Everyone is welcome to attend. NAIS has an institutional commitment to the principles of diversity. In that spirit, NAIS does not discriminate in violation of the law on the basis of race, religion, creed, color, sexual orientation, age, physical challenge, nation of origin, gender, or any other characteristic.
We are thrilled you’re with us as we gather with thousands of your fellow independent school educators to explore the theme The Leadership Journey: Guides, Pathways, and Possibilities.

While you’re here, we hope you will discover the possibilities of your own leadership journey—whether you lead as a head of school, a teacher, a trustee, or in multiple roles. In addition to grappling with a changing education landscape, we in the independent school community are faced with shifting mindsets about who leads and how. When NAIS was founded more than 50 years ago, the concept of leadership looked remarkably different than it does today. Although many of the building blocks of inspiring leadership remain the same, we now know there are countless styles, personalities, and skills that can help us lead effectively, whether in the classroom, at a board meeting, or in the office of the head of school.

In addition to the wide array of workshops, special events, and networking opportunities we offer at the NAIS Annual Conference, we’ve also set up spaces for you to reflect on your personal leadership journey—both where you’ve been and where you’re going. Find stations around the conference to write a thank-you note to a mentor (and we’ll mail it for you!). Visit the journey wall to share your story. Stop by the NAIS Expo for a complimentary headshot you can use in your professional endeavors. Head to our general sessions and get inspired by our fantastic speakers. And listen to the leadership journeys of your colleagues as you move through the conference.

Our goal is for you to head back to school feeling refreshed and ready to guide others on their paths, as well as your own. After all, we’re all on this journey together.

DONNA OREM
PRESIDENT

JAY RAPP
VICE PRESIDENT FOR PROFESSIONAL DEVELOPMENT
ALL EVENTS TAKE PLACE IN THE GEORGIA WORLD CONGRESS CENTER (GWCC), UNLESS OTHERWISE NOTED.

WEDNESDAY, MARCH 7

11:00 AM – 6:00 PM
Registration Open
GWCC, Building B Registration Hall

1:00 – 4:00 PM
Klingenstein Seminar Series
Successful Negotiations: Navigating Conflict, Collaboration, and Difficult Conversations
GWCC, B308-B309

1:00 – 4:00 PM
Optional Three-Hour Workshops

1:00 – 5:00 PM
Families First Tour and Reception
Tour: 1:00 – 4:00 PM
The Journey of Atlanta: From the Depths of Slavery to the Heights of the Modern Civil Rights Movement
Transportation will pick up/drop off at the main GWCC entrance on Andrew Young International Boulevard, and will depart promptly at 1:00 PM.
Reception: 4:00 – 5:00 PM
GWCC, B202

5:00 – 6:00 PM
First-Time Attendee Reception
Omni Hotel, Grand Ballroom E

This Ticket Required symbol indicates you can attend the event only if you registered in advance. Some events have on-site registration.

This Video symbol indicates sessions that will be available as part of #NAISAC On Demand. See page 12 for details.
### Thursday, March 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 – 7:00 AM</td>
<td>Zumba Omni, Dogwood Yoga Omni, Hickory</td>
</tr>
<tr>
<td>6:30 AM – 6:00 PM</td>
<td>Registration Open GWCC, Building B Registration Hall</td>
</tr>
<tr>
<td>7:30 – 9:00 AM</td>
<td>President’s Breakfast and Annual Meeting GWCC, B206</td>
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<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 1</td>
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<tr>
<td>9:00 – 9:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:15 – 10:30 AM</td>
<td>Opening General Session With Adam Grant GWCC, Hall B1</td>
</tr>
<tr>
<td>10:30 – 11:00 AM</td>
<td>Break and Book Signing With Adam Grant NAIS Bookstore</td>
</tr>
<tr>
<td>10:30 AM – 5:45 PM</td>
<td>NAIS Expo Open GWCC, Hall B2</td>
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<tr>
<td>11:15 AM – 12:15 PM</td>
<td>One-Hour Workshop Block 2</td>
</tr>
<tr>
<td>12:15 – 1:15 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
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<tr>
<td>1:15 – 2:15 PM</td>
<td>One-Hour Workshop Block 3</td>
</tr>
<tr>
<td>2:15 – 3:15 PM</td>
<td>Networking Break and Meetups in the NAIS Expo</td>
</tr>
<tr>
<td>3:15 – 4:15 PM</td>
<td>General Session With Navi Radjou GWCC, Hall B1</td>
</tr>
<tr>
<td>4:15 – 4:45 PM</td>
<td>Book Signing With Navi Radjou NAIS Bookstore</td>
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<tr>
<td>4:15 – 5:45 PM</td>
<td>Welcome Reception in the NAIS Expo</td>
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</table>

