



# LEARN

Creating Paths to Excellence

# FORWARD



**2023 TRUSTEE DAY**

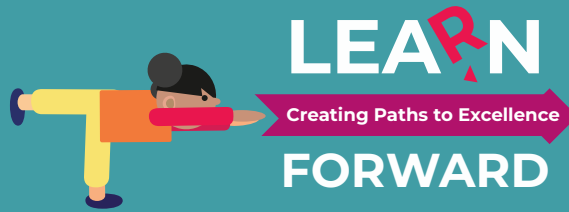
**THURSDAY, NOV 2**

**2023 ANNUAL CONFERENCE**

**THURSDAY, NOV 2 & FRIDAY, NOV 3**

**GREATER COLUMBUS CONVENTION CENTER  
& HILTON COLUMBUS DOWNTOWN  
COLUMBUS, OH**

**PRINT THIS AND BRING WITH YOU TO THE CONFERENCE**



# ISACS 2023 ANNUAL CONFERENCE

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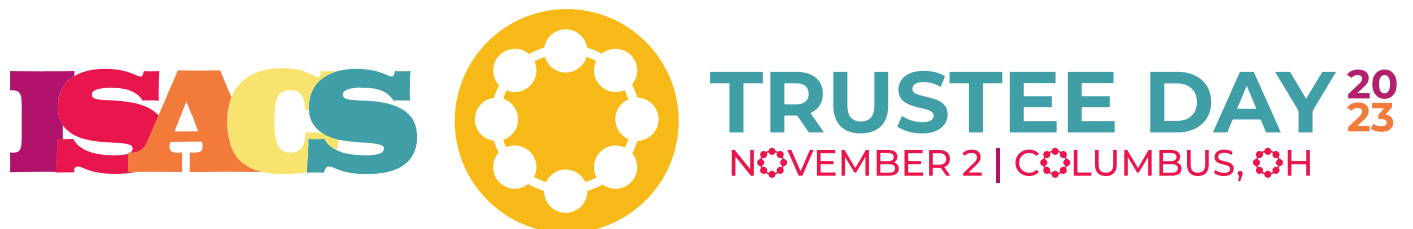
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AN EXTENSION OF THE ISACS ANNUAL CONFERENCE DESIGNED FOR TRUSTEES & HEADS OF SCHOOL

[LEARN MORE HERE](#)

# ISACS 2023 ANNUAL CONFERENCE

## KEYNOTE PRESENTERS



**Anthony Ray Hinton survived for 30 years on Alabama's death row. His story is a decades-long journey to exoneration and freedom.**

In 1985, Hinton was convicted of the murders of two fast-food restaurant managers based on the testimony of experts for the State who claimed that the bullets came from a dusty revolver found in Hinton's mother's closet. Without the benefit of a competent expert to challenge the State's theory, an all-white jury convicted Hinton and he was sentenced to death. After years of petitioning, three experts concluded that the bullets could not have been fired from his mother's revolver. With the assistance of the Equal Justice Initiative, led by attorney Bryan Stevenson, Hinton was freed in 2015. Since his release, he has shared his story and the changes needed to prevent similar injustices. In 2018, Hinton published *The Sun Does Shine: How I Found Life and Freedom on Death Row*, which was selected for Oprah's Book Club and became a *New York Times* bestseller. He was awarded an honorary doctorate from St. Bonaventure University in 2019 and Emory University in 2023. Photo: Roy Liggins



**Julie Lythcott-Haims will walk with you and hold your hand.**

Her work encompasses writing, speaking, public service, and activism. She is a *New York Times* bestselling author of books on human development, a TED speaker, a former Stanford dean, a lawyer, and she holds degrees from Stanford University (BA), Harvard Law (JD), and California College of the Arts (MFA). Her books include: *How to Raise an Adult*, *Real American*, and *Your Turn: How to Be an Adult*. She serves on numerous nonprofit boards whose work focuses on equity, education, youth, wellness, and the arts. Lythcott-Haims lives in Palo Alto, California with her partner of over 30 years, their itinerant young adults, and her mother. She is a member of the Palo Alto City Council.



## ISACS DEEP LEARNING INSTITUTE (IDLI) PRESENTERS



**Jack Hill is founder of the National Anti-Racism Teach-In, an anti-racist conference and global movement to identify, analyze, and challenge racism and white supremacy.**

Hill is a nationally recognized diversity consultant, facilitator, educator, and writer. His articles and talks on race, education, religion, and diversity have appeared in *The Baltimore Sun*, *NPR*, *ABC*, *Chicago Tribune*, *The Afro-American Newspaper*, *WashingtonPost.com*, *The Chicago Defender*, and other media. He is a contributor to *A Guide for White Women Who Teach Black Boys* and *Diversity Work in Independent Schools: The Practice and The Practitioner*, a publication of the National Association of Independent Schools. He holds degrees from Frostburg State University, Johns Hopkins University, and Middlebury College.



**Afrika Afeni Mills, MEd is the CEO of Continental Drift, LLC, an author, education consultant, and adjunct professor at Boston College's Lynch School of Education and Human Development and Mount Holyoke College.**

She has a background as a classroom teacher, instructional coach, teacher developer, and school administrator. Afeni Mills is the author of *Open Windows, Open Minds: Developing Antiracist, Pro-Human Students*, as well as the viral blog post, *A Letter to White Teachers of My Black Children*. She was chosen as one of Brightbeam's Top 22 Education Influencers of 2022, and her TED-Ed Talk, *Having Conversations About Race is Just Another Hard Thing We Can Learn to Do* will be released in Spring 2023. She holds an MEd in Elementary Teaching from Boston College's Lynch School of Education and Human Development.



**Jennifer Harvey, PhD is a professor of religion at Drake University and is ordained in the American Baptist Churches (USA) where her work focuses primarily on racial justice and white anti-racism.**

Widely sought after as a public speaker and known for her commitment to growing our collective capacity for justice, Harvey also is the author of *Dear White Christians: For Those Still Longing for Racial Reconciliation*. A 2018 Foreword INDIE GOLD Winner, her most recent book *Raising White Kids: Bringing up Children in a Racially Unjust America* brings her experience in multi-racial activism to her journey as a parent. She has written for the *New York Times* and *CNN*, and is frequently heard on the radio including as a guest on her favorite show, *NPR's It's Been a Minute with Sam Sanders*.

## Featured Presenters



**Lawrence Alexander II** is an independent consultant serving schools as a diversity, equity, inclusion, and belonging (DEIB) strategist. Formerly, Alexander led the DEIB practice at Carney, Sandoe and Associates, and, prior to that, he spent more than 15 years working in higher education at independent schools in college admissions, college counseling, and DEIB. Alexander is originally from Jersey City, NJ and is an alumnus of St. Peter's Preparatory School.



**Suzie Boss** is an author, educational consultant, and project-based learning advocate working with educators around the globe who are shifting from traditional instruction to real-world project-based learning (PBL). She is the author of a dozen books, longtime contributor to *Edutopia*, frequent conference presenter, and PBLWorks National Faculty emeritus. Her newest book, *Redefining Student Success: Building a New Vision to Transform Leading, Teaching, and Learning*, co-authored by Ken Kay, focuses on how educators are designing learning experiences that build students' readiness to tackle future challenges.



**Peggy Campbell-Rush** is an internationally recognized education expert who has presented around the world, offering teacher coaching, mentoring, and instructional support for teachers and students, and has been an administrator and teacher in the US and England. She sailed around the world twice studying global education on the Semester at Sea Program and has been honored as a Fulbright Specialist, Fulbright Fellow, two-time National Teachers Hall of Fame inductee, *USA Today* All-American Teacher Team awardee, two-time New Jersey Teacher of the Year, and was twice named Walmart Teacher of the Year. She has been appointed by the US government as a US Fulbright Education Specialist helping over 150 countries with educational issues and needs.



**Tim Fish** is the chief innovation officer at the National Association of Independent Schools (NAIS) and a member of the Strategy Lab team, where he develops partnerships to co-create tools and frameworks that build capacity for designing and implementing innovation. He has roots in the independent school community and a long history at McDonogh School (MD) where he served as associate headmaster. Fish was the founding president and CEO of the FolioCollaborative, a nonprofit community of schools focused on building a flexible faculty/staff development process. He is the co-author of the book *Leadership and Technology at Independent Schools*.



**Deborah Heitner, PhD** offers empowering advice on mentoring resilient and kind kids in our always-connected world. Her new book about navigating privacy and reputation, *Growing Up in Public*, investigates how we can help young people figure out who they are in a world where everyone is watching. Her previous book, *Screenwise: Helping Kids Thrive (and Survive) in Their Digital World*, was an Amazon bestseller and her writing has appeared in *The New York Times*, *The Washington Post*, *CNN Opinion*, and *Fast Company*, among others. Heitner earned a PhD from Northwestern University and has taught at DePaul University and Northwestern.



**Rebecca Hendrickson, MEd** began her career in education over 25 years ago as a teacher in the New York City public school system. Since leaving the classroom, Hendrickson has provided professional development, instructional coaching, and strategic consulting to schools and teacher education programs with a special focus on math teaching and learning. She now works as an independent consultant supporting educators to adopt and implement a sense-making approach to teaching math.



**Jared Cooney Horvath, PhD, MEd** is a neuroscientist, educator, and author of the best-selling book *Stop Talking, Start Influencing: 12 Insights from Brain Science to Make Your Message Stick*. He has conducted research and lectured at Harvard University, Harvard Medical School, the University of Melbourne, and over 750 schools internationally. Horvath has published six books, over 50 research articles, and his work has been featured in *The New Yorker*, *The Atlantic*, *The Economist*, and PBS's *NOVA*. He currently serves as director of LME Global, a team dedicated to bringing the latest brain and behavioral research to teachers, students, and parents.



**Rosetta Lee** is an outreach specialist at Seattle Girls' School (WA), where she designs and delivers trainings for all constituencies of the school community, as well as nonprofits and businesses throughout world. She has been a diversity speaker and trainer on topics, including cross-cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills, and bullying in schools. Lee has presented at conferences and has worked with more than 450 organizations throughout the country. She served on the faculty of the NAIS Diversity Leadership Institute, as well as NAIS' diversity think-tank cadre, Call to Action. She has a BA from Harvard University.



**Kent Lenci** is the author of *Learning to Depolarize: Helping Students and Teachers Reach Across Lines of Disagreement*. A veteran of middle-school classrooms, Lenci founded Middle Ground School Solutions to help schools face the challenge of political polarization. He has partnered with the Better Arguments Project to create curricular materials, helped envision and execute programming for the National Week of Conversation, and served on the Education Advisory Team for Courageous Rhode Island. He also has worked with schools and associations to help educators prepare students to ease political polarization. Lenci is the recipient of the Margot Stern Strom Award from Facing History and Ourselves and the NAIS Teacher of the Future designation.



**Christina Lewellen, MBA, CAE**, executive director, Association of Technology Leaders in Independent Schools (ATLIS), is a seasoned association executive who has served industries ranging from window manufacturers to court reporters to proposal writers. She brings a data-driven framework to business planning and strategy, having earned her MBA from the Rochester Institute of Technology and the Certified Association Executive designation from the American Society of Association Executives. She was named the executive director of ATLIS in 2019 and travels coast-to-coast visiting independent schools and their leadership teams. She serves as a trustee for the Harmony Foundation International and is a board member for the Virginia Society of Association Executives.



**Brad Rathgeber** is the president and CEO of One Schoolhouse, a nonprofit organization that partners with independent schools to advance their diverse approaches to education. One Schoolhouse has two primary programs, an online, supplemental high school program, and the Association for Academic Leaders. Rathgeber has been leading the organization for 12 years and previously worked as an administrator and teacher at Holton-Arms School (MD). Rathgeber is an independent school graduate, holds an undergraduate degree from the University of North Carolina and a graduate degree from Dartmouth College.



**Americus Reed, II** is the Whitney M. Young Jr., Professor of Marketing at the Wharton School, University of Pennsylvania. Reed's primary research is in brand equity and identity loyalty—the study of creating and fostering brand communities that transcend the utilitarian aspects of products to actualize iconic levels of symbolic identity and self-expression, connect to deep levels of emotional and social affiliation, and cultivate lifelong relationships with intermediate customers and end consumers. He has authored more than 50 articles, book chapters, and cases on the topic. He has been featured on *CNN*, *CNBC*, *NPR*, and the *Hidden Brain Podcast* and in *Forbes*, *The Wall Street Journal*, *Huffington Post*, and *The New York Times*.



**Will Richardson**, a former educator of 22 years, has spent the last 17 years as a leading thinker and writer about the intersection of social online learning networks, education, and systemic change. Richardson is a co-founder of The Big Questions Institute which helps educators use fearless inquiry to make sense of this complex moment and an uncertain future. He was named one of 100 global Changemakers in Education by the Finnish site *HundrED*, and one of the Top 5 Edupreneurs to Follow by *Forbes*. He has given keynote speeches, led breakout sessions, and provided coaching services in over 30 countries on six continents. He also has authored six books and given TEDx Talks.



**Sara Goldsmith Schwartz** is the founder and president of Schwartz Hannum PC, a law firm based in Andover, MA, that specializes in education, employment, and labor law. In the course of representing more than 250 educational institutions across the US, Schwartz has become a trusted advisor to heads of schools, presidents, board chairs, deans, business officers, and others as independent school leaders tackle and resolve matters of school governance, student and employee disciplinary matters, risk management, sexual abuse allegations, and the myriad compliance documents such as enrollment agreements, school bylaws, student/parent handbooks, and more. She is a graduate of Yale College and Harvard Law School.



**Jeff Utecht** is a highly regarded educator, consultant, and author who has dedicated his career to exploring the intersection of technology and education. With more than 20 years of experience he is recognized as an expert in digital literacy, educational technology integration, and innovative teaching practices. He has delivered keynote addresses and workshops around the world. Utecht's work has helped to shape the way educators think about technology and its role in the classroom, and his insights inspire educators to embrace new technologies and pedagogical approaches.



## Highlighted Presenters



**Dystanie Douglas-Burger**, social emotional learning (SEL) trainer and curricula specialist for Cultures of Dignity, is passionate about advocating for students of color and underprivileged backgrounds. In her roles as a teacher, a behavioral interventionist, and a student support specialist, she has gained tools to best support student needs. She holds undergraduate degrees from Abilene Christian University, a master's from Texas Wesleyan University and is currently working towards a PhD from Capella University.



**Jill Goodman** is a consultant for independent and private schools with more than 20 years of experience working with organizational leaders. She specializes in helping schools advance their mission through enrollment-focused research, strategic visioning, leadership mentoring, and development capacity building and campaign planning. Goodman is known for her presentations on educational advancement, leadership, and constituency relations that have been well received by audiences across the country. She is a frequent podcast guest, blogger, and author.



