rewarding and fulfilling when supported by your peers, head of school, a competent search consultant, and the right school. Discuss how to successfully navigate the process with a strong letter of intent and a diversified resume, and hear advice about interviewing before the search committee. Join us as we make an effort to change the color of leadership in independent schools. PRESENTERS: Roderick Jemison, La Jolla Country Day School (CA); Percy Abram, Gateway School (CA); James Wickenden, Wickenden Associates (NJ); Brian Thomas, The Bentley School (CA)
Friday December 2

3:00–4:00 PM
State/Regional Meetings

- Bermuda, Puerto Rico, Virgin Islands, Hawaii, and International ROOM 121B
- Cleveland Council of Independent Schools ROOM 120C
- Colorado and ACIS ROOM 121C
- Connecticut, CODIS, and SPHERE ROOM 111B
- Florida and FCIS ROOMS 110 A-B
- Maryland and AIMS MD/DC ROOM 112 A-B
- Midwest and ISACS ROOMS 109 A-B
- New England and POCISNE ROOM 122B
- New Jersey and NJAIS ROOM 123
- New York and POCIS-NY ROOMS 108 A-B
- North Carolina ROOM 122A
- Northern California and NORCAL POCIS ROOM 113A
- Pacific Northwest and PNAIS ROOM 116
- Pennsylvania and Delaware Valley EXHIBIT HALL G
- South and SAIS (Alabama, Georgia, Kentucky, Mississippi, South Carolina, Central America, South America) ROOM 118A
- Southern California and SOUCAL POCIS ROOM 113B
- Southwest and ISAS ROOM 117
- Tennessee and TAIS ROOM 121A
- Virginia and VAIS ROOM 118B
- Washington, DC, and Independent Education ROOM 113C

4:15–5:45 PM
Workshop Session D

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

D-8 Reducing the Negative Effects of Racism-Related Stressors
ROOM 117
Stereotype threat and racial microaggressions jointly create racism-related stressors that hinder an African-American student’s optimal performance in the classroom. To address this dilemma, we’ll examine African-American students’ experiences with and their responses to atmospheric threats, learning successful pedagogical practices designed to reduce these racial stressors and promote positive inter-ethnic, student-teacher relationships.

PRESENTER: Gwendolyn Miller, Eliminating Racism in African-American Children’s Education (ERAACE)

D-9 Tried and Tested Best Practices for a Thriving and Healthy School Affinity Group
ROOM 122B
In 2007, Brentwood School conducted a survey of graduating seniors that showed LGBT students and students of color reported a less satisfactory experience than their counterparts. Based on this finding, our school began researching the effectiveness of affinity groups. While the existence of affinity groups proved to be positive, faculty sponsors needed research and ideas to help sustain initial momentum and engage allies meaningfully. Join us to learn activities to enhance affinity group work with students of color and LGBT students. The overall purpose of the middle and upper division affinity groups remains the same, yet the activities we provide are mindful of the different needs as delineated by affinity and age. After sharing research and sample curricula, we’ll meet in small groups to brainstorm goals, share activities,
and discuss student parameters that contribute to a healthy affinity group. **Presenters:** Cameron Coleman and Asako Kurosaka-Jost, Brentwood School (CA)

**D-10 The Marginalization of the African-American Male Student-Athlete**
**Room 113A**
Life for African-American male student-athletes in independent schools presents both opportunities and challenges. Many thrive and are an integral part of a variety of sports teams. However, some are seen as less qualified and primarily on campus to improve the school’s athletic program. These young men feel marginalized because a disproportionate percentage of them participate in sports. Some of the marginalized feelings can be self-induced simply because they are part of an underrepresented group, but in many cases it’s due to preconceived misconceptions, minimal awareness, and a lack of communication about this issue. Learn how to effectively discuss this issue and develop strategies to help these student-athletes achieve confidence and success. **Presenter:** David Watts, Campbell Hall (CA)

**D-11 “Increase the Peace:” Hosting a Community-Wide Diversity Conference on Campus**
**Room 113B**
Have you ever wanted to create a PoCC/SDLC experience on your campus? Do the SDLC students return to campus wanting to share their enthusiasm with peers? Learn how to use that energy to deliver an unforgettable experience on a limited budget. Uncover proven strategies for implementing a diversity conference for your school and/or local schools who cannot attend PoCC/SDLC. Review the ABCs of hosting a small or large conference and focus on tapping your hidden resources: alumni of color, current students, and local resources. Administrators will learn how to lend support and align conference goals with the school’s mission. Marymount has hosted two local conferences for non-NAIS schools, as well as a successful campus-wide conference focusing on diversity. Increase the peace on your campus! **Presenters:** Emily Hall and Cynthia Hoepner, Marymount High School (CA)