### Friday, March 9

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6:00 – 7:00 AM</td>
<td>Zumba Omni, Dogwood Yoga Omni, Hickory</td>
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<tr>
<td>6:30 AM – 1:00 PM</td>
<td>Registration Open GWCC, Building B Registration Hall</td>
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<tr>
<td>7:00 AM – 3:15 PM</td>
<td>NAIS Expo Open GWCC, Hall B2</td>
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<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 4</td>
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<tr>
<td>9:00 – 9:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:15 – 10:30 AM</td>
<td>General Session With Sisonke Msimang GWCC, Hall B1</td>
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<tr>
<td>10:30 – 11:00 AM</td>
<td>Break and Book Signing With Sisonke Msimang NAIS Bookstore</td>
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<tr>
<td>11:15 AM – 12:15 PM</td>
<td>One-Hour Workshop Block 5</td>
</tr>
<tr>
<td>12:15 – 1:15 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
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<tr>
<td>1:15 – 2:15 PM</td>
<td>One-Hour Workshop Block 6</td>
</tr>
<tr>
<td>2:15 – 3:15 PM</td>
<td>Networking Break and Meetups in the NAIS Expo</td>
</tr>
<tr>
<td>3:15 – 4:15 PM</td>
<td>Closing General Session With Amy Cuddy GWCC, Hall B1</td>
</tr>
</tbody>
</table>
**IMPORTANT REMINDERS**

**DOWNLOAD THE NAIS EVENTS APP**  
**New!** Find all the NAIS events you attend in one app. Simply download the NAIS Events app and then add “2018 NAIS AC” to your list of shows. Once you’ve installed the 2018 NAIS Annual Conference show, you will be able to:  
› Stay organized with up-to-the-minute event, speaker, and exhibitor information;  
› Create a custom schedule by bookmarking the events and workshops you want to attend;  
› Receive real-time communication from NAIS;  
› Follow and join conference chatter on social media;  
› Locate exhibitors you want to visit;  
› Connect with your colleagues at the conference;  
› Rate workshop sessions;  
› And more!

**NURSING MOTHERS ROOM**  
This quiet, peaceful space meets the needs of nursing mothers during the conference. The room includes refrigerators, electric outlets, private spaces, and other accommodations.  
**Wednesday, 9:00 AM – 5:00 PM**  
**Thursday, 6:30 AM – 6:00 PM**  
**Friday, 6:30 AM – 4:15 PM**  
**LOCATION: GWCC, B307**

**SPEAKER READY ROOM**  
If you are presenting a workshop, please stop by this room to ensure your presentation and any audio/video clips work properly, and/or to test any connection cables you may use.  
**Wednesday and Thursday, 7:00 AM – 4:30 PM**  
**Friday, 7:00 AM – 3:00 PM**  
**ROOM: GWCC, B209**

**DAILY SCHEDULES**  
Use these handy fold-out schedules to find workshops and events quickly while you’re at the convention center.

**MEDIA RELEASE** By attending the NAIS Annual Conference, attendees grant permission to NAIS and its agents to utilize the attendees’ image or likeness in an effort to promote NAIS. Attendees waive any right to inspect or approve the finished product or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

**CONNECT TO WI-FI**  
**NETWORK: NAIS2018**  
**PASSWORD: nais2018**

**EMERGENCY**  
In the event of an emergency, it is requested that you contact the Georgia World Congress Center (GWCC) Police/Security Communications Center. The number is 4911 and can be dialed directly from a red courtesy phone located conveniently throughout the facility, or from a cell phone, (404) 223-4911.

**QUESTIONS?**  
**VISIT THE NAIS INFO BOOTH AT GWCC, BUILDING B LOBBY.**

#NAISAC
ALL CONFERENCE ACTIVITIES TAKE PLACE IN THE GEORGIA WORLD CONGRESS CENTER (GWCC), UNLESS OTHERWISE NOTED.
ALL GENERAL SESSIONS WILL BE HELD IN GWCC, HALL B1.

NAIS members can livestream the general session speakers from anywhere, free of charge, at annualconference.nais.org.

**GENERAL SESSION SPEAKERS**

**GIVERS TAKE ALL: CREATING A CULTURE OF PRODUCTIVE GENEROSITY**

**THURSDAY 9:15 – 10:30 AM**

**Book Signing**

**ADAM GRANT** is the co-author of *Option B*, the book he wrote with Facebook’s Sheryl Sandberg about facing adversity, building resilience, and finding joy. A professor at the University of Pennsylvania’s Wharton School, he has also written two other *New York Times* best-sellers: *Originals* and *Give and Take*.

