During the past six months NSRF has gone through a period of significant change in leadership. Communication often suffered as the Co-Directors and members of the Accountability Council diligently worked to figure out how best to lead NSRF through this transition. We are committed to improving communication to insure that the acts of governing and leading our organization are well known and transparent. So, as Interim Director and Chair of the Accountability Council, I am writing this column to all of you today to share some of the background of these changes as well as plans for the future leadership of NSRF.

Last spring, in response to Gene Thompson-Grove’s impending resignation as a Co-Director, the Accountability Council announced a search for new NSRF leaders to join Debbi Laidley and Daniel Baron as Co-Directors. We were honored that some of the most talented and well-respected NSRF leaders across the country applied. In the months that followed, the demands of schedules filled with NSRF institutes and day-to-day professional lives led to gaps in communication and confusion around decision making that ultimately interrupted the hiring process. We found ourselves entering the new fiscal and school year with confusion around NSRF leadership, and no decisions were finalized. The Governance and Finance Task Force (Lois Butler, Camilla Greene, Steven Strull, and Frances Hensley), which is charged with overseeing NSRF governance, gathered on the phone in August to examine the issues and develop a recommendation for action. We talked with each of the candidates and the Co-Directors, and we carefully considered how best to honor the individuals, the process, and the organization. In the end, we were forced by a wide range of conflicting input and concerns to stop the process. We crafted a recommendation that, instead of moving forward, the current search be suspended and that I, as Chair of the Accountability Council, serve as Interim Director along with Debbi and Daniel in their roles as Co-Directors. The full Accountability Council met by conference call the following evening and unanimously approved the recommendation. We believed our decision would bring stability to the organization, allow us to enter the new fiscal year with a full leadership team in place, and give us the opportunity to develop a stronger and more transparent hiring process.

At the December meeting of the Accountability Council, the first face-to-face gathering in the new fiscal year, the Governance and Finance Task Force brought forward the recommendation to reconfigure the NSRF leadership structure. The Task Force recommended and the full Accountability Council unanimously approved a change from three Co-Directors to one full-time Director effective August first, 2006.

This is a significant change in our historical leadership structure. When NSRF first moved to Harmony Education Center, leadership was shared among the co-founders and leaders at Harmony: Faith Dunne, Gene Thompson-Grove, Daniel Baron, and Steve “Roc” Bonchek served (continued on page 13)
Meanwhile, Daniel and Debbi will continue (continued on page 14) a culture of inequality where many of the assumptions society’s inequities. Schools are used to reproduce fair elections would not be pre-determined by race, or put into practice some of the learning that we did together in Minnesota. We hope that you will continue to help us deliver this learning to schools, districts, and re-invent these institutions with equity for all students. To do this work wholeheartedly we must ask ourselves: What are the moral issues and the sense of urgency that drives this work? Co-learning, we as teachers, administrators, and other educators must end the inequitable practices in our classrooms, schools, and districts and re-invent these institutions with equity for all students. The seminar develops these traits by:

- Defining educational equity
- Sharing an understanding of the historical and current inequities in the cultural, economic, political, and social communities of our nation and our schools and an understanding of oppression, power, privilege, and hegemony,
- Creating the space for intellectual, emotional, and spiritual growth to break the bonds of these inequities and reflecting privately and/or communally about our own complicity without fear or rushing to judgment,
- Empowering educators to ally themselves within and across racial, gender, and class boundaries,
- Interrupting and responding to denial, hostility, and other inequities in real time,
- Spotlighting how these inequities are

... (continued on page 14)