**D-12 Transforming Classrooms and Institutions Using Professional Learning Communities**
**Room 118A**
Using the structure of cross-divisional professional learning communities, cohorts of faculty members from early childhood to upper school at Abington Friends engage in action research that asks them to do self-inquiry into their identities, assumptions, and teaching practices. Learn how this model is helping teachers transform pedagogy for multiracial classrooms. This work involves a deep personal awakening and call to action, which moves into the institutional level to challenge inequities that exist in school policies, programs, and practices. **Presenters:** Susan Arteaga, Alice Fernandez, Wayne Kurtz, and Leslie Tran, Abington Friends School (PA)

**D-13 Institutionally Addressing the Needs of Chinese International Students in the United States**
**Room 121C**
Hear a panel address a variety of issues, including how the history of Chinese students in the U.S. has contributed to fragmented cultural identities for Chinese and Chinese-American students, how prepared Chinese high school students are to navigate American cultural values, and how independent schools can provide institutional support for Chinese students. Actively discuss issues facing Chinese nationals and learn methods for creating institutionalized support systems. **Presenters:** Mei Li Inouye and Rebecca Hogue, Madeira School (VA)
Expanding Our Toolbox: Curricular and Professional Skills for Excellence

D-15 College Counseling: A Journey of Self-Discovery
ROOM 120C
Applying to college requires students to articulate their hopes and dreams as they select colleges to apply to and write college admissions essays. This is often the first time they’ve looked at themselves so seriously. Some students “find their voice” during this process as they shine light into corners of their lives that they’ve never shared with anyone. Meet with veteran college counselors to review various scenarios of students who found strength and identity in the college counseling process. Discuss ways schools, counselors, and teachers can best help students along this path of self discovery. Gather helpful resources that serve students from diverse backgrounds as they affirm their identity and move on to college. **Presenters:** Roland Allen, St. Margaret’s Episcopal School (CA); Tamar Adegbile, Harvard-Westlake School (CA); Canh Oxelson and Beth Pili, Horace Mann School (NY)

D-16 Engaging and Motivating Students Beyond the SDLC Experience
ROOM 113C
The 2011 Student Diversity Summit at Morristown-Beard School sought to provide students with a safe environment to engage in conversations around issues of race, ethnicity, socioeconomic status, religion, gender, and sexual identity. This not only exposed many students to a smaller-scaled version of the SDLC experience but also provided students who had previously attended SDLC the opportunity to take a leadership role in facilitating the group discussions. Learn about the summit’s development and framework, partnerships leveraged, and empowerment of students to initiate a new program at our school. Return to school with an understanding of how to develop a similar summit for your students. **Presenter:** Tracey Barrett, Morristown-Beard School (NJ)

D-17 Creative and Effective Diversity Programming for Middle School
ROOM 116
Focus on diversity initiatives that engage students and faculty in meaningful discourse and take back to school materials and ideas to implement similar programs in your school. Review samples that demonstrate how the activities should be organized and discuss how to overcome obstacles. Uncover ideas that are age-appropriate — yet still challenging — for middle school students. Discuss establishing a weekly diversity group in middle school, affinity groups, ideas for planning and implementing special days, exploring gender and sexuality, and talking about race, religion, socioeconomics, etc. to marginalized groups. Take home materials and discussion questions for activities for your students. **Presenters:** Keino Terrell and Lauren Betz, Friends’ Central School (PA)

D-18 Cultural Communication Accord: Managing Cultural Conflict Through Caring Communication
ROOM 121A
Good communication skills are necessary in every profession, but are essential to educators who work in school environments that are culturally different from what they are accustomed to. Having the necessary skills and knowledge of basic communication theories helps educators manage communication challenges proactively. Learn basic communications theories and become aware of how these theories play out in everyday life. With confidence, knowledge, and purposeful interaction, you’ll be better equipped to manage challenging and difficult conversations. **Presenters:** Geraldine Allen and Dirk Parker, Chestnut Hill Academy (PA)