**BEYOND SMARTNESS: LEADING WISELY IN A CONSCIOUS SOCIETY**

**THURSDAY 3:15 – 4:15 PM**

**Book Signing**

**NAVI RADJOU** is an innovation and leadership adviser and best-selling author based in Silicon Valley. He examines how to tap into your abundant inner resources—love, ingenuity, wisdom—to consciously direct human evolution toward a better future beyond “smartness.”

**WHEN I GROW UP I WANT TO BE:**

**STORIES AS BORDERS, STORIES AS SKIES**

**FRIDAY 9:15 – 10:30 AM**

**Book Signing**

**SISONKE MSIMANG** tells stories about justice and human rights. In 2008, she became the executive director of the Open Society Initiative for Southern Africa. Msimang is now the head of programs at the Centre for Stories, which collects stories about migrants, refugees, and diverse people linked to the Indian Ocean Rim.

**HOW TO LEAD WITH CONFIDENCE AND BE MORE INFLUENTIAL**

**FRIDAY 3:15 – 4:15 PM**

**Amy Cuddy** is a leadership teacher at Harvard University, a *New York Times* best-selling author, and a Young Global Leader at the World Economic Forum. She has taught thousands of people how to become more present, influential, and satisfied in their professional and personal lives.

#NAISAC
FEATURED WORKSHOP
SPEAKERS

ALL FEATURED WORKSHOPS WILL BE HELD IN GWCC, B308-B309.

**THURSDAY 11:15 AM – 12:15 PM**

**THE NEED FOR STRATEGIC AGILITY**

An award-winning educator, **KATHY PEARSON** teaches topics such as complex decision making, strategic agility, the enterprise mindset, stakeholder management, operational excellence, and strategic execution. She is academic director for many programs for mid- and senior-level executives.

**THURSDAY 1:15 – 2:15 PM**

**WEARING THE SAME JERSEY: CULTIVATING CANDID CONVERSATION AND ROBUST ALLIANCES BETWEEN PARENTS AND SCHOOLS IN OUR NEW WORLD**

Psychologist **WENDY MOGEL** is the author of two acclaimed parenting books: *The Blessing of a Skinned Knee* and *The Blessing of a B Minus*. In her work, she explores how over-protection, over-scheduling, over-indulgence, and perfectionism undermine children.

**FRIDAY 11:15 AM – 12:15 PM**

**CHANGING THE WORLD ONE GAME AT A TIME**

**LUMA MUFLEH** is the coach of a soccer team called the Fugees — short for refugees. The players come from 28 war-torn countries, and most have endured unimaginable hardship. Now, Mufleh is building the Fugees Academy, which serves children in grades 6-12 with an intensive college-prep curriculum.

**FRIDAY 1:15 – 2:15 PM**

**THE PARADOX OF FREE SPEECH IN AMERICA TODAY**

**SANFORD J. UNGAR** is an experienced journalist. He is the author or editor of six nonfiction books, including *The Papers & The Papers: An Account of the Legal and Political Battle Over the Pentagon Papers*, which won the George Polk Award. He teaches undergraduate seminars on free speech at both Georgetown and Harvard.
NAIS gratefully acknowledges the support of our 2018 NAIS Annual Conference sponsors.

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United Educators
DON’T MISS SPECIAL EVENTS HAPPENING IN THE NAIS EXPO, INCLUDING CHAIR MASSAGES, FREE HEADSHOTS, A MAKERSPACE, AND MORE! CHECK PAGE 14 FOR MORE DETAILS.
KLINGENSTEIN SEMINAR SERIES
Successful Negotiations: Navigating Conflict, Collaboration, and Difficult Conversations
GWCC, B308-B309
Wednesday, 1:00 – 4:00 PM
Ticket Required: $25
School leaders need to master the art and science of negotiating a broad series of issues — from school policy to job responsibilities and from salaries to student and family issues. This skills-based workshop on essential principles of negotiation helps you strengthen your own leadership as well as your school community. Presenter Michelle Greenberg-Kobrin is a clinical professor of law at Cardozo Law School and founding director of the Leadership Program at the Heyman Center on Corporate Governance.

FIRST-TIME ATTENDEE RECEPTION
OMNI, GRAND BALLROOM E
Wednesday, 5:00 – 6:00 PM
Ticket Required: Free
Join fellow first-time NAIS Annual Conference attendees at a casual reception. Get to know each other and forge new connections as you begin your conference experience.