**Steven Guy, PhD** is a pediatric neuropsychologist in private practice in Columbus, Ohio. He works with children and adolescents with a wide variety of developmental and acquired conditions. He completed his graduate work at DePaul University and has held positions at The Ohio State University and the University of Maryland Medical Center. He is one of the co-authors of the *Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2)*. His current research includes developing methods designed to assist in the assessment and treatment of executive function.



**Mike Gwaltney** is a full-time ISM consultant working with schools in all areas of academic programming. He has served as a teacher, coach, department chair, technology specialist, curriculum developer, division head, high school principal, and assistant head of school. Gwaltney is the recipient of numerous teaching awards, including being recognized six times as "Most Inspirational Teacher" by the Mayor of Los Angeles and his work has been featured on *NPR*, *Edutopia*, *KQED's Mindshift* blog and in recent books on online and project-based learning.



**Amy Johnston, EdD** is program coordinator for the Center for Character and Citizenship, University of Missouri-St. Louis, where she currently stewards the Character Education focused Emerging Leaders (CEEL) fellows and mentors. She spent 32 years in the field of education and earned master's degrees in educational administration and counseling and an EdD in character education and democratic school governance. She has been a teacher, school counselor, and spent 17 years in administration. Johnston has presented at the Association of Moral Education Conference at Harvard University and with school leaders in China and Dubai.



**Charlie Kuhn** is the co-founder & CEO of Cultures of Dignity. He is a social educator, facilitator, and education consultant, specializing in learning, people, and system thinking. He consults with national and international school communities on school culture and has worked domestically and internationally with educational associations including the American School of Paris, the International School of Prague, the Game Developers Conference, and the US Library of Congress.



**Michael Posthumus** is an education design principal at Fielding International. He has worked in education innovation and with future-ready learning environments and systems where his expertise in formal and informal learning settings has helped in connecting community organizations and K-12 schools through experiential project and place-based education pedagogy. He uses human-centered design thinking strategies to inform his process and helps create learner-centered environments designed to transform the way students experience school. Prior to his role as an education planner, he worked in K-12 school, university, and museum environments.



**James Seaman, PhD, AIA, ALEP** is an architect at Fielding International and an educational researcher. He approaches the design of schools holistically involving a deep understanding of the school's vision for learning, reflecting this vision in the educational program, and thereby shaping the physical layout of the school. In addition to his school design pursuits, he writes on topics intertwining architecture and educational innovation, while sharing his insights at conferences. He has taught university courses in education and design and holds a PhD from Michigan State University.



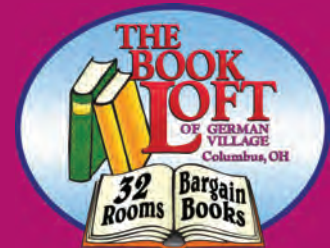
**Lisa Stern** brings more than 20 years of experience in education in both independent and public schools. As a teacher and administrator, she has worked with educators, families, and students in PK-12 and has extensive experience working with independent schools on understanding data and leveraging the insights it provides to understand student growth and development. She is an account executive at The Social Institute where she helps schools empower their students to navigate social media, tech, and their well-being in high-character ways.



**Jessica Sticklor-Lipson** is a design principal with Fielding International. As a practicing architect, she focuses on learning spaces and the intersection of education, wellness, and the environment, bringing her passion for social, emotional, and environmental needs to the design of learning environments. She received her Master of Architecture from The Catholic University of America and an undergraduate degree from James Madison University. She is a LEED Accredited Professional by the US Green Building Council, a member of the American Institute of Architects, and a Fitwel Ambassador.



**Danielle Weitzman** is an associate designer at Fielding International and is passionate about architecture built with communities, not just for them, reflecting the community's cultural as well as educational priorities. The 21<sup>st</sup> century educational model of design is particularly exciting to her because it empowers students, reflects evolving educational practices, and provides communities with the spaces and opportunity to learn and grow. She graduated from the University of Michigan with a bachelor's and master's in architecture.



The Book Loft of German Village will be on-site to sell books including titles authored by presenters and other titles of educational interest.

Book signings by authored presenters will be announced at the conference.

# ISACS deep

## LEARNING INSTITUTE 2023

In Partnership with RaceHill Institute / National Anti-racism Teach-in (NARTI)

ISACS Deep Learning Institute provides an extended workshop within the ISACS Annual Conference structure.

Those who wish to participate in IDLI are invited to register for the first day of the ISACS Annual Conference on Thursday, November 2, and then select the Deep Learning Institute for all sessions you will attend that day. To maximize the power of deep listening and learning, we encourage participants to commit to all four sessions of the Institute, which will run from 9:00 am – 4:15 pm. Registration for the conference will include your registration for IDLI as well as the conference banquet luncheon and keynote. IDLI participants also are invited to register for the second day of the Annual Conference to hear from international experts regarding all aspects of exceptional teaching and learning.

### PRE-SELECT THE FOLLOWING SESSIONS DURING ONLINE REGISTRATION. Thursday, November 2

9:00 – 10:15 am

#### T-2 - Schools as Locations for Leading Antiracist Initiatives... & So Much More

*Jack Hill, Educator & Author*

As anti-racist schools, we are often called upon to create, develop, facilitate, and lead anti-racist/anti-bias curricula and initiatives with educators, students, and families. Learn to strengthen the critical partnerships among senior leadership, the DEI practitioner, and other community constituents in leading and framing curriculum and organizational planning for (and with) educators. Attendees will leave with strategies to sustain critical antiracist school-wide initiatives, which are necessary for affirming the complex identities and social-emotional care of faculty, students, families, and so much more.

10:30 – 11:45 am

#### T-19 - More Windows & Better Mirrors

*Afrika Afeni Mills, Continental Drift, LLC, Education Consultant & Author*

This session will build on Rudine Sims Bishop and Emily Style's concept of windows and mirrors as well as the Center for Anti-Racist Education (CARE) Framework to equip participants with the skills and knowledge needed to overcome challenges often encountered in antiracist work in learning communities. It also will offer an approach to instruction that equips teachers and students to be informed, empathetic, inclusive, racially and historically literate global citizens who genuinely value diversity and actively engage in dismantling systemic inequities.

11:45 am – 1:15 pm

#### TL-1 - Conference Banquet Luncheon & Keynote Presentation

**The Sun Does Shine: How I Found Life & Freedom on Death Row, Anthony Ray Hinton**

1:30 – 2:45 pm

#### T-37 - Raising White Kids: Bringing Up Children in a Racially Unjust America

*Jennifer Harvey, Writer & Educator*

Challenges exist when it comes to raising white children in a society full of racial injustice. We may know it's important to teach kids to notice race. But how and why does that feel hard? What roles do we want them to play in addressing racism when they encounter it? How do we do that? Everyone is affected by the ways white families are raising their kids. So, whether you have been a white kid, are helping raise white kids, have relationships with people who used to be white kids, or have children who are friends with white kids—this conversation is for all of us.

3:00 – 4:15 pm

#### T-56 - Raising Healthy Humans: Antiracism in White Identity Development

*Jennifer Harvey, Writer & Educator*

All of us want our children to have a sense of hope about the world and its possibilities; all of us want to protect our children as we live through such difficult days. But, even in the very young, there is nothing innocent about white innocence. In fact, if we try to keep white children and youth "innocent", we actively barter away their humanity, as well as their ability to learn to identify and learn to practice solidarity with those whose lives are under threat from racism and white supremacy. In this interactive session we will explore racial identity development and strategies for posing and responding to questions, activating antiracist-framed racial learning, and building agency and capacity among those of us who are committed to racial justice and have white kids and youth in our lives.



### T-1 - TRUSTEE DAY: The Identity Loyalty Paradox: Implications for Trustees & Heads of Schools

Americus Reed, Wharton School, University of Pennsylvania

This is the first of four Trustee Day sessions.

[CLICK HERE](#) for Trustee Series details.

► For trustees and heads

### T-2 - IDLI: Schools as Locations for Leading Antiracist Initiatives...& So Much More

Jack Hill, Educator & Author

This is the first of four sessions in the ISACS Deep Learning Institute. Please see page 6 for description.

► For all

### T-3 - Tips & Techniques to Develop Fine Motor Coordination, Control & Strength in Young Children

Peggy Campbell-Rush, US Fulbright Education Specialist

Find research-based ideas to help all children improve their writing, coloring, painting, cutting, and using their hands and fingers. Hear about the whole arm and how all muscles help the fingers and grip as you learn and do fine motor exercises and activities to use immediately in the classroom. Learn shoulder exercises, about the Palmer Arch, what to do about wrist control and leave with ideas to integrate all tips and tricks into your existing curriculum.

► For PK-Grade 3

### T-4 - Moving from Strategy to Action

Tim Fish, National Association of Independent Schools (NAIS)

Strategy is about making choices—thoughtful choices about what you will and won't do to live your mission and vision. As school leaders, you are making those choices, every day. The key is to be intentional—to both design your choices and act on them. Strategy without action is useless. Participants will be guided through several tools and mindsets of design to create impactful choices and bring them to life in ways that inspire action and alignment at all levels.

► For school leaders in any role

### T-5 - From Theory to Practice: Harnessing AI in K-12 Education

Christina Lewellen, Association for Technology Leaders in Independent Schools (ATLIS)

Explore the practical implementation of artificial intelligence (AI) at independent schools. Discover innovative teaching methods, personalized learning approaches, and AI-powered tools that enhance student engagement and academic outcomes while also exploring ethical considerations. Develop a deeper understanding of the possibilities and limitations of AI in K-12 education and leave with actionable strategies, resources, and tips to incorporate AI effectively and create transformative learning experiences.

► For all

### T-6 - Strengthening School Culture While Reducing Teacher Burnout

Lisa Stern, The Social Institute

Teachers are reporting high levels of burnout—one in four teachers is considering quitting their job due to stress—and schools nationwide are searching for ways to fuel teacher well-being. As schools double-down on student well-being and integrate student wellness programs into their schools, we know adults must be positive role models when it comes to their own well-being. Hear actionable tips to encourage faculty and staff to strike a balance by focusing on their own well-being while helping integrate modern life skills programs that strengthen school culture. Learn the science behind the importance of breaks, strategies, and tech tips for educators to strike a balance in their own lives, and ways to incorporate well-being and modern life skills into the school culture.

► For administrators, faculty, and counselors

### T-7 - Promoting Authentic Student Engagement

Debbie Adkins, Francis Parker School of Louisville

This session will provide valuable resources for gathering comprehensive and diverse feedback on student engagement from students themselves. It features active and easily applicable instruments such as the Learner Engagement Continuum, the Wellington Engagement Index, and Plickers, which enable personalized instruction that is responsive to each student's distinctive learning needs. Learn how the consistent use of these instruments can enhance students' reflective capacity and foster and improve student accountability.

► For middle and upper school

### T-8 - Engineering Play in Middle School

Kaci Garland & Jennifer Degazio, Detroit Country Day School

How do educators engage students in joyful learning? Design projects spark curiosity through hands-on learning and self-expression. The engineering design cycle is a flexible tool to facilitate projects in an authentic way in any classroom. Led by teachers with backgrounds in engineering and architecture, this session, aligned with Mind, Brain, Education (MBE) strategies for teaching and learning, introduces the engineering design cycle and provides practical examples of projects in various subject areas.

► For all in middle school

### T-9 - Get Out, Kids! Outdoor Education in K-8

Jared Cole, Oakhill Day School

Learn how Oakhill has invested (money, time, space, and curriculum) in an outdoor education space, how students benefit from the outdoor education space, and some of the unique ways students are encouraged to get outdoors. Hear about service hours in the Living Lab; a Compost Club; Oakhill-garden food served in the cafeteria; and more.

► For lower and middle school

### T-10 - Empowering Children: Positive Discipline & Gentle Classroom Management

Stacey Springer & Alicia Vance, Redwood Cooperative School

Classroom management is important, and so is providing the tools for students to be empowered, intrinsically motivated, ethical, and responsible citizens. Using principles of Positive Discipline in the Classroom and Restorative Practices in conflict resolution, learn how to guide students on the path to becoming socially and emotionally literate members of a class community and beyond. Move from a directive approach to a solution-focused approach that encourages students to be part of the process.

► For all

### T-11 - Breaking Down Student Leadership: Values, Leader/Leadership

Nathaniel King & Tara Grove, The Stanley Clark School

Have you heard the following phrase about your students: "That kid is a leader"? Then ask the following question: What does student leadership development look like in PS-8 grade? We will take a deep dive into the cornerstones of developing a school-wide student leadership system and use examples and frameworks to demonstrate student leadership in action. This session is for those involved in student leadership and service learning.

► For early childhood, lower and middle school

### T-12 - Collaborative Student Driven Book Clubs

Michelle Petrova, Milwaukee Jewish Day School

Explore the what, why, and how of a book club model and learn about the importance of student voice and choice. Hear about the before, during, and after reading tasks, book choices, strategies, assessments, and reflections to encourage the synthesis of thinking during the discussions and the mind map at the end of the book. Learn how the format can vary and be customized to use with any grade level or learning goals.

► For all

 Trustee Day Sessions

 IDLI Sessions

\* = Repeated Sessions

CANCELLED





9:00 – 10:15 am

## T-13 - Building Student Leadership Through Student EdCamps

Marlise Albert, Visitation Academy

Learn about Student EdCamps and receive the tools needed to implement this model at your school. Examples from real classrooms will be utilized to provide a comprehensive experience with a hands-on component.

► For lower and middle school

## T-14 - Student Capstones in Middle School: Turning Personal into Possible

Brendan McEachern & Laura Dennemann

The Summit Country Day School

Middle school students often have personal projects and interests that do not fit the school curriculum. Learn to turn student ideas into monthly measurable goals, skill development, and final presentations. In year two, hear how students shift from personal success to helping their communities as they research, engage, and partner with local organizations to make positive changes in the world.

► For middle school

## T-15 - Un-grading in a Science Classroom

Rich Fitzner, Detroit Country Day School

Methodologies and pedagogies come and go with regularity but assigning a letter or number to a student remains the single method of quantifying their learning. Whether you fully believe in giving your students grades or are looking for a new approach, this session will discuss what a science classroom looks like when you ask students to choose their own grade. A methodology and challenges of how to ungrade will be shared.

► For upper school

## T-16 - Creating a Comprehensive Wellness Program

Stacey Summit-Mann & Lade Akande,

University High School of Indiana

In the post-pandemic era, schools continue to assess the well-being of their students and staff. Learn about the journey to develop a director of wellness position and to create a comprehensive wellness program. Walk away with tips, tools, and resources to help build a unique, evidence-based wellness framework for your community.