D-19 Whiteness and Schooling
ROOM 118B
White participants: Challenge the racism around you, better understand how white privilege and racism operate in your school, and search for a way to strengthen your work for racial justice. Engage in anti-racist work developing skills to become actively engaged allies. We’ll meet in a safe, nonjudgemental space to explore our own prejudices and biases. **Presenter:** Ali Michael, University of Pennsylvania
Exploring Racial/Ethnic Identities for People of Color: Our Many Journeys and Stages

D-3 Gay Pride for All: Race and Sexuality in a Pre-K Through 12th Grade School
ROOM 121B
Independent schools are often faced with how to ensure that diversity programming is supportive of multiple identities. In an attempt to create more substantive programming, we engaged in internal research to explore the intersection of racial and sexual identities on our campus. We focused on black identity and how it was impacted by gender identity/expression and sexual orientation for students, staff, and parents. Hear the results of that research and explore why it can be more helpful to discuss the intersectionality of identities rather than focusing on one identity at a time. PRESENTERS: Mariama Richards and Vincent Rowe, Georgetown Day School (DC)

D-4 Perspectives in Literature: Teaching African-American Women Writers
ROOM 120B
Independent schools teach great African-American women writers, but many of our students lack the cultural background to fully grasp the meaning and significance of the works. Our students find themselves represented in most of what they read, but what happens when the reader’s image is absent or inaccurate in literature? Faced with this dilemma, African-American women writers from Phillis Wheatley to Pulitzer Prize winner Toni Morrison have created themselves in and through great literature. Come experience a course, currently taught at Charlotte Country Day School, that challenges students to consider the historical, cultural, and societal context of the writers and their stories as they explore the works of great African-American women from their perspective. Students learn not only what the stories mean but also why they matter in literary, social, and cultural context. PRESENTERS: Stephanie Cave and Samantha Simpson, Charlotte Country Day School (NC)

D-5 Multimedia, Multiracial, Multifaceted Me
ROOM 124
Many are tempted to push the “one-drop-rule” or encourage monoracial identities in an effort to include multiracial people in their homogeneous groups. While the invitation is appreciated, members of monoracial social groups should be aware that sometimes mixed people may identify poly-ethnically. This should not be perceived as a rejection of any particular group. Explore this complex dichotomy through presenter stories. Use multimedia and music to relate to the experience of multiracial individuals and see how we are all multifaceted and can shine on more than one side. PRESENTER: Danae Howe, Westridge School (CA)

D-6 Sister Circles: The Path to Affinity
ROOM 122A
Discover the challenges and triumphs in developing an affinity group for upper school “black” girls and the parallel development of a parent affinity group. Learn a framework and skills for assessing and leveraging school climate, moving through resistance and silence, engaging student voices to create buy in, and develop authentic themes for the group. Gain effective tools in developing allies and coordinating with key administrators, as well as strategies for fostering ongoing development of student and parent programming. PRESENTERS: Pamela Williams and Nadirah Moreland, Stone Ridge School of the Sacred Heart (MD)
D-7 There Is No Such Thing as Colorblind!
ROOM 123
Racial identity development starts earlier than you think. Examine how young children’s racial identity development can be successfully supported within the context of everyday classroom life, for children ages three through six. Learn ideas for age-appropriate explicit curriculum, tools for responding to emergent situations, and suggestions for how to effectively invite parents into this important ongoing conversation. PRESENTERS: Zeny Muslin, Karyn Silsby de Pla, and Joanna Sly, Bank Street School for Children (NY)

Nurturing Our Souls: Self-Care and Strategies for Success

D-2 “Deez People B’ Trippin!”
ROOM 125
Using personal experiences within and outside of independent schools, discover how to nurture your health and wellness professionally, socially, and academically as it relates to being an effective teacher/leader and administrator of color. Share ways of embracing your personal, spiritual, and cultural integrity. Learn how to build solid relationships, find mentors, network among the independent school landscape locally and nationally, and leverage professional development opportunities. Share your own successes and challenges in small groups. Take home meaningful insights, strategies, and other resources to guide you in your journey through independent schools. PRESENTERS: Angelica Flores and Bryan Jackson, The Latin School of Chicago (IL)