WELLNESS ACTIVITIES
ZUMBA OMNI, DOGWOOD
YOGA OMNI, HICKORY
Thursday, 6:00 – 7:00 AM
Friday, 6:00 – 7:00 AM
Mental and physical wellness are important aspects of everyday life. The 2018 NAIS Annual conference gives you the opportunity to participate in early morning yoga or Zumba.

NEW! PROFILES IN LEADERSHIP GALLERY
Listen to reflections on leadership from your peers in independent education in our new Profiles in Leadership interactive gallery. Find out what leadership means to others in your field, and reflect on what leadership means to you. Visit nais.org/profilesinleadership to browse the gallery. Stop by an in-person leadership gallery in GWCC, Building B, level 400 to see real-time photos of your colleagues at the conference.

CRISSY CÁCERES
Assistant Head of School for Equity and Social Impact, Georgetown Day School (DC)
“For me, the work only becomes honest when we’re able to be vulnerable about the steps that we have taken.”
**PRESIDENT’S BREAKFAST AND ANNUAL MEETING**

GWCC, B206  
**Thursday, 7:30 – 9:00 AM**  
**Ticket Required: $25**

Join other heads of school and leadership team members for breakfast and a presentation by NAIS President Donna Orem and the NAIS Board of Trustees. The Annual Meeting for Members immediately follows the breakfast.

**NAIS AC POWERED BY PechaKucha**

GWCC, B401-B402  
**Thursday, 1:15 – 2:15 PM**  
**Friday, 1:15 – 2:15 PM**

NAIS has adapted the exciting, rapid-fire format of popular PechaKucha presentations to the Annual Conference stage. All presenters must adhere to the 20 x 20 rule: They’re limited to 20 slides that advance automatically at 20 seconds per slide. Whether funny, sad, informative, or inspirational, all presentations are concise and visual. Find all topics and presenters on pages 40 and 67.

**SPEED INNOVATING**

GWCC, ANDREW YOUNG INTERNATIONAL BOULEVARD ENTRANCE  
**Thursday, 11:15 AM – 12:15 PM**

Following a speed dating format, spend an hour hearing from some of the most innovative independent schools across the country. These intimate, 15-minute mini-sessions focus on the schools’ innovation journeys, why they embarked on their journeys, and some of the lessons learned so far. Participation is first come, first served, so please be sure to show up early and get ready to mingle! Find table topics and presenters on page 31. No tickets required.

**NAIS WELCOME RECEPTION**

NAIS EXPO, GWCC, HALL B2  
**Thursday, 4:15 – 5:45 PM**

Connect with your colleagues and exhibitors for a welcome reception in the NAIS Expo. Enjoy drinks, food, entertainment, and more during this opening event.

**NAIS ART GALLERY AND CAFÉ**

GWCC, REGISTRATION HALL B  

Come join us in a new art gallery space to view artwork from several NAIS member schools. Grab a hot beverage and take time to blog, meet with colleagues, or continue conversations from workshops. You will even find some art materials in case inspiration strikes!

---

#NAISAC

**ON DEMAND**

Audio and video recordings of featured workshops, PechaKucha sessions, and some of the conference’s compelling workshops are available for you to purchase for future use. Bring these dynamic, inspiring, and educational sessions back to your school in one of two ways:

1. **12-Month Online Access to All On Demand Sessions**
   - NAIS Members: $149
   - Nonmembers: $199

2. **USB of All On Demand Sessions**
   - NAIS Members: $199
   - Nonmembers: $249

Stop by the PlayBack Now booth, located in GWCC, Building B Registration Hall for more information or to purchase your on-demand package.
Families First is a program for partners and spouses of heads of school. Our thanks to Shauna Betof, Boston University Academy (MA), and John Suitor, Boulder Country Day School (CO), for their work in programming Families First.

FAMILIES FIRST TOUR AND RECEPTION
The Journey of Atlanta: From the Depths of Slavery to the Heights of the Modern Civil Rights Movement
Wednesday, 1:00 – 5:00 PM
Tour: 1:00 – 4:00 PM
Transportation will pick up/drop off at the main entrance on Andrew Young International Boulevard, and will depart promptly at 1:00 PM.
Reception: 4:00 – 5:00 PM
GWCC, B202
Ticket Required: $50
A local historian from Black Mecca of the South Tours leads this comprehensive tour of historic sites around Atlanta. Visit the birth home of Dr. Martin Luther King Jr., the Sweet Auburn Avenue Historic District, the Alonzo Herndon Museum and Mansion, and much more. The Journey of Atlanta provides powerful lessons about diversity, equity, and inclusion. Join Nicole DuFauchard, head of The Advent School (MA), in a discussion about the tour and how first families can bring these insights into their school communities and help lead meaningful school change.