► For upper school, after-school programs, counselors, and PE/wellness

## T-17 - Getting Ready to Write the Self-Study Report

Andy Gilla & Dawn Klus, ISACS

A school looking ahead to or already in Year 1 of the ISACS accreditation cycle must complete several tasks before writing the school's Self-Study Report during Year 2. Reaffirming the school's mission statement, completing a survey of the school community, and scheduling a kick-off workshop for Year 2 are just a few. Other tasks include establishing the steering committee, setting up chapter committees to write the self-study report, providing guidelines for writing self-study chapters, analyzing results from the school community survey, and formatting the self-study document.

► For everyone preparing for the self-study process

10:30 – 11:45 am

## T-18 - TRUSTEE DAY: Strategic Design: A Collaborative Approach to Inventing the Future

Tim Fish, National Association of Independent Schools (NAIS)

This is the second of four Trustee Day sessions.

CLICK HERE for Trustee Day details.

► For trustees and heads

## T-19 - IDLI: More Windows & Better Mirrors

Afrika Afeni Mills, Continental Drift, LLC, Education Consultant & Author

This is the second of four sessions in the ISACS Deep Learning Institute. Please see page 6 for description.

► For all

## T-20 - The Identity Loyalty Paradox: Implications for Educators

Americus Reed, Wharton School, University of Pennsylvania

How can educators enhance their school's community engagement and cultivate a profound emotional allegiance? The significance of such loyalty has escalated post-pandemic, where remote work, well-being, and fundamental existential inquiries have become prevalent for most individuals. Acquire the ability to establish a sense of purpose based on the "why" of your school and discover how internal and external advocacy can enable the formation of a tribe of devoted supporters who will safeguard the school's mission, advocate for it, and advertise it for free. These principles are scientifically grounded, and educators will gain access to techniques for utilizing their school's data to facilitate this process, both internally and within the community they strive to serve.

► For all

## T-21 - The Wheels on the Bus...Are Falling Off! Executive Functioning in Young Children

Peggy Campbell-Rush, US Fulbright Education Specialist

Join us for an overview of Executive Function (EF) skills and why they are so critical to school (and life) success. Learn what self-esteem has to do with EF skills and how to improve positive attitudes toward success. Participants will engage in activities that not only improve EF skills but also improve attention and decrease discipline issues. Leave with tips and tricks to use tomorrow in your classroom to support all learners.

► For PK-Grade 3

## T-22 - AI for School Leaders

Christina Lewellen, ATLIS

Learn to navigate the challenges and opportunities of integrating AI in your school. Delve into leadership issues and policy considerations surrounding the integration of artificial intelligence (AI) in K-12 education and explore strategies to effectively implement AI technologies, address ethical concerns, and shape policies that foster innovation and equitable access to educational opportunities. Leave with actionable ideas and approaches to lead towards excellence through AI integration.

► For administrators

## T-23 - The Future of Beautiful, Healthy & Safe School Environments: Designing for Wellness

Jessica Sticklor-Lipson, Michael Posthumus, & Danielle Weitzman, Fielding International

Hear research-based strategies that involve policy, operations, and physical space design, all aimed at improving wellness. Explore examples of learning environments that are implementing these wellness-enhancing strategies and leave with actionable insights to assess, modify, and incorporate these changes into your own learning environments. Learn to lay the groundwork for schools that are healthier, happier, safer, and primed for success.

► For faculty, administrators, counselors, and support staff

CANCELLED



**T-24 - Revealing 2023's Biggest Trends with Students, Tech & Social Media***Lisa Stern, The Social Institute*

Social media has one of the biggest influences on students' well-being, while attitudes and behaviors around technology are evolving as fast as digital devices themselves. Hear results from the world's largest school survey about students, teens, and social media and learn what tens of thousands of students across the country think about the most popular apps, the role of technology in school culture, how they would navigate difficult social situations that involve technology, and more. Learn how 3<sup>rd</sup>–12<sup>th</sup> grade students navigate and socialize online, key gender differences in attitudes, thoughts, and behaviors online and strategies to implement digital citizenship that students respect.

► For administrators, faculty, and counselors, grades 3-12

**T-25 - Support Before Separation***Quincy McLaughlin & Peter Fayroian, Greenhills School*

School leaders want to be effective, but most schools do not prepare leaders to address missteps and provide feedback to their team members. Learn why it's helpful to establish clear standards; how to handle responses to behavioral feedback including defensiveness and anxiety; and ways to avoid common pitfalls. These conversations are designed to improve the experience of students and hopefully support and salvage the professional before there is need for an employment action.

► For administrators

**T-26 - The Three-Legged Stool: A Framework for Professional Growth***Sara Wayne & Joe Mueller, Friends School of Minnesota*

The Three-Legged Stool for Educational Professionals framework is a self-reflection and professional growth tool designed to guide educators through a process of thinking about their strengths and growth possibilities in the areas of communication/relationship with students, families, and colleagues. A thriving educator is mindful of all three groups as they reflect and grow. Gain experience based on our framework, share wisdom, have time for self-reflection and be able to help your school identify their own process for professional growth.

► For all

**T-27 - Students as Changemakers: Harnessing the Power of Integrated Project Based Learning***Kim Favor & Ben Stallsmith, Joseph and Florence Mandel Jewish Day School*

Learn how to utilize project-based learning to empower students as changemakers, help them understand what it means to be a changemaker, and learn from community and historical changemakers. Examples will be provided to explore this topic through the lens of different subjects.

► For middle school

**T-28 - Teaching Entrepreneurship: Why Every Student Needs Entrepreneurial Skills***Joe Corsaro, Laurel School*

Entrepreneurship is a vital skill for all students regardless of intended career path. Explore the ways entrepreneurship makes cross-curricular connections and cultivates student creativity, collaboration, and self-advocacy. Take part in a quick-pitch contest exercise and gain access to materials to launch an entrepreneurial program while learning how an entrepreneurial pathway can serve as a model for other specialized concentrations.

► For middle and upper school

**T-29 - Deep Education: Transcending the Turbulence***Richard Beall, Maharishi School*

"Deep" often signifies profound or universal. What is deep education? This response will surprise you. Building on an innovative approach implemented in schools worldwide, this concept will explore methods for transcending the turbulent surface level of our consciousness and reveal insights from ancient wisdom and modern scientific research. Be prepared to stretch your thinking about education, human nature, and how we equip our students to manage stress and realize their innate potential.

► For all

**T-30 - Strengthening the Joy & Thinking in the Math Classroom***Jill Speckert, New City School*

Whether you are creating your own task or implementing a provided curriculum, explore ways to (re)-design tasks and classrooms that engage students in joyful learning, foster rich mathematical thinking, and lead students to develop deeper understanding. The session will focus on identifying key components of the tasks and how teachers can enhance learning and put the thinking in the hands of students.

► For lower and middle school

**T-31 - The Language of Math: Understanding Language Challenges in Math***Helen Strines, Fortune Academy*

Language is the backbone of all academic areas, including math, as students must have a solid understanding of the associated language in order to be successful. The language used in math has vastly different and unrelated meaning otherwise. Building background knowledge in math helps to solidify the knowledge for functional application. Explore the language of math to assist students in manipulating numbers and concepts.

► For early childhood and lower school math faculty

**T-32 - Amplifying Student Voice to Create Interdisciplinary Courses***Nanci Caplan, Solomon Schechter Day School of Metropolitan Chicago*

Have you ever wondered what your students are interested in learning if they could design the curriculum? Have you thought about the impact student voice could have on student engagement? Are you thinking about interdisciplinary learning? Hear about a middle school model that uses student generated course topics to create a month-long interdisciplinary program that allows students to sit in the driver's seat of their education.

► For middle school

**T-33 - The Mini-expert Project in Middle School***Christina Macso, Old Trail School*

Learn about a capstone project known as the Mini-expert Project which provides an opportunity for students to explore a topic of their choice, dive deep into their own interests, learn valuable research skills, develop their ability to evaluate sources critically and analyze information that will help them write a comprehensive eBook. Leave with the materials and sites to help create a month(s)-long project in your own school.

► For middle school

CANCELLED

**T-34 - Inside Money: Managing Income & Debt Personal Finance***Joseph Bondi, TIAA Representative*

It's your personal budget—take control. Everyone talks about a budget, but how many of us actually make one? Most people have some debt, but how many understand its effects on their lives and their futures? Let us show you the real impact of budgeting and debt—and how to help make your money work. We'll explain the big picture of budgeting while you learn the importance of cash flow—and how to use it; change how you look at saving and spending; and help understand debt and how to manage it.

► For all

**T-35 - Writing the Accreditation Self-Study Report***Elizabeth Edmondson, Gilmour Academy & Josh McLaughlin, Urban Community School*

Is your school preparing for the writing of your accreditation self-study report and hosting your visiting team? Hear from experienced steering committee chairs on how advanced planning and organization lead to the successful completion of the self-study report. Learn tips and tricks including how to: create a steering committee team and timelines; develop reporting structures and organizational strategies; use ISACS resources; and prepare to host your team.

► For everyone engaged in the self-study process

**Thursday Luncheon & Keynote Presentation**

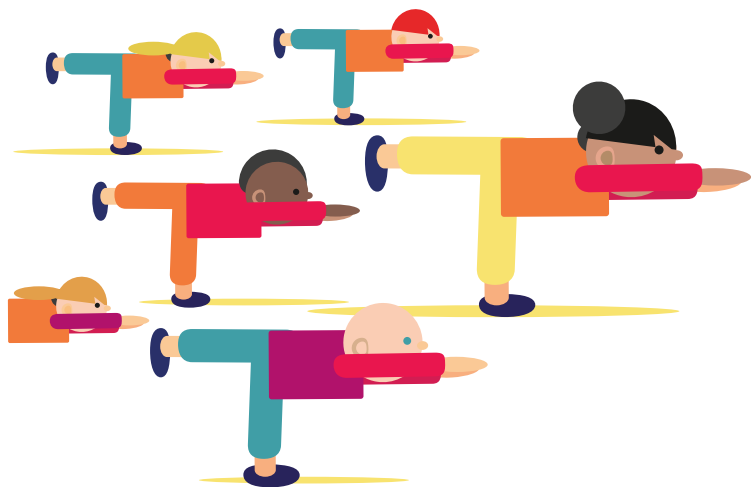
11:45 am – 1:15 pm

**TL-1 - The Sun Does Shine: How I Found Life & Freedom on Death Row****Anthony Ray Hinton****Equal Justice Initiative & Author**

Anthony Ray Hinton spent 30 years on Alabama's Death Row for a crime he did not commit. His experience with the justice system and the book club he created on Death Row had a profound impact on his relationships and influence on other incarcerated men, giving them optimism.

Hear how he maintained a sense of self and hope in such a hopeless place, and how he realized the importance of forgiveness. Hinton's story is told in attorney Bryan Stevenson's memoir, *Just Mercy: A Story of Justice and Redemption*, and in his own bestselling memoir, *The Sun Does Shine: How I Found Life and Freedom on Death Row*. In addition, he adapted his book for young readers, titled *The Sun Does Shine, An Innocent Man, A Wongful Conviction*.

As a community educator at the Equal Justice Initiative, he works tirelessly as an advocate for abolition of the death penalty.





### T-36 - TRUSTEE DAY: Tensions that Won't Go Away: Let's Create Productive Energy

Mary Menacho, Independent Schools Association of the Central States (ISACS)

This is the third of four Trustee Day sessions.

[CLICK HERE](#) for Trustee Day details.

► For trustees and heads

### T-37 - IDLI: Raising White Kids: Bringing Up Children in a Racially Unjust America

Jennifer Harvey, Writer & Educator

This is the third of four sessions in the ISACS Deep Learning Institute. Please see page 6 for description.

► For all

### T-38 - Conversation with Anthony Ray Hinton

Anthony Ray Hinton, Equal Justice Initiative & Author

Join Anthony Ray Hinton for a Q&A session about his experience with the justice system, his conversations with students, and his young readers' edition of *The Sun Does Shine*. Hear about his current efforts at the Equal Justice Initiative and the conversations we can facilitate with our students.

► For all

### T-39 - The Transfer Dilemma: Foundations of Learning in Grades 4-12 \*

Jared Cooney Horvath, Neuroscientist, Author & Educator

Why are skills and knowledge so difficult to move between different contexts? Dive into the issue of transfer, consider what is required for effective transfer, and discuss what this means for the modern 21st Century Skills movement in education. Explore the only truly future-proof skill that research has ever found. This session serves to lay a solid foundation upon which to build a more nuanced understanding of the learning trajectory.

► For faculty and administrators, grades 4-12

### T-40 - Boys: How to Teach Them & Reach Them in PK-Grade 3

Peggy Campbell-Rush, US Fulbright Education Specialist

Boys and girls learn differently and when we understand the brain, learning styles, academic and physical nature of each gender we can better address classroom learning and behavior. Get an in-depth look at how boys and girls learn while exploring tips and tricks that can be used immediately in your classroom. Gain new insights, understanding, useful ideas, and classroom strategies to optimize, not only boys but all learners.

► For PK-Grade 3

### T-41 - Demystifying AI: Empowering Educators, Inspiring Learners

Christina Lewellen, ATLIS

Explore how AI technologies can empower educators and inspire learners to reach new heights of excellence. Gain an understanding of AI's potential, its impact on educational outcomes, and the ethical considerations surrounding its implementation. Engage in thought-provoking discussions and discover the opportunities AI presents for transforming education in independent schools and leave with enhanced knowledge and confidence in leveraging AI to support student achievement.

► For all

### T-42 - The Phigital Age of School: Transforming Learning Environments to Empower Future-ready Students

James Seaman, Michael Posthumus & Danielle Weitzman, Fielding International

Explore the convergence of physical and digital trends in education while gaining insights into how this phigital paradigm can be leveraged to create immersive, dynamic learning environments and experiences that prepare students for an increasingly interconnected world. Gain fresh perspective and tools for analyzing and molding your school and classrooms into responsive, future-ready environments to foster students' adaptability, agency, and digital dexterity including immediate space hacks to implement quickly and effectively.

► For teachers, administrators, counselors, and staff who want to transform current learning environments to empower future-ready students

### T-43 - Assessing for Depth of Learning \*

Mike Gwaltney, ISM Consultant

Independent schools aim to create curious, deep-thinking, lifelong learners, but do student measurements reflect that they meet that goal? Consider how schools approach assessment—how they measure evidence of learning and achievement—and hear improved methods for ensuring depth of learning. Explore the use of formative assessment to put students on winning streaks and maintain an emphasis on meaningful, hands-on work, while collecting evidence of deep learning, motivation, and engagement. Learn to think differently about assessment to include, not only content, but your profound learning goals.