People of Color in Leadership: Pathways and Programs to Success

D-1 Advancing Your Career: Reflections on Leadership
ROOM 119A
Explore the different pathways to advance your career in independent schools. We’ll touch on various career stages from department head to division head to head of school, and share strategies to assist you in the developing your career. Leave with a variety of answers to the question: How do I take the next step? PRESENTERS: Ken Aldridge, Germantown Friends School (PA); Melissa Brown, Wilmington Friends School (DE); Darryl Ford, Antonio William, and Lee Payton, William Penn Charter School (PA); Michelle Holland, Friends School of Baltimore (MD); Noni Thomas, Nightingale-Bamford (NY)

6:00–7:00 PM
General Session Performance with Yellow Rage
TERRACE BALLROOM
Introduction by Leslie Tran, Abington Friends School (Pennsylvania)

7:00–8:00 PM
PoCC Reception
TERRACE BALLROOM FOYER

8:15–9:15 PM
GLBT Reception
PHILADELPHIA MARRIOTT DOWNTOWN, LOBBY LEVEL, JW’S
8:00–9:15 AM
PoCC/SDLC Affinity Group Session III
Claiming Our Space: The Collective Mural

Having envisioned and created murals of ourselves and our community, let’s now prepare for re-entering our schools and claiming the spaces before us as unfinished canvases. Let’s harness our creative energies to influence positive transformation in our schools. Keep your paintbrush moving across our collective mural!

- Asian/Asian-American and Pacific-Islander/Pacific-Islander-American Affinity Group — Men ROOM 120C
- Asian/Asian-American and Pacific-Islander/Pacific-Islander-American Affinity Group — Women ROOMS 120 A-B
- Black/African-American Affinity Group — Men ROOMS 121 A-C
- Black/African-American Affinity Group — Women EXHIBIT HALL G
- First Nation/Native American Affinity Group ROOM 112 A-B
- International/Non-U.S. Citizen Affinity Group ROOMS 109 A-B
- Latina/Hispanic-American Affinity Group — Women ROOMS 118 A-B
- Latino/Hispanic-American Affinity Group — Men ROOM 118C
- Middle-Eastern-American Affinity Group ROOM 115A
- Multiracial-American Affinity Group — Men ROOM 117
- Multiracial-American Affinity Group — Women ROOM 116
- Transracially-Adopted Affinity Group — Men ROOM 119B
- Transracially-Adopted Affinity Group — Women ROOM 119A
- White/European-American Affinity Group — Men ROOMS 108 A-B
- White/European-American Affinity Group — Women ROOMS 113 A-C
9:30–10:45 AM
Student-Led Adult/Student Dialogues

- Bermuda, Puerto Rico, Virgin Islands, Hawaii, and International ROOM 120C
- Colorado and ACIS ROOM 122B
- Connecticut, CODIS, and SPHERE ROOMS 110 A-C
- Florida and FCIS ROOMS 110 A-B
- Maryland and AIMS MD/DC ROOM 112 A-B
- Midwest and ISACS ROOMS 109 A-B
- New England and POCISNE ROOMS 121 A-C
- New Jersey and NJAIS ROOMS 120 A-B
- New York and POCIS-NY ROOMS 108 A-B
- North Carolina ROOM 122A
- Northern California and NORCAL POCIS ROOM 119A
- Pacific Northwest and PNAIS ROOM 116
- Pennsylvania and Delaware Valley EXHIBIT HALL G
- South and SAIS (Alabama, Georgia, Kentucky, Mississippi, South Carolina, Central America, South America) ROOMS 118 A-B
- Southern California and SOUCAL POCIS ROOM 119B
- Southwest and ISAS ROOM 118C
- Tennessee and TAIS ROOM 123
- Virginia and VAIS ROOM 117
- Washington, DC, and Independent Education ROOM 115A

11:00 AM–12:30 PM
PoCC/SDLC Closing Ceremonies with Martin Nesbitt
TERRACE BALLROOM
Program subject to change.

- PoCC Choir under the direction of Charles Owens, Francis Parker School (Illinois), and accompanied by Karen Bradberry, Future Leaders Program, Bickel & Brewer Foundation
- SDLC Report Out
- Performance by Germantown Academy (Pennsylvania) and Community Partnership School under the direction of Jody Bohr, Germantown Academy, and Ira Bond, Community Partnership School
- Introduction of Martin Nesbitt by Henry Fairfax, Haverford School (Pennsylvania)
- Martin Nesbitt
- 2011 Co-Chair Recognition
- 2012 PoCC/SDLC Announcement and Welcome
- Final Sending Forth

1:30–4:30 PM
SDLC College Fair at Friends Select School (Pennsylvania)
17TH AND BENJAMIN FRANKLIN PARKWAY
Only for students and chaperones who registered for the SDLC College Fair. Students must be accompanied by a chaperone.