FAMILIES FIRST ROUNDTABLE
GWCC, B202
Friday, 11:15 AM – 12:15 PM
Families First roundtable discussions are meant for new and experienced heads of school and their spouses, as well as those who will be moving into a headship in the upcoming year.

FAMILIES FIRST WORKSHOP #1
GWCC, B202
Thursday, 11:15 AM – 12:15 PM
Synergy Between Public and Private Persona in an Age of Polarizing Social and Political Climate
School leaders and their families often find themselves in the throes of conflict when boards, teachers, and families hold different values. Because the current national climate has exacerbated this issue, heads and their partners or spouses find managing the interplay of their public and private selves increasingly challenging. Explore effective ways for first families to maintain their personal values while leading the school through challenging discourse.
PRESENTERS: Ken Aldridge, Wilmington Friends Schools (DE); Rob Evans, psychologist; Jennie S. Knight, University of Virginia

FAMILIES FIRST WORKSHOP #2
GWCC, B202
Friday, 8:00 – 9:00 AM
Challenges in Board and Head Relationships
The relationship between the head and the board can be uniquely fulfilling or destined to cause hours of lost sleep. How are you building the board relationship you need to support your leadership? How do your interactions and decisions contribute to either a healthy relationship or one rife with difficulty? How can your spouse support or undermine your efforts? Join this interactive session to talk through scenarios with NAIS’s general counsel and your colleagues. Examine key topics that can derail this relationship, including contract negotiations, salary setting for staff, working with major donors, and more.
PRESENTER: Debra Wilson, NAIS
THE NAIS EXPO IS LOCATED IN THE GEORGIA WORLD CONGRESS CENTER (GWCC) HALL B2.
FOR MORE INFORMATION ABOUT ALL THE EXCITING THINGS IN THE NAIS EXPO, VISIT ANNUALCONFERENCE.NAIS.ORG/EXPO.

NAIS EXPO HOURS

10:30 AM – 5:45 PM
THURSDAY, MARCH 8

7:00 AM – 3:15 PM
FRIDAY, MARCH 9

Visit the NAIS Expo for exciting programming, hands-on activities, networking opportunities, and more. Mingle with more than 200 exhibitors who invite you to explore all the latest products and resources designed to meet your school’s needs. Find everything from classroom furniture and school uniforms to up-to-the-minute technology designed to help you solve problems and innovate. In the Expo, you’ll find:

- Complimentary lunches
- Complimentary coffee, tea, and light breakfast on Friday
- Meetup Breaks by Role
- Complimentary Snacks During Networking Breaks
- The NAIS Makerspace
- The NAIS Member Resource Center
- The NAIS Innovation Kitchen
- Startup Alley
- Complimentary headshots
- Relaxation Lounge
- Charging stations
- Welcome reception
- Lots of prizes and giveaways

INDEPENDENT SCHOOL MAGAZINE MEET AND GREET
Thursday, 2:15 – 3:15 PM

The Spring issue is the debut of the redesigned and reimagined Independent School magazine. Focused on leadership, this issue is packed with thought-provoking ideas that you’ll want to discuss with your colleagues here and back on campus. Meet some of the authors behind those ideas and talk more in-depth with them during this networking break. Stop by the Member Resource Center to check out the new issue, chat with the editors about contributing to the magazine, and learn more about what’s on the editorial horizon.
NAIS MEMBER RESOURCE CENTER
Visit the Member Resource Center for hands-on demonstrations of Data and Analysis for School Leadership (DASL), Inspiration Lab, NAIS Connect online communities, the NAIS Career Center, and more. Get all your questions answered, and sign up for prizes.

NAIS INNOVATION KITCHEN
The NAIS Innovation Kitchen fosters and incubates ideas to solve your school’s most pressing challenges while bringing schools together to better serve all children. Come to the Innovation Kitchen for:

► An NAIS recipe for innovation—in particular, the Magnetic Mountain framework
► An opportunity for you and your team to tell your own innovation story
► Inspiring conversations with future-wise schools and thought leaders

NAIS MAKERSPACE
Go on a journey through the world of making in independent schools. Drop by and make a custom electronic name tag, create a flying object, try your hand at soldering circuits, and more.

STARTUP ALLEY
Visit this special section of the Expo to hear from startup companies from around the country. As you look for new ways to merge education, technology, and innovation, stop by to learn how these new companies can help your school.