► For Grades 3-12

### T-44 - Nature Playgrounds: The Intertwining of Process, Planning & Play

Amy Mendel, Kentucky Country Day School & Claude Stephens, Bernheim Arboretum & Research Forest

Returning nature play to the learning framework of schools requires children to re-engage with nature, parents to understand the benefits and purposes, and faculty to develop new practices and norms for what play looks like. Learn how one school partnered with The Children at Play Network to create a nature play area by training teachers, communicating with parents, defining play goals, involving students in the design process, supporting fundraising through storytelling, construction, and more.

► For early childhood, lower, and middle school

### T-45 - Building Positive Pathways for Communication in Early Childhood

Jaci Sloan & Dominique Metze, The Lexington School

Imagine an upcoming difficult conversation with parents. Would you like to feel prepared, connected, and confident? Hear how to begin building a team mindset on day one by fostering strong connections with families, gaining trust, and communicating effectively. Leave with plans, tools, and strategies that will make all the difference.

► For early childhood

### T-46 - The Whole Child: A Successful Coaching Model for Middle School

Dina Schachtely & Clifford Brugman, Milwaukee Jewish Day School

Children's social-emotional (S/E) health took a hit during Covid, yet S/E health is a huge factor in school success. Explore our thriving holistic model for supporting the whole student. Learn strategies and relationship-building techniques to improve your students' Social Emotional Learning (SEL) and academic performance. Engage in real-life scenarios to hone your new skills and prepare to implement in your schools.

► For middle school

### T-47 - Innovative Approaches to Differentiated Mathematical Learning

Molly Haseley, The Orchard School & Ryan Mossakowski, Park Tudor School

This three-tiered approach to learning is designed to address the needs of students in heterogeneous math classrooms. Learn to challenge students at all levels by creating lessons tailored to their individual needs through the use of daily three-tiered instruction; from classwork to formal assessments. Leave with resources to enhance the learning experience for all students.

► For middle school - Algebra II teachers



1:30 – 2:45 pm

**T-48 - Myth of Too Early: Engaging Middle School Students in Difficult Topics***Nadine Hall & Gretta Reed, Greenhills School*

Students, especially those in middle school, often want to engage in DEIBJ conversations. How can teachers create space for students to communicate respectfully, improve understanding of their own identity development, and empathize with peer experiences? This session will guide teachers through fun and thought-provoking activities which support students' age-and-stage-appropriate curiosity and passion for fairness.

► *For middle school***T-49 - Growth & Partnership Program: Reimagining Teacher Growth Plans***Michael Medvinsky, University Liggett School*

Discover how opportunities for teachers and school leaders to engage in active learning toward pedagogical goals through partnerships and classroom visits can shift school culture. Systems and protocols that built trust, framed classroom visits, and how scheduling and documentation advanced our Growth and Partnership Program will be shared. Prepare to generate insights and questions about your teacher growth program as well as iterate with new strategies and protocols.

► *For all***T-50 - Redefining Your Role: Teacher as Leader***Alicia LaMagdeleine, University High School of Indiana*

You design curriculum, you plan activities, you step in front of an audience everyday and guide them toward a strategic end point, but how do you think of yourself as a leader? Leadership development can be seen as a future facing endeavor—it's about who we will become—but teachers are already leading everyday. Reflect and learn as we cultivate the leaders we are right now.

► *For all***T-51 - App Smashing within the Engineering Design Process***Sara Verwers, Oakhill Day School*

Ready to tackle the Engineering Design Process (EDP)? Wanting to develop your students' 4C's skills? Looking to foster global connections? This session is for you! Walk through the EDP - think Flat Stanley meets Superman as your students create a superhero, trading card (Canva), comic strip (Book Creator), action figure (Tinkercad), animation (iMotion), and share their superheroes globally. Leave with tools, tips, and resources you need to get started.

► *For lower and middle school***T-52 - Asking Students to Break the Rules Using Student-generated "What-ifs"***Chris Bolognese & Emily Dennett, Columbus Academy*

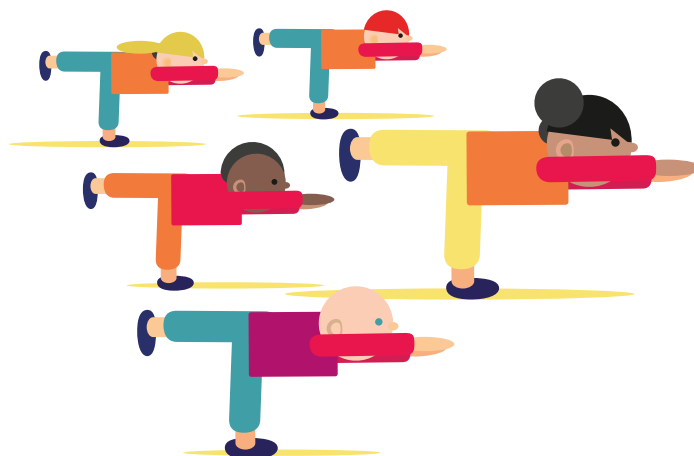
Part of learning is breaking the rules by asking "what-if" questions. Explore the many gains that student-generated questions provide including access, agency, and inclusion, and how such pedagogy is supported by brain science. Leave with examples and tools to implement student-generated questions as soon as you return to the classroom.

► *For all***T-53 - Student Engagement: A Project Story to Boost Student Engagement***Me-Chelle Burkhalter, The Wellington School*

Student involvement and motivation are something of an enigma—making the study of student engagement a fascinating aspect of student learning. Why do some lessons seem to spark student-interest, improving participation, effort, self-regulation, excitement, and the willingness to seek out new knowledge or skills beyond the requirements, while other lessons fill the room with moans, groans, and proverbial eye rolls? Learn about a project that improved student interactions.

► *For middle school***T-54 - DASL: Data Entry for the School Profile***Dawn Klus, ISACS*

Over the next few years, ISACS schools will transition to submitting their school's data for accreditation in the NAIS DASL portal. In this session, we will demonstrate how to enter school data into DASL and answer your questions about the process.

► *For everyone responsible for school data for accreditation, admissions, advancement, or financial operations*





3:00 – 4:15 pm

**T-55 - TRUSTEE DAY: Cultivating the Board-Head of School Relationship: Hot Topics, Tips & Traps***Sara Goldsmith Schwartz, Schwartz Hannum PC*

This is the fourth of four Trustee Day sessions.

CLICK HERE for Trustee Day details.

► For trustees and heads

**T-56 - IDLI: Raising Healthy Humans: Antiracism in White Identity Development***Jennifer Harvey, Writer & Educator*

This is the fourth of four sessions in the ISACS Deep Learning Institute. Please see page 6 for description.

► For all

**T-57 - The Learning Trajectory: From Surface to Deep Learning in Grades 4-12 \****Jared Cooney Horvath, Neuroscientist, Author & Educator*

How do human beings first take in, then embody, and finally utilize new information and ideas? Diving deeper into this process using learning objectives as a through line, we will consider how to walk students from shallow into deep learning. In addition, we will look at adaptive transfer and how best to facilitate shifts in skills and knowledge.

► For faculty and administrators, grades 4-12

**T-58 - Creating a Culture of Dignity: Teach & Model Dignity in Everyday Life \****Dystanie Douglas-Burger & Charlie Kuhn, Cultures of Dignity*

Treating people with dignity goes beyond mere slogans and surface-level programs. To truly cultivate a culture of dignity, a principle-based approach is essential, providing individuals with the structure and flexibility to transform common social challenges into teachable moments that affirm everyone's dignity and foster a sense of belonging. We will delve into the concept of dignity and explore strategies to teach and model it in our everyday lives, creating an environment where strong, supportive relationships flourish and both adults and young people can thrive.

► For lower, middle, and upper school

**T-59 - Assessing for Depth of Learning***Mike Gwaltney, ISM Consultant*

Please see T-43, page 11 for description.

**T-60 - Technology Roundtable***Brent Halsey, Columbus Academy*

Come to the roundtable with a key topic to discuss with fellow tech folks where we can exchange first-hand experiences and lessons learned. All topics are fair game! Share thoughts about cybersecurity, AI, wireless, interactive flat panels, data rostering, vendor review, maker/steam/innovation or topics of your choice.

► For all technology staff

**T-61 - Discover, Create, Share: An IPBL Experience***Jessica Dorner & Halle Dubin, Joseph and Florence Mandel Jewish Day School*

Do you want to bring passion, excitement, and experiential learning into your classroom? Integrated Project-Based Learning (IPBL) promotes student-centered learning through engaging, real-world projects and encourages students to investigate, solve problems, think critically, collaborate with peers, and give back to the community. Aligned with learning objectives, each project develops essential skills, works through challenges, and makes discoveries. Leave with examples and ways to incorporate IPBL into your early childhood and lower school classrooms.

► For early childhood and lower school

**T-62 - A Thematic Approach to Teaching Social Studies***Mary Wells, North Park Elementary School*

Every history teacher deals with the dilemma of fitting centuries of history into a single school year. By shifting the strategy from moving through history chronologically to viewing social studies through broader themes, students are able to make big-picture connections between events. Examples of units include Ancient Civilizations and America at War. Share ideas about how to design thematic units for middle or upper school.

► For middle and upper school

**T-63 - Project 345: Empathy Through Entrepreneurship***Dean Ruff & Clare McGowan, Old Trail School*

Project 345 is a project designed to nurture students' entrepreneurial potential as well as foster their intercultural empathy and global understanding. Students use design thinking to develop and bring their products to a real marketplace. Profits support an organization that builds schools around the globe as students research and create a presentation of the country that their profits support. Students engage in a virtual partnership with students from that country.

► For lower and middle school

**T-64 - Optimizing Architecture for Learning Today***Sheri Homany, Hathaway Brown School, & David Zenk, Gund Partnership*

Achieving the goal "optimizing campus for education today" can be daunting. Hear how one school reimaged their 1920s campus building with Gund Architects and created new learning spaces, collaboration areas, and intentional classrooms specifically for girls. Benefit from the lessons learned during the five years of construction/renovation and how the school included voices from all constituents in the process.

► For administrators

**T-65 - Positive Mindsets: Inclusivity & Belonging Through Executive Functioning***Karin Scott & Allison Kaplan, Greenhills School*

Executive functioning skills are crucial to student success and explicit teaching of these skills is essential. Middle school is an exciting time where students are adjusting to new environments, and increased academic demands, while navigating relationships. Students bring different skill sets and this program creates a common language around executive functioning, including organization, time management, study skills, and more. Learn how we implement Successful Student Habits through partnerships between classroom teachers and our Learning Center.

► For middle school

**T-66 - There's No Place Like Home: National Narratives Through Local Lenses***Chris Hemler & Adam Hellebuyck, University Liggett School*

Rather than the traditional flexible geographic focus, this place-based humanities course maintains a fixed, place-based approach; Detroit, Michigan, and the Great Lakes region are the steady lens through which the national narrative and themes are examined. Hear how this process can be applied to any geographic region, including places outside major population centers and areas not traditionally known for their historical significance.

► For lower, middle and upper school

**T-67 - Exploring Best Practices for Student Requests to Avoid Traumatic Material***Teddy Stripling, The University of Chicago Laboratory Schools*

Over the last few years, we have seen an uptick in students requesting to avoid traumatic material. This session conceptualizes requests for alternate assignments, and explores best practices and policies to support students. Explore how distressed students present in the classrooms and hear best practices for support, while answering the question: Should alternative assignments be used as best practice to support distressed students?

► For middle and upper school



### T-68 - Curriculum Classroom Buddies Across K-8 Grade Levels

*Ann Marie Zeimetz-Schultz & Amy Rivard, Visitation School*

Collaborative learning is just one of the countless ways education is changing today. Hear how to establish K-8 classroom buddies by incorporating curriculum, STEM education, science, literacy, math, and much more. Collaborate and work with other grade-level teachers and students. Learn to develop K-8 classroom buddies, while also creating a learning experience.

► For K-8 faculty

### T-69 - Kindergarteners Can Be Researchers

*Elizabeth Barber & Randi Bowling, The Stanley Clark School*

Have you ever thought about introducing a research project with your younger students but have no idea where to start? Research doesn't have to be saved for the oldest students in your school. Hear how our kindergarten incorporated a semester-long research project into our Reggio-Emilia inspired curriculum. This inter-disciplinary project incorporates elements of art, technology, Spanish, music, public speaking, and more.

► For early childhood and lower school

### T-70 - Connecting Your Classroom to the Real World

*George Phillip & Carly Squadroni, The Stanley Clark School*

To take what students have learned in social studies class deeper, students create YouTown. Learn how we created this collaborative project that ties all subjects in school together as students create a new civilization that focuses on making a sustainable city that meets all levels of Maslow's Hierarchy of Needs. Hear how to make connections with the local community to help enhance the students' experiences.

► For all

### T-71 - Journey to Support Students with a Foot in Two Places

*Victoria Pang & Brenda Porter, The Wellington School*

In a world where people are still asked to check boxes, supporting students with two or more races/cultures/affinities can be a difficult task. Over seven years, we created a structured group to support students from multiracial, multiethnic, multifait, and socio-economically diverse families. Learn about our club structure and replicable activities that support appreciation for one's culture and others. Leave with empathy tools, games, and curriculum ideas.

► For middle and upper school

### T-72 - Living Your Mission

*Josh Pretzer & Jackie Carrillo, Culver Academies*

Hear about our lived experience at Culver Academies, identifying what distinguishes a Culver student and how we are using those distinguishing characteristics to align our programming across campus. While only midway through the work, we'll share our past steps, missteps, and future plans, and engage participants in conversation around aligning curriculum with key mission-centered outcomes.

► For upper school

### T-73 - ISACS School Community Survey Meta-analysis: A Retrospective Look at 10 Years of Survey Results

*Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS*

Join us to explore trends revealed through an analysis of the past ten years of ISACS School Community survey results, including the impact of the COVID-19 pandemic. We also will introduce the new Tracking Survey, designed for schools to identify trends in their own school survey data over time.

► For administrators and those involved in accreditation

## THURSDAY RECEPTION 4:30 – 5:30 pm



Heads of school, lead learners, and diversity practitioners are invited to a reception in celebration of their leadership and contributions to ISACS schools. The reception is hosted by the ISACS board, committees, and staff.

The reception will take place in the Exhibitor Area and is by invitation only. RSVP required.

### SPONSORED BY





9:00 – 10:15 am

**F-1 - Growing Up in Public \****Devorah Heitner, Author*

Kids are growing up in a hyper-connected world and schools are dealing with more issues than ever related to kids' public sharing. What does it mean to be "famous" these days? How can we prepare all students (and staff) for the realities of having a searchable digital reputation? What can we do when explicit or hateful images and videos circulate in school communities? How can we take a character-focused approach to a digital footprint rather than threatening kids about college and career?