DIRECTIONS TO FRIENDS SELECT SCHOOL:
Exit the Broad Street Lobby doors and walk straight through Lenfest Plaza (which is Cherry Street) until you get to 17th Street, which is where the main entrance to Friends Select is located. Cherry Street and Benjamin Franklin Parkway come together, right at 17th.

2:00–4:00 PM
Mural Arts African American Iconic Images Tour
Departure for the Mural Arts Tour is from the 12th and Arch streets entrance of the Pennsylvania Convention Center.
**SDLC Co-Chair Welcome**

In 1995, a group of about 65 students traveled to Philadelphia to envision a conference for high school students interested in diversity work. The result was the fundamental curriculum for the future NAIS Student Diversity Leadership Conference (SDLC). Now in our 18th year, we are honored to return to the “City of Brotherly Love and Sisterly Affection!” 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. Using the unfinished business of our nation’s history as a platform, we will go about the work of “Updating Our Status as We Make a Declaration of Interdependence.”

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

In the age of social networking, 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. We look forward to adding your brilliant faces to the mural of SDLC 2011.

**Liz Fernández**  
DEAN, FORM V, CLASS OF 2013 AND ETHICS TEACHER, ETHICAL CULTURE FIELDSTON SCHOOL (NEW YORK), SDLC CO-CHAIR

**Rodney Glasgow**  
ASSISTANT DIRECTOR OF UPPER SCHOOL AND DIRECTOR OF DIVERSITY, WORCESTER ACADEMY (MASSACHUSETTS), SDLC CO-CHAIR
The Student Diversity Leadership Conference (SDLC) is an inclusive, multiracial, multicultural gathering of upper school student leaders (grades 9-12) from around the country that focuses on self-reflection, allyship, and community building. Led by a diverse team of trained adult and peer facilitators, participants will develop an appreciation of their own identities, build effective cross-cultural communication skills, better understand the nature and development of effective strategies for social justice, and practice expression through the arts, while networking with their peers.

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

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

**PEER FACILITATORS**

Students who have attended SDLC before are eligible to take on a leadership role by serving as peer facilitators. Peer facilitators will be trained on-site on **Wednesday, November 30, 6:00 – 10:00 PM. Dinner is included.** An additional training is scheduled on **Thursday, December 1, 7:00 – 7:45 AM,** for late arrivals. **Breakfast is included.**

**DIVERSITY 201**

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

**STUDENT EXPECTATIONS**

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

- Attend all conference sessions, activities, and meals.
- 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, November 30, 9:15 – 10:00 PM** or **Thursday, December 1, 7:00 – 7:45 AM.**
- Ensure students attend all SDLC activities.
- Arrange for students’ meals not included in the SDLC registration.
- Be responsible for their students during conference designated free times.
- Meet students at designated points and times.
- Support and enforce the Student Conduct Agreement, including participation requirements and adherence to curfew.
- Be on call at ALL TIMES during the conference and check their cell phones regularly.
- Attend the College Fair with any interested students. (Students must be accompanied by their chaperone.)

**SDLC MEALS**

Student delegates will receive lunch and dinner on **Thursday, December 1,** and lunch and dinner on **Friday, December 2.** Thursday through Saturday breakfasts are not included with student registration. Chaperones are expected to have breakfast with SDLC delegates.
2011 PoCC Co-Chairs and Local Committee
The success of this year’s PoCC and SDLC is due, in large part, to the countless hours of assistance given by the Philadelphia area independent schools that hosted local committee meetings with meals and refreshments, the local committee, and most especially the four co-chairs. They promoted the conferences, garnered corporate sponsorships, developed the conference general sessions, approved PoCC conference workshops, and supported conference logistics. Meeting regularly since March 2011, these individuals, their heads of school, and their school communities deserve our deepest gratitude.