NAIS HEADSHOT LOUNGE
Start the next step of your own leadership journey by stopping by and getting a complimentary professional headshot taken.

RELAXATION LOUNGE
Take a break from the hustle and bustle to get a brief chair massage. Let your cares melt away!

THE NAIS BOOKSTORE IS NO LONGER LOCATED IN THE NAIS EXPO. YOU CAN NOW FIND IT IN THE GWCC OVERLOOK NEXT TO ROOM B209.

BOOKSTORE HOURS
THURSDAY, 8:00 AM–6:00 PM
FRIDAY, 7:00 AM–3:30 PM

Visit the NAIS Bookstore to purchase books by the general session speakers and more. The bookstore is where all the book signings will take place.
## Networking Breaks and Meetups

### In the NAIS Expo

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<thead>
<tr>
<th>Time</th>
<th>Meetup Groups</th>
<th>Location</th>
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<tbody>
<tr>
<td>2:15 – 3:15 PM</td>
<td>Thursday Meetup Groups</td>
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<td></td>
<td>Heads of School and Trustees</td>
<td>Peachtree</td>
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<td>Assistant Heads</td>
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<td>Advancement and Communications</td>
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<td>Tech Directors and Coordinators</td>
<td>Makerspace</td>
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<tr>
<td>2:15 – 3:15 PM</td>
<td>Friday Meetup Groups</td>
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<td>Deans/Director of Studies</td>
<td>Makerspace</td>
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</table>

Join us for an afternoon snack break and engaging conversations.

Looking to meet other educators from around the country? Come to the NAIS Expo’s dedicated Meetup Spaces, where you can meet and mingle with others in your role. Grab a snack and head to one of four locations to learn about the triumphs, challenges, and opportunities that you might have in common. Find a map of the NAIS Expo on page 76.

Stay connected with your new friends in the NAIS app! Tap on the “Attendees” tile and add a fellow attendee as a friend.
Choose the Workshops That Are Right for You

Your time at the conference is valuable, so we recommend planning which workshops you want to attend in advance. Here’s how to choose workshops that are right for you.

Do a Deeper Dive
Get a comprehensive view of timely topics with our optional three-hour Wednesday workshops. Workshops are listed in this program and on the website.

Follow the Tracks
Choose from workshops across six tracks: The Classroom Experience, Communications and Advancement, Governance, Management, Leadership Development, and The Student Experience.

Browse Workshops Online
Use our website to sort, search, and filter all one-hour workshops in one place. Find the page at annualconference.nais.org/workshops.

Use the App
Download the NAIS Events app, and choose the 2018 Annual Conference event within it. Once you’ve decided where you want to spend your time at the conference, simply star (★) each workshop in the app to add it to your schedule for easy reference.

Thank Your Mentor
Stop by stations throughout the conference for a dedicated space to write a thank-you note to a mentor who has helped you along your leadership journey. Write a note, address your postcard, and drop it in the mailbox—we’ll mail it for you!
**WEDNESDAY, MARCH 7**

**11:00 AM – 6:00 PM**
Registration Open
GWCC, BUILDING B REGISTRATION HALL

**1:00 – 4:00 PM**

**Klingensteine Seminar Series**
Successful Negotiations: Navigating Conflict, Collaboration, and Difficult Conversations
GWCC, B308-B309

**1:00 – 4:00 PM**

**OPTIONAL THREE-HOUR WORKSHOPS**

**W1. Assessing Student Leadership: Taking the Guesswork Out of Teaching and Assessing Leadership**
PRESENTERS: Karen Strobel, Nanci Kauffman, and Stacey Kertsman, Castilleja School (CA); John Gulla, E.E. Ford Foundation
ROOM: B302

**W2. Create Your School’s Future With Customer Insights and Mission/Business Model Mapping**
PRESENTER: Maura Farrell, Winchester Thurston School (PA)
ROOM: B303

**W3. Diversity in Governance: Opportunities, Responsibilities, and Effective Practices**
PRESENTERS: Alison Park, Blink Consulting; Barre Fong, Lick-Wilmerding High School (CA); Alex Wong, Town School for Boys (CA)
ROOM: B304

**W4. Ethnographic Research as a Tool for Strategic Leadership and School Management**
PRESENTERS: Matthew Abbondanzio, Dan Lenzen, and Brian Murphy, La Jolla Country Day School (CA)
ROOM: B305

**W5. Foundations of Risk Management: Rising Above Uncertainty**
PRESENTERS: Erica Ellis and Constance Neary, United Educators; Debra Wilson, NAIS
ROOM: B306