► For K-12

**F-2 - Who We Are: Identity Development for Educators & Youth***Rosetta Lee, Seattle Girls' School*

How do we learn about our various group identities like female, African American, Buddhist, gay, middle class, etc.? Why do some people develop proud and healthy self-identity and others experience own-group shame and hatred? How do identity dynamics show up in the classroom? Learn how we can, in age-appropriate ways, support positive self-identity in our students and teach them to be positive influences on others' identities. Together, we can co-create inclusive communities that work toward success for all.

► For all

**F-3 - The Transfer Dilemma: Foundations of Learning in Grades 4-12***Jared Cooney Horvath, Neuroscientist, Author & Educator*

Please see T-39, page 11 for description.

**F-4 - Fearless Inquiry: Using Questions to Design a Relevant & Just Path Forward for Schools***Will Richardson, Big Questions Institute*

To say that we live in an historic time is an understatement. We find ourselves in a hinge moment, one of those relatively short periods between eras that is defined by dramatic change and palpable stress. It throws us off our center and breaks the narratives to which we've become accustomed. It challenges our understanding of ourselves and our institutions, requiring us to ask and attempt to answer the foundational questions of who we are and what we want to become. Learn how fearless inquiry into those questions can be an effective tool for designing a new experience of schools for students and teachers.

► For all

**F-5 - Deeper Learning with Project-based Learning (PBL) \****Suzie Boss, Educational Consultant & Author*

Helping students develop the competencies of deeper learning—content mastery, critical thinking and problem solving, collaboration, effective communication, academic mindset, and self-directed learning—takes time and intention. Gain strategies to connect deeper learning goals with best practices for PBL. Hands-on activities will give you tools for designing effective projects that connect with students' interests while aligning with learning goals. Learn to leverage comprehensive assessment strategies to keep learning on track and students engaged.

► For lower school faculty, instructional coaches, and school leaders

**F-6 - Culturally Responsive Classroom Lessons***Lawrence Alexander II, Consultant*

Learn to develop and replicate culturally responsive classroom lessons across academic domains while sharing better practices for sourcing age-appropriate course content. Participants will leave feeling more confident leading classroom lessons through an equity lens.

► For all

**F-7 - Becoming a ChatGPT AI Prompt Engineer***Jeff Utecht, Educational Consultant*

Step into the world of AI prompt engineering and unlock the full potential of language models. Dive into the art of crafting prompts that elicit desired responses from AI systems while learning strategies and techniques to create prompts that generate accurate, creative, and contextually relevant outputs. Discover how to fine-tune prompts for specific tasks, adapt them to different domains, and maximize the performance of language models. Whether you're an educator, administrator, or AI enthusiast, this session equips you with the skills to become an AI prompt engineer and shape the future of AI-driven applications.

► For all

**F-8 - Hiring & Retention of Faculty Post COVID \****Brad Rathgeber, One Schoolhouse*

Hiring and retaining great faculty members is essential work in independent schools...and harder to do than ever before. Look at the data to uncover what's changed in a post-COVID world, and then explore strategies for mitigating the challenges. Leave with a greater understanding of the complexities of the current hiring landscape and with practices to employ on campus.

► For academic leaders, human resource professionals, business officers, and others involved in hiring

**F-9 - Making Sense of Fluency: Strategies for Building Number Sense & Fact Power in K-5***Rebecca Hendrickson, Educational Consultant & Coach*

Explore the what, why, when, and how of teaching toward math fact fluency. A focus will be on developing basic facts alongside number sense and math reasoning. Experience the routines and strategies introduced and leave with a tool kit to implement fluency work into elementary classrooms.

► For K-5 faculty, administrators, instructional coaches, and curriculum directors

**F-10 - Creating a Culture of Dignity: Teach & Model Dignity in Everyday Life***Dystanie Douglas-Burger & Charlie Kuhn, Cultures of Dignity*

Please see T-58, page 13 for description.

**F-11 - The Why, What & How of Character Education: Making It a Priority \****Amy Johnston, University of MO-St Louis*

Explore what character is, the importance of developing character in students, and how character development leads to academic achievement and improved behaviors in school. Learn how the fear of adding one more thing to the already full plates of educators must be replaced by the belief that strong character is the plate on which everything else rests.

► For all

**F-12 - Helping Students Show What They Know: Understanding & Improving Executive Functioning \****Steven Guy, Neuropsychologist*

Executive Functioning (EF) difficulties are often the stumbling blocks that prevent student success. It is critical for educators to have a firm foundation in the topic. Hear recent progress in our understanding of EF including concepts and theory, assessment approaches, and most importantly, evidence-based methods of interventions for improving EF. This session will answer the following questions about EF: What is it? How do I assess for it? What can I do about it?

► For all

\* = Repeated Sessions



9:00 – 10:15 am

**F-13 - Risk Management Hot Topics for School Leaders***Sara Goldsmith Schwartz, Schwartz Hannum PC*

Join a discussion about risk management in 2024. While topics will be finalized in November, likely topics may include creating an ideal infrastructure for supporting student mental health; developments in student discipline litigation; and enterprise risk management. Case studies will be utilized to generate dialogue and highlight real world situations and practical solutions.

► For school leaders

**F-14 - Providing Authentic Early Childhood Family/School Partnerships***Molly Simmons & Allison Bartolozzi, Bennett Day School*

Providing authentic family engagement opportunities in classrooms can feel like a heavy burden. Learn about how the foundation for authentic family engagement as an emergent curriculum is shaped by the interests and needs of the families served in the classroom. Coming from a school inspired by the Reggio Emilia approach that uses project-based learning, hear how the early childhood program has found success in authentically engaging families.

► For early childhood

**F-15 - Nature Calling: Creating Meaningful Outdoor Learning Experiences***Jessica FitzPatrick & Rigdon Irvin, The Clear Spring School*

Learn how we integrate camping into our curriculum by taking students on two overnight campouts each year. The academic areas covered vary but have included biology, ecology, geology, plants, bugs, animals and all in their natural contexts of the great outdoors. Students learn about the specific locations before each trip and participate in team building activities to promote collaboration, communication, and resilience. Leave with resources and materials to use.

► For all

**F-16 - Learning Out Loud: Building Discourse Rich Classrooms***Rachel Donnelley Smith, Lake Ridge Academy*

Productive learning environments buzz with the sound of student voices, but not all talking supports intellectual growth. Explore the factors that distinguish a discourse-rich classroom from one that is simply loud. Practice facilitating purposeful discussions that center student voice while supporting the development of skills across disciplines. This interactive learning experience will connect educators with one another while practicing student engagement strategies for all ages.

► For all

**F-17 - Building an Inclusive & Empowering Bookshelf***Kasey Taylor, Latin School of Chicago*

Our books play a critical role in providing inclusive, empowering "mirrors and windows" for our students. Using an anti-bias, anti-racist (ABAR) lens, we will discuss some pitfalls to avoid when selecting books and explore strategies to curate a library that fosters a positive, healthy identity development in all children. Deepen your ABAR practices with new ideas and helpful resources.

► For early childhood and lower school

**F-18 - Brand is to Admissions What Experience is to Retention***Valerie Reynolds & Irene Reed, The University of Chicago Laboratory Schools*

Hear about the learning journey one school is undertaking to build and manage its brand in order to continue a strong admissions pipeline of diverse scholars. Explore the school's work in ensuring that experiences from school programming match the school's brand promise. Our aim is to identify more equitable and inclusive strategies in admissions and retention.

► For all

**F-19 - Woodpeckers: A Child-led Theme Study***Charlotte Sorensson & Crissy McMullan, Virginia Chance School*

Follow a Pre-K class on a deep study of woodpeckers. From the initial class voting process of which animal to study, to the celebration of learning, you will discover how the students' questions guide the direction of the investigation. This collaborative study has the whole-child development in focus, incorporating elements within every curriculum area. Learn how a theme study can follow student interests, and include families in collaborative learning.

► For early childhood

**F-20 - How to Ditch Dewey***Patricia Dunn & Becky Woodruff, The Wellington School*

Students and adults struggle to use the Dewey Decimal System to find the information they seek. Libraries need a new way to organize nonfiction. In response to students' needs, we embarked on this endeavor. Hear why ditching Dewey is helpful for students by taking you step-by-step through the process, discussing some of the challenges met along the way, and sharing outstanding results.

► For all

**F-21 - Only Connect: Toward a Better Paradigm for Parent-school Relations***Elaine Griffin, University School of Milwaukee*

Schools are good at talking about the importance of the parent-school partnership. But what should they be doing to cultivate it? Hear about the structures built around parent education, including parent workshops tackling difficult topics such as anxiety, grades, and curricular reform; an educational blog dedicated to parent education; and videos illustrating why our educational approach adds value. Hear how regular, systemic connections forge stronger relations by fostering trust.

► For faculty, administrators, and trustees

**F-22 - How Specialists' Collaboration Can Enhance Student Creativity***Laura Patterson & Donna Hampton, Virginia Chance School*

Twyla Tharp said: "Collaborators aren't born, they're made—through practice, discipline, passion and commitment." We know that collaboration among students leads to surprising and successful outcomes. Learn how specialist teachers have taken advantage of an innovative schedule to form teacher partnerships, deepening student learning, enhancing creativity, and inspiring problem-solving skills. Hear about collaborative projects between art, music, science, Spanish, physical education, and technology.

► For lower school

**F-23 - Conduct & Use the ISACS School Community Survey***Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS*

Designed to aid self-study/strategic planning chairs in administering the ISACS School Community Survey, hear how to conduct the survey from initial planning through final results. Learn the implications of decisions related to sample frame (one survey per student/household), split households, multi-hat responsibilities (e.g., faculty members who are parents), survey timing, and customized questions. Come to appreciate the benefits of the embedded alumni/ae survey for development initiatives. Bring your questions.

► For everyone engaged in accreditation



**F-24 - Milestones of Growing Up in the Digital Age***Devorah Heitner, Author*

Educators are dealing with challenges faced by kids, tweens, and teens related to social media and gaming as well as social media conflict, boundaries, and more. How can we help prepare students for the skills required to face these milestones: first email account, first time on Roblox, first social media account, or first smartphone? Limiting or monitoring technology is no substitute for mentoring and engagement. Hear the latest research and learn to support students as they encounter and master these digital skills.

► For K-12

**F-25 - Talking to Youth About Heated Topics***Rosetta Lee, Seattle Girls' School*

Young people witness challenging or traumatic events in current events, media, and local communities. They are often trying to process thoughts, feelings, and reactions without explicit help and guidance—thereby increasing their confusion and anxiety. Adults have a natural instinct to protect children from harsh realities and yet prepare them to navigate a complex world—is it possible to do both? What are ways to talk about identity, difference, and justice in age-appropriate ways? How do you reinforce your family's values without instilling disrespect for other perspectives? How do you coach toward authentic and respectful dialogue across difference? Engage in these questions and more in this interactive session.

► For all, particularly K-8

**F-26 - The Learning Trajectory: From Surface to Deep Learning in Grades 4-12***Jared Cooney Horvath, Neuroscientist, Author & Educator*

Please see T-57, page 13 for description.

**F-27 - One Foot in the Future: New Frameworks, Tools & Lenses to Help Imagine What Comes Next***Will Richardson, Big Questions Institute*

Educators can no longer "wait and see" what happens next. Instead, we must now see and feel the future we want beforehand and create it with imagination and hope. Explore emerging new tools, mindsets, and practices that will build our imagination muscles and develop our collective ability to create a better future for schools. Learn how to use Design Fiction in your planning, build "Imagination Infrastructures" to support out-of-the-box thinking and lean into the idea of "Regenerative Education" to achieve a more aspirational future.

► For all

**F-28 - Deeper Learning with PBL: Middle/Upper School Teachers, Instructional Coaches & Leaders***Suzie Boss, Educational Consultant & Author*

Helping students develop the competencies of deeper learning—content mastery, critical thinking and problem solving, collaboration, effective communication, academic mindset, and self-directed learning—takes time and intention. Learn strategies to help connect deeper learning goals with best practices for PBL. Hands-on activities will provide tools for designing effective projects that connect with students' interests while aligning with learning goals. Learn to leverage comprehensive assessment strategies to keep learning on track and students engaged.

► For middle and upper school faculty, instructional coaches, and leaders

**F-29 - Teaching Students to Think: Strategies for Teaching Problem-solving in the K-8 Math Classroom***Rebecca Hendrickson, Educational Consultant & Coach*

Gain classroom-based strategies for teaching students to make sense of problems and persevere in solving them that are rooted in reasoning and mathematical modeling. Learn tools and routines that go beyond the limitations of traditional keyword strategies and develop student agency, identity, and authority in the math classroom.

► For K-8 faculty, administrators, instructional coaches, and curriculum directors

**F-30 - Supporting Affinity Groups & Cultural Learning Spaces***Lawrence Alexander II, Consultant*

Hear the difference between affinity groups, cultural clubs, and cultural learning spaces. Participants will learn how to become culturally fluent advisors to these groups.

► For all

**F-31 - The Intersection of Generative AI & Equity***Jeff Utecht, Educational Consultant*

Delve into the ethical implications and considerations surrounding the use of AI-generated content in fostering inclusive and equitable learning environments and discover how generative AI can be leveraged to bridge educational gaps, promote diverse perspectives, and address biases. Discuss the challenges and opportunities that arise at the intersection of AI and equity. Walk away with actionable strategies to harness the power of generative AI responsibly, ensuring fair and equitable access to educational resources for all learners.

► For all

**F-32 - Top 10 Issues for Academic Leaders & What to Do About Them***Brad Rathgeber, One Schoolhouse*

Academic leaders across the country face major challenges in their work, from student mental health to hiring and workforce development to the rise of AI. Participants will learn what is top of mind for their peers around the nation and understand how to address these challenges with their faculty. Leave with a set of resources to guide conversations on campus.

► For academic leaders in any role

**F-33 - Learning to Depolarize for Teachers***Kent Lenci, Middle Ground School Solutions*

The country is crippled by political polarization; it's time for schools to help. Hear the research to establish that polarization will be a lasting challenge for today's students, and examine the classroom tools—curricular materials, resources, and teaching strategies—that help students communicate across lines of disagreement. Leave convinced that we must prepare today's students to ease tomorrow's political polarization, and with practical strategies to foster civil discourse in the classroom.

► For middle and upper school

**F-34 - Helping Students Show What They Know: Understanding & Improving Executive Functioning***Steven Guy, Neuropsychologist*

Please see F-12, page 15 for description.

**F-35 - The Why, What & How of Character Education: Making It a Priority***Amy Johnston, University of MO- St Louis*

Please see F-11, page 15 for description.