Crissy Caceres,
Abington Friends School (Pennsylvania) CO-CHAIR

Henry Fairfax,
The Haverford School (Pennsylvania) CO-CHAIR

Rafhia Foster,
The Haverford School (Pennsylvania) CO-CHAIR

Mindy Hong,
The Baldwin School (Pennsylvania) CO-CHAIR

Cassandra Aldridge,
William Penn Charter School (Pennsylvania)

Geraldine Allen,
Chestnut Hill Academy (Pennsylvania)

Chidi Asoluka,
Germantown Academy (Pennsylvania)

Anita Bailey,
Friends Select School (Pennsylvania)

Mirangela Buggs,
Germantown Friends School (Pennsylvania)

Felix Chen,
Abington Friends School (Pennsylvania)

Sherry Coleman,
Independent School Consortium of Greater Philadelphia, and consultant

Jacquelyn Hamilton,
Tower Hill School (Delaware)

Donna Lindner,
The Agnes Irwin School (Pennsylvania)

Deborah Marcee,
William Penn Charter (Pennsylvania)

Deidra McRae,
Springside School (Pennsylvania)

Celeste Payne,
Westtown School (Pennsylvania)

Courtney Portlock,
The Episcopal Academy (Pennsylvania)

Nakeitha Primus,
The Haverford School (Pennsylvania)

Keino Terrell,
Friends’ Central School (Pennsylvania)

Leslie Tran,
Abington Friends School (Pennsylvania)

Edna-Anne Valdepenas,
George School (Pennsylvania)

Marcos Velis,
The Philadelphia School (Pennsylvania)

Antonio Williams,
William Penn Charter School (Pennsylvania)

Rossana Admanta Zapf,
The Miquon School (Pennsylvania)

Liz Fernández,
Ethical Culture Fieldston School (New York) CO-CHAIR

Rodney Glasgow,
Worcester Academy (Massachusetts) CO-CHAIR

Mayowa Adeyemi,
George Washington University

Rohan Arjun,
Taft School (Connecticut)

Ana Victoria Arroyo,
Syracuse University

Kapono Ciotti,
Maryknoll School (Hawaii)

Cecilia Coats,
Teller Elementary

Nakeita Primus,
The Haverford School (Pennsylvania)

Darwin Cox,
Breakthrough Collaborative New York

Lisa Doi,
University of Pennsylvania

Nnamoka Ekwele,
Columbia University

Levann Fernandez,
Fieldston School (New York)

Andrew Firestone,
Kenyon College

Jason Ford,
Ethical Culture Fieldston School (New York)

Jamor Gaffney,
University of Maryland

John Gentile,
Breakthrough New York

Christine Godinez,
Lick-Wilmerding High School (California)

Oscar Gonzalez,
Kent Denver School (Colorado)

Maya Gunaseharan,
Cornell University

Nini Hayes,
University of Massachusetts

Tanya Hekymara,
Independent School Alliance for Minority Affairs

Jasmine Jennings,
Northwestern University

Cameron Johnson,
NAIS

Nihad Mansour,
University of North Carolina, Chapel Hill

Lorraine Martinez-Hanley,
Indian Creek School (Maryland)

Guyton Mathews,
Morehouse College

Ace Miller,
Simmons College

Raquelle Newman,
University of Florida

Collinus Newsome-Hutt,
University of Colorado

Winston Nguyen,
Columbia University

Diane Nichols,
Hathaway Brown School (Ohio)

Marco Odiaga,
Concord Academy (Massachusetts)

Joseph Paoletto,
Moorestown Friends School (New Jersey)

Sakina Pasha,
Barnard College

Margaret Rabinowitz,
Germantown Friends School (Pennsylvania)

Michelle Rivera,
San Jose State University

Priyanka Rupani,
Mastery Charter School, Thomas Campus

Cynthia Sorto,
Texas Christian University

Lauren Stewart,
University of Illinois

Kelsey Taylor,
University of Pennsylvania

MingHui Tseng,
Worcester Academy (MA)

Morita Tsujimura,
Trinity School (New York)

Dwight Vidale,
Riverdale Country School (NY)

Jared Williams,
Village Community School (New York)

Toni Williamson,
Abington Friends School (Pennsylvania)

Sophia Yapatlater,
Oberlin College

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

- to address current and emerging issues of equity and justice in independent schools;
- to support the creation of healthy inclusive and equitable educational communities;
- to identify best practices and assist in the development of sustainable initiatives and 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 coordinate 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 2011-12 CTA who worked on this year’s conferences during the summer meeting.