**W6. Implementing Your Strategic Plan: How Boards and Leaders Maximize the Odds of Success**
PRESENTERS: Stephanie Rogen, Greenwich Leadership Partners; Randall Dunn, Kirk Greer, and Charlie Gofen, Latin School of Chicago (IL)
ROOM: B310

**W7. The Mentorship Journey: Essential Lessons for the Protégé and Mentor**
PRESENTERS: Marifred Cilella, The Howard School (GA); Bob Shirley, consultant; Kyle Pietrantonio, Holy Spirit Preparatory School (GA); Angela Robertson, Swift School (GA)
ROOM: B406

**W8. NAIS Innovation Kitchen: Mini-Hack**
*This workshop is for NAIS members only.*
PRESENTERS: Tim Fish, Kawai Lai, and Jefferson Burnett, NAIS
ROOM: B311
W10. School and Leadership in an Age of Acceleration, Augmentation, and “The Singularity”
PRESENTERS: Carla Silver, Leadership+Design; Christian Long and Sam Chaltain, Wonder by Design; Christian Talbot, Basecamp School (NJ)
ROOM: B312

W11. Schools as Laboratories for Leadership Change
PRESENTERS: Concepcion Alvar and Martha Erskine, Marymount School of New York (NY); Don Buckley, Tools at Schools
ROOM: B403

W12. Schoolwide Innovation: A 12-Month Framework
PRESENTERS: Timothy Viands, Grand River Academy (OH); Marc Frankel, Triangle Associates; Rich Odell, Heads Up Educational Consulting
ROOM: B404

W13. Supporting Transgender Students Supports All Students: Performing a Full Gender Audit at Your School
PRESENTERS: Mb Duckett Ireland, Choate Rosemary Hall (CT); Alex Myers and Joanne Lembo, Philips Exeter Academy (NH)
ROOM: B405

W14. Unsafe or Uncomfortable? Encouraging Dialogues Across Differences
PRESENTERS: Robert Munro and Pascale Musto, Middlesex School (MA)
ROOM: B408

W15. “What You Permit, You Promote:” Shaping Culture, One Fractal at a Time
PRESENTERS: Debbie Freed, Debbie Freed and Associates; Landis Green, Wildwood School (CA); Clair Ward, Shore Country Day School (MA); Kathleen McNamara, Seven Hills School (CA)
ROOM: B301

W16. Wild Leadership: Tending Rituals, Setting the Stage, Embodying Play
PRESENTERS: Sheryl Chard, Sofia Center for Professional Development at Bosque School (NM); Tamisha Williams, Lick-Wilmerding High School (CA); Elsa Menendez, National Hispanic Cultural Center
ROOM: B409

1:00 – 5:00 PM

Families First Tour and Reception
The Journey of Atlanta: From the Depths of Slavery to the Heights of the Modern Civil Rights Movement
Tour: 1:00 – 4:00 PM
Transportation will pick up/drop off at the main entrance on Andrew Young International Boulevard, and will depart promptly at 1:00 PM.

Reception: 4:00 – 5:00 PM
GWCC, B202

5:00 – 6:00 PM

First-Time Attendee Reception
OMNI HOTEL, GRAND BALLROOM E
THURSDAY

MARCH 8
6:00 – 7:00 AM
ZUMBA OMNI, DOGWOOD
YOGA OMNI, HICKORY

6:30 AM – 6:00 PM
Registration Open
GWCC, BUILDING B REGISTRATION HALL

7:30 – 9:00 AM
President’s Breakfast and Annual Meeting
GWCC, B206

8:00 – 9:00 AM WORKSHOPS

Admissions Practices: Making the Right Choices
Explore legal mandates, best practices, and practical guidance about the increasingly complex world of independent schools’ admissions policies and practices with experienced counsel. Through real-world scenarios, review best practices for interacting with students and applicants who may be disabled, including how to manage risks associated with interviews and on-campus visits, documenting the process, and delivering the good (or bad) news.
PRESENTERS: Sarah Fay, Schwartz Hannum PC
ROOM: B212

Beyond In-Service Days: Building a Center for Teaching and Learning
What are the best ways to provide ongoing, supportive structures for the improvement of teaching in an independent school? Get an overview of a pilot center for teaching and learning (CTL) for PK-12 teachers. Learn how to launch a CTL, including strategies for encouraging teacher buy in, structuring workflow, setting up site visits, conducting interviews, and reporting findings. Find out how to develop a CTL mission statement, create a roll-out plan, market offerings to faculty, organize teacher cohorts, establish an instructional coach training program, plan a novice teacher mentoring system, and more.
PRESENTERS: Grace Limaye and Allison Schultz, The Episcopal Academy (PA)
LEADERSHIP DEVELOPMENT
ROOM: B301