**F-36 - Navigating Complaints & Knowing When & How to Investigate***Sara Goldsmith Schwartz, Schwartz Hannum PC*

Independent schools are receiving complaints from all quarters—employees, parents, students, alumni, vendors, trustees, and others. Schwartz will facilitate a discussion about: the origins of this complaint influx; how school leaders can prepare for handling each complaint appropriately; and help school leaders know how and when to investigate complaints. Case studies will be utilized to generate dialogue and highlight real world situations and practical solutions.

► For school leaders

**F-37 - Decoding Attrition: Six Components of Parent Retention**

*Jill Goodman, Jill Goodman Consulting*

You may be looking at the best enrollment numbers in years, at a high fail to yield rate, or increased attrition numbers. When every student matters to your community and the bottom line, what do you do? Through the results of many attrition studies conducted by Jill Goodman Consulting, participants will understand parent and student behavior and why families choose to leave before graduation. Explore a framework of in-depth questions about the program and the school's parent experience and use that as an opportunity for self-reflection, assessment, and crafting a school-wide retention strategy.

► *For enrollment managers, admissions leaders and staff, heads of school, division heads, and CFOs*

**F-38 - Providing Windows & Mirrors into the Asian-American Experience**

*Jessica Young-Eleazar, Bennett Day School*

Asian-Americans are one of the groups that are underrepresented in our curriculum and what we teach should be representative of the world our students live. Hear an overview of Asian-American history, provide resources to supplement what we currently teach in the classroom, and discuss what we can continue to do to give voice to unheard perspectives.

► *For middle and upper school*

**F-39 - Supporting Student Success in Afterschool & Summer Programs**

*Pascal Losambe & Kathy Mendenhall, Columbus Academy*

An increasing number of American children spend their days in after-school and summer programs. Some programs allow high school students to serve as staff members and mentors for the younger children, but we have found that many student leaders lack the necessary skills to effectively lead. Explore the importance of training high school students and examine practical ways to equip them with leadership skills for after-school and summer programs.

► *For upper school*

**F-40 - Understanding the Puzzling Young Child**

*Laura Donkel, The Frances Xavier Warde School*

Young children spend the first seven years growing into their physical bodies. It's not as easy as it seems and often we see flailing limbs, messy eaters, or children that just won't take a seat. Explore the many possibilities for why this is and leave with movements and games you can do in class tomorrow to help children more comfortably grow into their little selves.

► *For early childhood*

**F-41 - Paintbrushes & Podiums: Art & Oratory in the Classroom**

*Dave McIntire, Pembroke Hill School*

Brain research (Mind, Brain and Education) reminds us that whole brain strategies are among the most engaging instruments in an educator's toolbox. Explore strategies like Visual Thinking Strategies, Zoom-in, Postcard QuickWrite, and the Ford's Approach (Rhetorical Triangle, Podium Points, and Warm/Cool Feedback) to understand how the use of artwork and oratory can enhance their education practices.

► *For all*

**F-42 - Empowering Students Through Experiential Learning**

*Beth Shutters, Roycemore School*

With a mission to inspire students to discover their passions, one school has developed student-led, experiential learning programs in each division. Learn how we have refined these programs to embrace design thinking and real-world problem solving. Learn how these programs help teach essential skills and make connections with alumni. Leave with practical ideas for designing and implementing experiential learning activities in your school.

► *For middle and upper school*

**F-43 - The Positive Change: Leveraging Positive Psychology to Maximize Potential**

*Duane Jourdeans, Saint Thomas Academy*

Anxiety and stress are all too prominent for students and adults. Recent research in positive psychology has opened the door for new, proven ways to combat these troubling issues, and build resiliency, confidence, and creativity. Learn about implemented strategies cultivating amazing increases in well-being, happiness, and success in students, staff, and culture. Explore research-based strategies that foster positive connections in self, relationships, and environment to maximize potential.

► *For all*

**F-44 - The Project Approach: Engaging Learners in Authentic Ways**

*Ashley Bailey, Sayre School*

Learn how to lead a successful project with unique groups of students and develop the framework to launch their classroom project. Drawing from author and professor Sylvia Chard's work, we will dive into the phases of the project approach and explore ways to incorporate deep, meaningful learning that applies to the real world. Examples will be based in preschool; however, The Project Approach fosters worthwhile learning, which can support innovative teachers at all levels.

► *For early childhood and lower school*

**F-45 - Spelling Rules Rock**

*Karen Sheehy, Fortune Academy*

Do you think that all those spelling rules are nonsensical? Learn and practice spelling rules from the simplest to more complicated rules. Hear how to rock students' world with an in-depth understanding of spelling rules presented in a multisensory manner. Yes, there will be some worksheets, but you also will use multisensory games to reinforce the application of these rules.

► *For lower and middle school*

**F-46 - Good Vibrations: Building Community with Good News**

*Josh McLaughlin, Urban Community School*

Sharing positive news stories can powerfully impact school culture and community engagement. Learn about Urban Community School's *Good News*, a live broadcast that highlights positive news stories from our school community. Inspired by John Krasinski's show *Some Good News* and first developed during the COVID pandemic, this program celebrates the accomplishments of students, staff, and families and shares their successes with our wider community. Discuss benefits and share tips for creating a successful program.

► *For all*

**F-47 - Analyze & Interpret the ISACS School Community Survey Results**

*Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS*

Designed for self-study/strategic planning chairs, visiting team members, administrators, and board members, this session explores survey benefits by focusing on the analysis of the data. Learn to translate survey results into self-study/strategic planning input, issues, and priorities. Understand how the new Summary and Board Overview presentations ease the self-study/planning process. Hear how correlation and regression analyses can guide resource allocation. Make the connection from survey results to planning and decision-making.

► *For everyone engaged in accreditation*

## Friday Luncheon & Keynote Presentation

11:45 am – 1:15 pm



### FL-1 - Reclaim Your Why: Your Unique Role in Helping Kids Thrive

**Julie Lythcott-Haims**  
Educator & Author

In this compassionate and inspiring talk, Lythcott-Haims shares how to support young people in developing agency and resilience in the face of parental overinvolvement.

#### F-48 - Continuing the Conversation with Julie Lythcott-Haims

*Julie Lythcott-Haims, Educator & Author*

An opportunity to get real about the joys and challenges of helping young people become their best selves. Bring all your questions so we can dig deeper.

► *For all*

#### F-49 - Growing Up in Public

*Devorah Heitner, Author*

Please see F-1, page 15 for description.

#### F-50 - Inclusion in the Early Years: Why, What & How

*Rosetta Lee, Seattle Girls' School*

Folk wisdom tells us young children don't notice differences or have any biases, yet research is telling us otherwise. What are age-appropriate ways to develop intentionally inclusive and identity conscious children?

► *For early childhood and lower school*

#### F-51 - Creating Imagination Infrastructures in Schools: Making Space for Envisioning a Future of Education Worth Fighting For

*Will Richardson, Big Questions Institute*

Adrienne Maree Brown writes, "We are shaping the future we long for and have not yet experienced. I believe that we are in an imagination battle." It's imperative that we build and flex our imagination muscles to "shape a future we long for" in education, which means carving out space and time, personally and collectively, to articulate an aspirational future we're willing to work for over the long term. Explore ways to create "infrastructures" to help imagine the way forward and discuss the conditions and dispositions required for this work, the systems, and structures to support it, and the pedagogies and practices that will allow imagination to flourish.

► *For school leaders*

#### F-52 - Bringing Your Graduate Profile to Life

*Suzie Boss, Educational Consultant & Author*

Schools are engaging with their stakeholders to set ambitious goals for what students should know and be able to do by the time they graduate. Typically described as their graduate profile or portrait of a graduate, these visions depend on teachers to design learning experiences that build the competencies students need to be prepared to tackle future challenges. Explore projects that emphasize creative problem solving along with academic understanding and analyze the teaching moves that support student success. Collaborate with participants to identify high-interest contexts for "problem finding" in your community, and map learning goals to the problem-solving process.

► *For faculty, instructional coaches and leaders, all grade levels*

#### F-53 - Exploring the Hidden Curriculum: Unpacking Challenging Units

*Lawrence Alexander II, Consultant*

Learn how to navigate cultural trauma in classroom lessons. Hear how to develop partnerships with librarians and school counselors to better support students through challenging units and leave feeling more confident supporting students from all backgrounds.

► *For all*

#### F-54 - Skills-based Assessment in the Era of ChatGPT

*Jeff Utecht, Educational Consultant*

Gain two different templates to help reimagine assessment that leverages ChatGPT. Explore ways to center creativity and collaboration while using ChatGPT and learn how this new bridge can help learners understand its opportunities and limitations. Our templates will focus on student-centered learning while modeling the integration of standard-based assessment.

► *For upper elementary through upper school*



1:30 – 2:45 pm

**F-55 - Hiring & Retention of Faculty Post COVID**

Brad Rathgeber, *One Schoolhouse*  
Please see F-8, page 15 for description.

**F-56 - Learning to Depolarize for School Leaders**

Kent Lenci, *Middle Ground School Solutions*

This session makes clear that political polarization will shape the experience of today's students well beyond their schooling, while examining that challenge through a leadership lens. Envision how faculty professional development could position teachers to be the bridge-building models their students need them to be; enlist the board of trustees and parent body in this work so that various school constituencies are unified, rather than fractured, in the face of political division; and consider how the quest for viewpoint diversity can complement a school's broader DEIB initiatives.

► For administrators

**F-57 - Problem-based Lesson Format: Supporting Productive Struggle in the K-8 Math Classroom**

Rebecca Hendrickson, *Educational Consultant*

Experience and analyze a problem-based lesson format and its role in building a student-centered, thinking math classroom. Examine why this instructional architecture is key in supporting students to do the heavy cognitive lifting and how it differs from teacher-centered, guided release approaches. Learn strategies for facilitating a math classroom in which students do math and make sense of the math they do.

► For K-8 faculty and administrators, instructional coaches, and curriculum directors

**F-58 - Development Priorities: What to Do When You Can't Do It All**

Jill Goodman, *Jill Goodman Consulting*

Does your school have a small advancement team or feel under-resourced, yet still has competing priorities and expectations that leave you wondering how it will all get done? Learn the 7 Essential Questions to help frame your departmental goals and eliminate demands on your time and resources that do not forward the mission. Learn to prioritize high-impact advancement actions without increasing your staff and budget, and how to say "No." Leave with actionable steps to implement the most effective strategies with a small team by removing roadblocks.

► For advancement directors, development directors, development leaders and staff, and heads of school

**F-59 - Jazz & Controversy: Leadership Lessons from Both Sides of the Curtain**

Jason Patera, *The Chicago Academy for the Arts*

As school leaders (or leaders within schools) we build culture, make difficult decisions, and navigate crisis and controversy every day. Some of the time we can draw upon formal training and high-quality mentorship, but often we must rely on our instincts, professional experiences, and informal training for the perspective we need to effectively lead. In this inspiring, humorous, and sometimes emotional session, a jazz pianist turned head of school will show how learning like a jazz musician will help manage culture, controversy, and crisis.

► For anyone in a leadership role

**F-60 - Cultivation of Character for Ethical Leadership**

Evan Dutmer, *Culver Academies*

Be introduced to the integrated leadership and character education program at one school—especially through its academic arm—and explore questions on any elements of curricular and course design. Explore routines for leadership and character development easily adapted to diverse classroom contexts.

► For middle and upper school

**F-61 - Who Are the 1 in 5? Understanding Those with Language Learning Differences**

Amy Leinart, *Fortune Academy*

Those with language-based learning differences make up 20% of our students. Learn the signs of and myths about these learning differences. Spend some time in their shoes and leave with a greater understanding of their struggles and needs, and how you can help them and their families.

► For lower, middle, and upper school

**F-62 - Innovation Coaching: Launching, Aligning & Sustaining**

Ben Friesen, *Breck School*

Hear how one school successfully launched, aligned, and sustained an innovative coaching model to support personalized, sustained professional learning. Experience the innovation coaching cycle rich with insights, artifacts, and examples driven by a central question, "How might we?" Leave with resources for implementing coaching, discuss strategies, participate in scenarios, and see examples for sharing and amplifying learning.

► For K-12 leadership, coaches, and anyone supporting faculty

**F-63 - Learning Walks: Using 10-minute Class Visits to Build Community**

John Corrigan, *Detroit Country Day School*

As a new-to-the-school, first-year division leader, learning my school, its culture, and pedagogy was my priority. With 90 faculty, I was unable to visit each teacher for a full block. Weekly learning walks helped me understand the day-to-day faculty-student interactions and better understand my new school's culture. I expanded these, inviting the faculty to join me and see (and celebrate) what their peers are doing.

► For all

**F-64 - Continuous Improvement: It's Like Science, But Not Rocket Science**

Craig Fitzgerald, *Montessori Academy of Chicago*

The term "continuous improvement" has a lot of buzz to it, but what does it really mean and how can you really do it at a school? Learn the components and strategies for effective continuous improvement practices like identifying problems, developing countermeasures, finding consensus, implementing plans, and—the part that too often gets left out—checking your work. Then, do it all over again.

► For anyone who manages programs or people

**F-65 - Creating a Culture of Whole-person Wellness: The Seminar Model**

Natalie Luer & J.R. Neiswender, *The New School*

Learn about the history, development, and structure of the weekly Seminar program, which encompasses sex education, study skills, college counseling, and whole-person wellness. Seminar provides students with the tools they need to succeed both academically and personally, covering topics such as healthy relationships, time management, college readiness, responsible social media engagement, and so much more. Leave with ideas about how the Seminar model could be adapted for your school.

► For middle and upper school

**F-66 - Reinvigorating the Assistant Teacher/Lead Teacher Dyad**

Tim Sheehan, *North Shore Country Day School*

Many independent schools employ assistant teachers and pair these assistant teachers with a lead teacher as a mentor. This dyad often can use more structure and monitoring. Hear the presenter's recent dissertation findings on how lead teachers perceive their role as mentors to their assistant teachers. It also will afford opportunities for participants to discuss and share best practices for fostering great assistant teacher-lead teacher relationships.

► For early childhood, lower, and middle school administrators



**F-67 - Sometimes Leadership Looks Like a Pie in the Face: Tips & Tricks for Maintaining Your Mojo in Support of Faculty***Sherri Helvie & Heather Girtton, The Orchard School*

Returning to pre-pandemic school practices has been a clear reminder of the importance of robust toolkits to support teachers. Successful administrators recognize the rhythms of the school year, plan intentionally for ongoing faculty support, and find ways to recharge themselves so they can show up daily with determination and playfulness. Learn how to support faculty including triumphs, most spectacular failures, and lessons learned along the way.