Karen Bradberry, Bickel & Brewer Foundation
Olivia Brown, Independent School Alliance for Minority Affairs
Kai Bynum, Belmont Hill School (Massachusetts)
Crissy Caceres, Abington Friends School (Pennsylvania)
Sandra (Chap) Chapman, Little Red School House Elisabeth Irwin High School (New York)
Sherry Coleman, Independent School Consortium of Greater Philadelphia, and consultant
Henry Fairfax, The Haverford School (Pennsylvania)
Liz Fernández, Ethical Culture Fieldston School (New York)
Gloria Fernandez-Tearte, Greenwich Academy (Connecticut)
Heather Flewelling, Milton Academy (Massachusetts)
Johnnie Foreman, Gilman School (Maryland)
Rafhia Foster, The Haverford School (Pennsylvania)
Rodney Glasgow, Worcester Academy (Massachusetts)
Scott Griggs, Greenhill School (Texas)
Martha Haakmat, Brooklyn Friends School (New York)
Josie Herrera, Albuquerque Academy (New Mexico)
Jacquelyn Hamilton, Tower Hill School (Delaware)
Mindy Hong, The Baldwin School (Pennsylvania)
Laura Jagles, Santa Fe Preparatory School (New Mexico)
Rosetta Lee, Seattle Girls’ School (Washington)
Carolyn Lett, The Roper School (Michigan)
Donna Lindner, The Agnes Irwin School (Pennsylvania)
Patricia Matos, Greenwich Country Day School (Connecticut)
Christel McGuigan, Greenhill School (Texas)
Pamela Buchanan Miller, The Latin School of Chicago (Illinois)
Shani Barrax Moore, Cary Academy (North Carolina)
Jaquin Moya, Bosque School (New Mexico)
Kathy O’Neal, University Preparatory School (Washington)
Eric Osorio, Packer Collegiate Institute (New York)
Jacqui Pelzer, Early Steps Incorporated
Stephanie Royal, Waterside School (Connecticut)
Matthew Suzuki, Rye Country Day School (New York)
Carol Swainson, Head-Royce School (California)
Manasa Tangalin, Independent School Alliance for Minority Affairs
Christen Tedrow, The Bishop’s School (California)
Steven Tejada, Noble and Greenough School (Massachusetts)
Kisha Watts, The Taft School (Connecticut)
Tommy Webb, Greensboro Day School (North Carolina)
John West, The Mirman School (California)
Anthony Witte, Head-Royce School (California)
Pennsylvania Convention Center

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Level 400 Terrace Ballroom

NAIS Onsite Staff

Efrem Abate, staff accountant

Janyce Bryant, director of administration and facilities

Vivian Dandridge-Charles, managing director, member services

Cameron Johnson, web director

Mark Mitchell, vice president, School and Student Services

Jay Rapp, senior director, professional development team

Floyd Smith, member services associate

Amada Torres, senior director of academic research

NAIS School Consultancy Services and Leadership Equity and Diversity Team

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

To reach Lee Miller, President of Cal/West Educators during the PoCC Conference, please call (818) 399-5129.

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FAX: 309-213-6336
orpheus@strategenius.org
2342 Shattuck Avenue, #335
Berkeley, CA 94704
We applaud the National Association of Independent Schools and the People of Color Conference organizers and attendees in their collective aim to achieve equity and justice, and safe, inclusive learning environments in our independent schools, and for pursuing strategies for success and leadership among people of color in education. We proudly share in your goal to develop each young student’s full human potential – emotionally, physically, intellectually, and socially. We enjoy working with the fine young girls and boys who matriculate from the Philadelphia area to our schools, and look forward to continuing our relationship, values, and mission of preparing girls and boys for life.

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The Haverford School is proud to support and applaud the city of Philadelphia and the National Association of Independent Schools 24th Annual People of Color Conference organizers and attendees in their collective aim to achieve equity and justice, and safe, inclusive learning environments in our independent schools, and for pursuing strategies for success and leadership among people of color in education.

Please join us in honoring three Haverford School employees for their great contributions in the planning, organization, and success of this conference:

Henry Fairfax ’99 – Director of Admissions; Conference Chair
Rafshia Foster – Associate Director of Admissions; Conference Chair
Nakeiha Primus – Middle School Faculty; Conference Planning Committee
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