► For administrators

**F-68 - Enrichment Clusters: An Innovative Approach to High-engagement Learning***Karen Leavitt & Lisa Goodman, Bernard Zell Anshe Emet Day School*

Explore the practical steps to kick off Enrichment Clusters in your school. Enrichment Clusters are small groups of mixed-aged students who work together based on a common, self-selected interest. Clusters are designed to play to students' inherent strengths and curiosities, and use this built-in motivation to extend, stretch, and maximize student learning.

► For early childhood and lower school

**F-69 - Roundtable for Teachers from Under-represented Groups***Hosted by the ISACS Equity & Justice Committee*

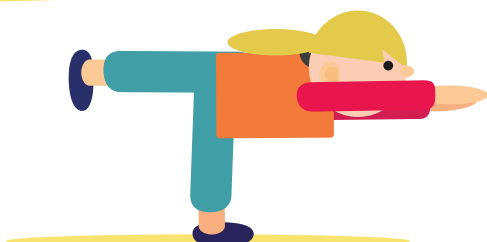
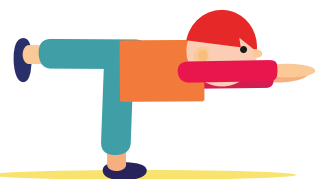
Teachers from under-represented groups are invited for dialogue and fellowship, facilitated by ISACS Equity & Justice Committee members. Meet colleagues and make connections while sharing challenges, opportunities, and needs. Engage in conversation about the most effective ways ISACS can support you in your school.

► For all

**F-70 - Use the ISACS School Community Survey Results to Inform School Improvement Plans***Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS*

Schools receive a wealth of information from the ISACS School Community Survey, and often wonder how to use it effectively to promote school improvement. We will present methods to identify key elements of the survey results and discuss potential strategies to help schools implement and verify the success of their improvement plans.

► For everyone engaged in accreditation

**F-71 - Using the Maps of a Generation***Jeff Utecht, Educational Consultant*

Embark on a captivating journey as we delve into the world of digital mapping using Google Maps, Google MyMaps, and Google Earth. Discover how these powerful tools can ignite students' curiosity, engagement, and exploration across subject areas. Uncover creative ways to leverage these platforms to enhance geography lessons, promote spatial thinking, and facilitate collaborative projects. From virtual field trips to interactive storytelling, learn how to make learning fun and exciting.

► For all

**F-72 - Learning to Depolarize: Case Studies***Kent Lenci, Middle Ground School Solutions*

Consider a handful of vexing situations, all of which have their roots in political polarization, and engage in conversation with colleagues to find productive responses. The scenarios may include: the appearance of a contentious political symbol on campus; a parent's complaint about indoctrination or the politicization of the curriculum; and a student who feels that her school, in protecting viewpoint diversity, is in effect asking her to tolerate those who deny her very humanity. This session will lean heavily on attendee participation.

► For all

**F-73 - The Teacher as Researcher, Risk-taker & Creative***Sarah Hassing, The College School*

Inspired by the municipal schools of Reggio Emilia, Italy, we seek to reimagine the role of early childhood teachers as multifaceted, complex, and holistic. Examine an image of the teacher as researcher, risk-taker, and creative where educators are centered as active participants in building knowledge through emergent, experiential inquiry. Explore how teachers can guide and extend deep and meaningful classroom inquiries that offer children opportunities for participation, imagination, and collaboration.

► For early childhood and lower school

**F-74 - Black Excellence & Black Joy Post 2020***James Ewer & Senali Dias Abeygunawardena, Breck School*

George Floyd was murdered three years ago. Educational institutions under-delivered their stated commitment for change. We believe in collective expertise to create change instead of professional development that has an expert depositing information into participants ("do this and everything will work out!"). Participants will raise their critical consciousness, reflect on what they aren't seeing in their schools, and learn to continually uplift Black Excellence and Black Joy in schools.

► For all

**F-75 - Believe in Your Shelf: Launching New School-wide Student Programs***Kat Mowczko & Darci Cadieux, Community School*

Looking to launch a new program? Learn to plan, adapt, and implement schoolwide programs that build literacy skills and meet community needs and interests. Hear about connecting across content areas and grade levels from the perspectives of a school librarian and classroom teacher. Level up your programs by activating students as leaders. Leave with example programs, next steps for your own new initiatives, and some great book puns.

► For early childhood, lower, and middle school

**F-76 - An Educators Guide to Surviving & Thriving Turbulent Times***Ed Hollinger, Science & Arts Academy*

Explore an opportunity to hear what the research says about living and working in times of stress, anxiety, and rapid change while learning the competencies necessary for navigating the turbulence we all experience. Identify the obstacles that get in the way of our success and conclude with an opportunity to design strategies to lead through difficult times with strength, resilience, and thoughtfulness.

► For all



### F-77 - (Re)Making the Joy of Teaching: Teacher Well-being, Healthy Boundaries & Care

Jenn Milam & Maddy Wolfe, Mounds Park Academy

At a time when more teachers are leaving the profession than entering, teacher well-being and (re)making joy in our day-to-day lives is more important than ever. Experience a dialogue between teacher and division director about (re)making healthy boundaries, finding joy, and honoring a teachers' personhood alongside their commitment to teaching. The school with the best (and happiest) teachers wins.

► For all

### F-78 - Connections: A New Approach to Advisory

Trent Apple & Suzanne Gorman, Francis Parker School of Louisville

Like many independent schools, ours had a lackluster advisory program, which purported to do many things and ultimately accomplished some of them, some of the time. After the pandemic, we completely redesigned our advisory program, renaming it Connections, and redefined its structure and objectives after recognizing how urgently our school needed a strong program to promote belonging and connection for students and advisors. Learn about one school's successful program revision.

► For all

### F-79 - Biking in Schools: A Vehicle for Transportation & Transformation

Amanda Love & Dale Versteegen, Laurel School

Learn about implementing a biking program at your school. We'll share alignment with SHAPE national standards, biking skill progressions, creative ways to get started on a shoestring budget, and student outcomes and growth. Gain tools to advocate for biking programs at your school and get the wheels rolling on an empowering transformation for students. Bring questions and we will help you confidently add this piece to your physical education program.

► For early childhood, lower, and middle school

### F-80 - Communication + Curriculum that Works for All Students

Heather Kurut, Morgan Park Academy

The best teachers have always prioritized teaching students over teaching content. Teachers with a student-centered approach serve to help build community in schools and model social-emotional aptitude. As schools work to become more inclusive and to embrace diversity in all of its forms, schools must adapt by making course materials and school-wide language more inclusive of all constituents. Communication and curricular materials must be accessible for all students.

► For all

### F-81 - Teacher Mentorship: Creating Excellence Through Planning & Support

Cynthia Braccini & Blair Munhofen, The Miami Valley School

Be ready to craft an effective mentorship program that can improve teacher retention, promote positive school culture, and foster the alignment and attainment of strategic goals and planning through collaborative instructional practices. Discuss, analyze, and formulate a "moonshot" proposal for your school's mentorship program by interacting with other academic leaders in small and large group activities. Walk away with a plan rooted in evidence-based strategies.

► For all

### F-82 - How to Expand Impact & Revenue: A Case Study

Stephanie Royal & Eldrich Carr, Marburn Academy

Designed for schools and leaders looking to maximize their mission and financial sustainability, one school will share its journey of expanding impact, while increasing revenue. Whether it's the story of accessing more students and families, workforce development in the education sector, or creating a pipeline for successful recruitment. This story may provide a new lens for what's possible in education.

► For administrators and trustees

### F-83 - Navigating Change Management in Independent Schools

Lauren Guip, The Summit Country Day School

Change is hard...for people, organizations, and especially for educators, who typically resist diving into risky changes that may fail. As educators we want our students to embrace taking risks, but as school leaders how do we encourage the same for our teachers and school communities? Learn about making meaningful changes in your school, how to get buy-in from key stakeholders, and how to sustain support for lasting transformation.

► For all

### F-84 - Gender Inclusion: From Communication to Classrooms

Amanda Correa & James Pesek, Thomas Jefferson School

Learn to incorporate gender-inclusive practices into your program through our journey towards creating a community supporting students and staff of all gender expressions and identities in and out of the classroom. Hear what went well, what didn't, and lessons learned. Gender-inclusive spaces cross all aspects of school life; we will offer strategies and example policies to build supportive spaces through classrooms, advising, parent communication, sex education, residential life, travel, athletics, and extracurriculars.

► For middle and upper school

### F-85 - Internship Opportunities: A Path to Co-curricular Engagement

Jennifer Conti, Columbus Academy

Learn about the Columbus Academy Internship Program for upper school students. Currently in its fifth year, learn about the creation and launch of the program, as well as how the program is performing today. Hear how students are prepared for the internship hiring process and for working in their internships. Finally, we will look at participant data and how we are reaching our students and greater community with our internship host partners.

► For upper school

### F-86 - Ready for Takeoff: Supporting Student Self-discovery

Hillary Teague & Tami Perkins, Laurel School

Laurel School's Launchpad, a collaborative department focused on students' personal, academic, and professional learning outside the classroom, draws on research from the 21<sup>st</sup> century Athenas Study, which indicates students benefit when empowered to engage in purposeful activities' supported by authentic mentoring relationships. Designed for educators interested in developing opportunities for student-driven engagement, this session will outline best practices, and poll audience members about their own school offerings and opportunities for creating similar programming.

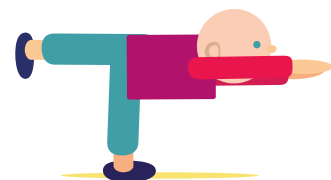
► For upper school

### F-87 - Bringing Reggio Home: Collaborating Across Early Childhood

Claire Norman & Elizabeth Hladek, Wheeling Country Day School

Join two early childhood educators and learn how their time spent abroad in Reggio Emilia, Italy influenced Reggio-inspired practices within four classrooms. From environmental transformations, provocations, and documentation, we will embark on a journey of Reggio inspiration. Participants will see how the philosophy can be applied cross-curriculum to children ages 3 to 7 years. Witness five atelier examples and a simple, yet effective, provocation.

► For early childhood





3:00 – 4:15 pm

## F-88 - Printing & the Press: The Art of Communication

*Katie Redd & Stella Boldrick, Wheeling Country Day School*

Learn about our deep dive project, "Meet the WCDS Press." This hands-on, inquiry-based learning project engages students in the connection between printmaking and communication. Hear how we connected with community partners to teach the art of printmaking and the publication process. Participate in a hands-on printmaking lesson and then try your hand at interviewing and the inverted pyramid method.

► For lower, middle, and upper school

## F-89 - Connecting with Data: Lower & Middle School

*Jill Speckert, New City School*

Statistics and data are all around and can be one of the most beneficial skills for our students to develop. Yet, statistics and data in the math class can often be irrelevant or standardized. Hear how we were inspired by Dear Data to design a project that imbeds this work throughout the year that connects reflection, journaling, intrapersonal skills, and interpersonal skills.

► For lower and middle school

## F-90 - Idea Exchange for ISACS Lead Learners

*Hosted by the ISACS Professional Services Committee*

Join others serving as Lead Learners and actively contribute to the continuing development of a vibrant learning community. Make connections with other Lead Learners and share models for professional learning. Leave with new connections, ideas for adult learning at your school, and visions of how to strengthen the impact of this developing ISACS community.

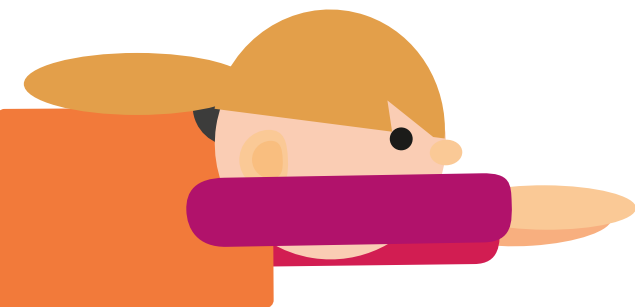
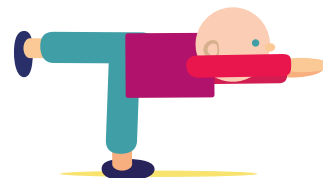
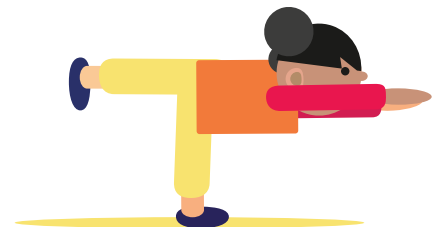
► For all who have been identified as ISACS Lead Learners

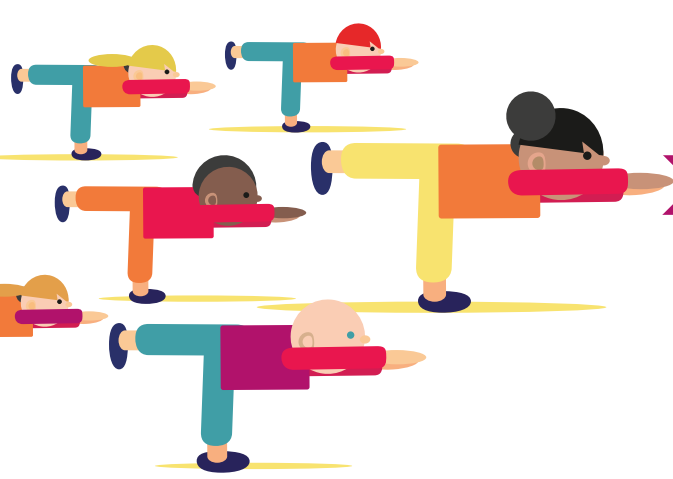
## F-91 - Roundtable for Division Heads

*Hosted by the ISACS Administrative Services Committee*

Divisional leaders from all divisions are invited to join a spirited conversation about the current challenges, opportunities, and innovations that come with this leadership role. Meet others in the same role and share helpful practices, resources, and stories to recharge yourself and your ISACS colleagues.

► For division heads and those in similar leadership roles





# LEARN FORWARD

Creating Paths to Excellence

NOVEMBER 2 & 3

**ISACS**

COLUMBUS OH

2023 ANNUAL CONFERENCE

## GENERAL CONFERENCE INFORMATION

PLEASE REFER TO THE FINAL CONFIRMATION FACT SHEET FOR ADDITIONAL DETAILS

### Conference Location

- **Greater Columbus Convention Center, 400 N. High Street, Columbus, OH.**
- For more information on Columbus, visit [Columbus Visitor website](#).

### Conference Sessions

- Sessions take place **9:00 am–4:15 pm on Thursday, Nov 2 & Friday, Nov 3, 2023.**
- Trustee Day is **Thursday, Nov 2, 9:00 am–4:15 pm.**

### General Instructions

- Following arrival at the Convention Center, visit the ISACS Registration Area from 7:30 am–4:30 pm. Follow ISACS signage. The Convention Center and Hilton Columbus Downtown are connected via Sky Bridge and the hotel's lobby.
- Plan to arrive at the Convention Center no later than 8:30 am to receive your name badge prior to the start of the morning sessions.
- Pre-registration for lunch attendance (followed by the keynote presentation) was required during online registration.
- Coffee & grab n'go items are available for purchase from several outlets throughout the Convention Center.

The **ISACS Annual Conference and Trustee Day Microsite** is your source for everything ISACS Annual Conference. You can find up-to-the-minute information including the conference brochure, schedule at-a-glance, conference planner, meeting room locations, maps, and additional conference information.

### Transportation & Parking

- **Taxi & Share Ride service from the Airport:** Approximately 10-20 minutes and cost approximately \$25 one way.
- **Overnight Valet Parking:** At the Hilton Columbus Downtown: \$40/night for hotel guests and will be billed to your hotel room.
- **Overnight Self-Parking:** Vine Street Garage, \$20/night with rates resetting at 6:00 am. The Vine Street Garage is located next to the Hilton but is not affiliated. Overnight guests must pay at pay machines prior to departure.
- **Daily Parking at the Convention Center:** \$17-20/day. For directions and parking information, visit the [Greater Columbus Convention Center Parking & Directions webpage](#). South, Vine, and Goodale garages are the closest to the Convention Center.
- Note: Rates listed above are subject to change.

### Cancellation Policy

Cancellations must have been received at [programinfo@isacs.org](mailto:programinfo@isacs.org) by October 11 to receive a refund. ISACS will determine the refund amount, if any, at the conclusion of the conference. Cancellations received after October 11 will not receive a refund. Registration may be transferred to another member from the same school.





Conference Check-in: 7:30 am – 4:30 pm

## 9:00 – 10:15 am

- T-1 TRUSTEE DAY: The Identity Loyalty Paradox: Implications for Trustees & Heads of Schools
- T-2 IDLI: Schools as Locations for Leading Antiracist Initiatives...& So Much More
- T-3 Tips & Techniques to Develop Fine Motor Coordination, Control & Strength in Young Children
- T-4 Moving from Strategy to Action
- T-5 From Theory to Practice: Harnessing AI in K-12 Education
- T-6 Strengthening School Culture While Reducing Teacher Burnout
- T-7 Promoting Authentic Student Engagement
- T-8 Engineering Play in Middle School
- T-9 Get Out, Kids! Outdoor Education in K-8
- T-10 Empowering Children: Positive Discipline & Gentle Classroom Management
- T-11 **CANCELLED** Student Leadership: Values, Leader/Leadership
- T-12 Collaborative Student Driven Book Clubs
- T-13 Building Student Leadership Through Student EdCamps
- T-14 Student Capstones in Middle School: Turning Personal into Possible
- T-15 **CANCELLED** Creating a Comprehensive Wellness Classroom
- T-16 Creating a Comprehensive Wellness Program
- T-17 Getting Ready to Write the Self-Study Report

## 10:30 – 11:45 am

- T-18 TRUSTEE DAY: Strategic Design: A Collaborative Approach to Inventing the Future
- T-19 IDLI: More Windows & Better Mirrors
- T-20 The Identity Loyalty Paradox: Implications for Educators
- T-21 The Wheels on the Bus...Are Falling Off! Executive Functioning in Young Children
- T-22 AI for School Leaders
- T-23 The Future of Beautiful, Healthy & Safe School Environments: Designing for Wellness
- T-24 Revealing 2023's Biggest Trends with Students, Tech & Social Media
- T-25 Support Before Separation
- T-26 The Three-Legged Stool: A Framework for Professional Growth
- T-27 Students as Changemakers: Harnessing the Power of Integrated Project Based Learning
- T-28 Teaching Entrepreneurship: Why Every Student Needs Entrepreneurial Skills
- T-29 **CANCELLED** Transcending the Turbulence
- T-30 Strengthening the Joy & Thinking in the Math Classroom
- T-31 The Language of Math: Understanding Language Challenges in Math
- T-32 Amplifying Student Voice to Create Interdisciplinary Courses
- T-33 The Mini-expert Project in Middle School
- T-34 **CANCELLED** Managing Income & Debt Personal Finance
- T-35 Writing the Accreditation Self-Study Report

11:45 am – 1:15 pm | TL-1 - Conference Banquet Luncheon & Keynote Presentation  
Battelle Grand Ballroom | The Sun Does Shine: How I Found Life & Freedom on Death Row

## 1:30 – 2:45 pm

- T-36 TRUSTEE DAY: Tensions that Won't Go Away: Let's Create Productive Energy
- T-37 IDLI: Raising White Kids: Bringing Up Children in a Racially Unjust America
- T-38 Conversation with Anthony Ray Hinton
- T-39 The Transfer Dilemma: Foundations of Learning in Grades 4-12 \*
- T-40 Boys: How to Teach Them & Reach Them in PK-Grade 3
- T-41 Demystifying AI: Empowering Educators, Inspiring Learners
- T-42 The Phigital Age of School: Transforming Learning Environments to Empower Future-ready Students
- T-43 Assessing for Depth of Learning \*
- T-44 Nature Playgrounds: The Intertwining of Process, Planning & Play
- T-45 Building Positive Pathways for Communication in Early Childhood
- T-46 The Whole Child: A Successful Coaching Model for Middle School
- T-47 Innovative Approaches to Differentiated Mathematical Learning
- T-48 Myth of Too Early: Engaging Middle School Students in Difficult Topics
- T-49 Growth & Partnership Program: Reimagining Teacher Growth Plans
- T-50 **CANCELLED** Teacher as Leader
- T-51 App Smashing within the Engineering Design Process
- T-52 Asking Students to Break the Rules Using Student-generated "What-ifs"
- T-53 Student Engagement: A Project Story to Boost Student Engagement
- T-54 DASL: Data Entry for the School Profile

## 3:00 – 4:15 pm

- T-55 TRUSTEE DAY: Cultivating the Board-Head of School Relationship: Hot Topics, Tips & Traps
- T-56 IDLI: Raising Healthy Humans: Antiracism in White Identity Development
- T-57 The Learning Trajectory: From Surface to Deep Learning in Grades 4-12 \*
- T-58 Creating a Culture of Dignity: Teach & Model Dignity in Everyday Life \*
- T-59 Assessing for Depth of Learning
- T-60 Technology Roundtable
- T-61 Discover, Create, Share: An IPBL Experience
- T-62 A Thematic Approach to Teaching Social Studies
- T-63 Project 345: Empathy Through Entrepreneurship
- T-64 Optimizing Architecture for Learning Today
- T-65 Positive Mindsets: Inclusivity & Belonging Through Executive Functioning
- T-66 There's No Place Like Home: National Narratives Through Local Lenses
- T-67 Exploring Best Practices for Student Requests to Avoid Traumatic Material
- T-68 **CANCELLED** Buddies Across K-8 Grade Levels
- T-69 Kindergarteners Can Be Researchers
- T-70 Connecting Your Classroom to the Real World
- T-71 Journey to Support Students with a Foot in Two Places
- T-72 Living Your Mission
- T-73 ISACS School Community Survey Meta-analysis: A Retrospective Look at 10 Years of Survey Results

Trustee Day Sessions

IDLI Sessions

\* = Repeated Sessions



Conference Check-in: 7:30 am – 4:00 pm

## 9:00 – 10:15 am

- F-1 Growing Up in Public \*
- F-2 Who We Are: Identity Development for Educators & Youth
- F-3 The Transfer Dilemma: Foundations of Learning in Grades 4-12
- F-4 Fearless Inquiry: Using Questions to Design a Relevant & Just Path Forward for Schools
- F-5 Deeper Learning with Project-based Learning (PBL)
- F-6 Culturally Responsive Classroom Lessons
- F-7 Becoming a ChatGPT AI Prompt Engineer
- F-8 Hiring & Retention of Faculty Post COVID \*
- F-9 Making Sense of Fluency: Strategies for Building Number Sense & Fact Power in K-5
- F-10 Creating a Culture of Dignity: Teach & Model Dignity in Everyday Life
- F-11 The Why, What & How of Character Education: Making It a Priority \*
- F-12 Helping Students Show What They Know: Understanding & Improving Executive Functioning \*
- F-13 Risk Management Hot Topics for School Leaders
- F-14 Providing Authentic Early Childhood Family/School Partnerships
- F-15 Nature Calling: Creating Meaningful Outdoor Learning Experiences
- F-16 Learning Out Loud: Building Discourse Rich Classrooms
- F-17 Building an Inclusive & Empowering Bookshelf
- F-18 Brand is to Admissions What Experience is to Retention
- F-19 Woodpeckers: A Child-led Theme Study
- F-20 How to Ditch Dewey
- F-21 Only Connect: Toward a Better Paradigm for Parent-school Relations
- F-22 How Specialists' Collaboration Can Enhance Student Creativity
- F-23 Conduct & Use the ISACS School Community Survey

## 10:30 – 11:45 am

- F-24 Milestones of Growing Up in the Digital Age
- F-25 Talking to Youth About Heated Topics
- F-26 The Learning Trajectory: From Surface to Deep Learning in Grades 4-12
- F-27 One Foot in the Future: New Frameworks, Tools & Lenses to Help Imagine What Comes Next
- F-28 Deeper Learning with PBL: Middle/Upper School Teachers, Instructional Coaches & Leaders
- F-29 Teaching Students to Think: Strategies for Teaching Problem-solving in the K-8 Math Classroom
- F-30 Supporting Affinity Groups & Cultural Learning Spaces
- F-31 The Intersection of Generative AI & Equity
- F-32 Top 10 Issues for Academic Leaders & What to Do About Them
- F-33 Learning to Depolarize for Teachers
- F-34 Helping Students Show What They Know: Understanding & Improving Executive Functioning
- F-35 The Why, What & How of Character Education: Making It a Priority
- F-36 Navigating Complaints & Knowing When & How to Investigate
- F-37 Decoding Attrition: Six Components of Parent Retention
- F-38 Providing Windows & Mirrors into the Asian-American Experience
- F-39 Supporting Student Success in Afterschool & Summer Programs
- F-40 Understanding the Puzzling Young Child
- F-41 Paintbrushes & Podiums: Art & Oratory in the Classroom
- F-42 Empowering Students Through Experiential Learning
- F-43 The Positive Change: Leveraging Positive Psychology to Maximize Potential
- F-44 The Project Approach: Engaging Learners in Authentic Ways
- F-45 Spelling Rules Rock
- F-46 Good Vibrations: Building Community with Good News
- F-47 Analyze & Interpret the ISACS School Community Survey Results

**11:45 am – 1:15 pm | FL-1 - Conference Banquet Luncheon & Keynote Presentation**  
**Battelle Grand Ballroom | Reclaim Your Why: Your Unique Role in Helping Kids Thrive**

## 1:30 – 2:45 pm

- F-48 Continuing the Conversation with Julie Lythcott-Haims
- F-49 Growing Up in Public
- F-50 Inclusion in the Early Years: Why, What & How
- F-51 Creating Imagination Infrastructures in Schools: Making Space for Envisioning a Future of Education Worth Fighting For
- F-52 Bringing Your Graduate Profile to Life
- F-53 Exploring the Hidden Curriculum: Unpacking Challenging Units
- F-54 Skills-based Assessment in the Era of ChatGPT
- F-55 Hiring & Retention of Faculty Post COVID
- F-56 Learning to Depolarize for School Leaders
- F-57 Problem-based Lesson Format: Supporting Productive Struggle in the K-8 Math Classroom
- F-58 Development Priorities: What to Do When You Can't Do It All
- F-59 Jazz & Controversy: Leadership Lessons from Both Sides of the Curtain
- F-60 Cultivation of Character for Ethical Leadership
- F-61 Who Are the 1 in 5? Understanding Those with Language Learning Differences
- F-62 Innovation Coaching: Launching, Aligning & Sustaining
- F-63 Learning Walks: Using 10-minute Class Visits to Build Community
- F-64 Continuous Improvement: It's Like Science, But Not Rocket Science
- F-65 Creating a Culture of Whole-person Wellness: The Seminar Model
- F-66 Reinvigorating the Assistant Teacher/Lead Teacher Dyad
- F-67 Sometimes Leadership Looks Like a Pie in the Face: Tips & Tricks for Maintaining Your Mojo in Support of Faculty
- F-68 Enrichment Clusters: An Innovative Approach to High-engagement Learning
- F-69 Roundtable for Teachers from Under-represented Groups
- F-70 Use the ISACS School Community Survey Results to Inform School Improvement Plans

## 3:00 – 4:15 pm

- F-71 Using the Maps of a Generation
- F-72 Learning to Depolarize: Case Studies
- F-73 The Teacher as Researcher, Risk-taker & Creative
- F-74 Black Excellence & Black Joy Post 2020
- F-75 Believe in Your Shelf: Launching New School-wide Student Programs
- F-76 An Educators Guide to Surviving & Thriving Turbulent Times
- F-77 (Re)Making the Joy of Teaching: Teacher Well-being, Healthy Boundaries & Care
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- F-87 Bringing Reggio Home: Collaborating Across Early Childhood
- F-88 Printing & the Press: The Art of Communication
- F-89 Connecting with Data: Lower & Middle School
- F-90 Idea Exchange for ISACS Lead Learners
- F-91 Roundtable for Division Heads

 Trustee Day Sessions

 IDLI Sessions

\* = Repeated Sessions

## Your ISACS Annual Conference Planner

Use this worksheet to record the sessions and luncheons for which you registered and bring it with you to the conference. Specific meeting room assignments and maps will be emailed to attendees approximately one week prior to the conference.

### Thursday, November 2

	SESSION	ROOM
9:00 – 10:15 am		
10:30 – 11:45 am		
11:45 am – 1:15 pm	TL-1 - Conference Banquet Luncheon & Keynote Presentation * The Sun Does Shine: How I Found Life & Freedom on Death Row	
1:30 – 2:45 pm		
3:00 – 4:15 pm		

### Friday, November 3

9:00 – 10:15 am		
10:30 – 11:45 am		
11:45 am – 1:15 pm	FL-1 - Conference Banquet Luncheon & Keynote Presentation * Reclaim Your Why: Your Unique Role in Helping Kids Thrive	
1:30 – 2:45 pm		
3:00 – 4:15 pm		

(\*) Pre-registration was required.



We look forward to seeing you in Columbus this November!



# 2023 CONFERENCE SPONSORS & EXHIBITORS

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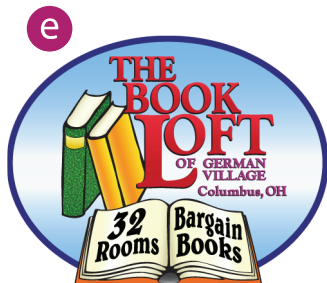
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