Building an Engaging Middle School Using Transformative Teacher Leadership
Supported by new research in the connection between extracurricular enrichment activities and school engagement, a division head and her teachers present innovative ways to keep middle school students (and teachers!) engaged in and connected to schools. Learn to help students relieve stress through the use of creative scheduling and so much more. Experience the power of transformative change leadership in a community of learners.
PRESENTERS: Angela Ringley, Steve Mandell, Michelle Thill, and Elise Shelton, Pinewood Preparatory School (SC)
THE STUDENT EXPERIENCE
ROOM: B302


**Committing to Inclusive Community in Independent Schools: A Few Building Blocks**

Join us to discuss how to build community through academic learning, personal reflection, and social fun. Our recent Year of Community included inviting culturally aware authors, teacher educators, and other equity champions to engage our faculty and staff in authentic reflection and purposeful collaboration. A summer reading list led to hosting noted speakers and consultants, and participating in cross-school dialogue. We leveraged art making, performance, listening exercises, and community sharing; launched a parent and faculty SEED group; and closed with recommendations for leaning into our school’s mission and carrying out the lessons learned.

**PRESENTERS:** Françoise Saint-Clair and Shanique Pinnock, The School at Columbia University (NY)

**ROOM:** B303

**Cyber Security Essentials for Heads and Other School Leaders**

Cyber attacks continue to grow in frequency and severity. When hackers turn their attention to independent schools, they frequently start with heads and other leaders. Learn to defend not only yourself but also your school. Leave with concrete, easy-to-understand steps to identify the ways you and your school are targets, understand the pros and cons of different mitigation strategies, and learn how to form a team to comprehensively address cyber security. Our discussion avoids technical jargon, but those looking for more technical detail can follow up with us.

**PRESENTERS:** James Britto, Collegiate School (VA); Bob Olsen, Compass Cyber Security; Sarah Hanawald, Association of Technology Leaders in Independent Schools

**MANAGEMENT**

**ROOM:** B213

**Dialoguing to Understand: The New England Youth Identity Summit Model**

Authentic dialogue between students is the ultimate desired byproduct of inclusive, engaging classrooms in which divergent opinions can be openly expressed. Unless students learn the basic building blocks of dialogue—curiosity, courage to connect, and civility—campus identity politics can exclude, fragment, and shut down students as easily as they can expand their worldview. The New England Youth Identity Summit created a platform for one school’s student groups to start and lead authentic conversations with each other beyond their own campus walls by collaborating with local high schools and nonprofits serving youth.

**PRESENTERS:** James Manyuru and Lydia Maier, Waynflete School (ME)

**THE STUDENT EXPERIENCE**

**ROOM:** B304
Dollars and Change: Leveraging Technology for Financial Strategy
$700 billion of annual education spending data are stored in archaic systems, further obscured by complex accounting codes. How can access to real-time school spending trends and transparency of financial data assist in supporting district initiatives and improving outcomes for students? Share how uncovering access to financial data has transformed leadership decision making and planning for systemic change.
**PRESENTER:** Cory Edmonds, Allovue
**ROOM:** B305

East Meets West: Local and National Legal Trends to Follow or Avoid
Fusion is not just a type of cuisine. Local, state, and national trends impact all independent schools and affect the expectations of employees, parents, and students. Which trends should you follow and which should you avoid? Which will make your school more competitive, more compliant, and better able to anticipate and avoid legal claims? Explore evolving legal standards from California to Connecticut and find out what schools in other states can expect. Prepare for a wide-ranging, interactive experience!
**PRESENTERS:** Michael Blacher, Liebert Cassidy Whitmore; Susan Schorr, McLane Middleton
**ROOM:** B207

Effective, Enriched Faculty Evaluation by Integrating Peer Coaching
Faculty is the single most valuable resource for developing outstanding learning experiences. Explore why peer coaching among the faculty is essential to leadership development. How do school leaders bring together faculty with administrators to design and implement an evaluation tool that includes peer coaching?

How might we assess and revise the process for improvement? Leave with an outline for designing a mission-appropriate evaluation/coaching plan, with a set of steps for implementation and ongoing assessment. Explore opportunities for energizing the enthusiasm of the “fast horses” all the way to engaging the “entrenched” teachers.
**PRESENTERS:** Matthew Stuart, Tyler Jennings, and Lisa Oberstein, The Caedmon School (NY); Honor Taft, Gill St. Bernard’s School (NJ)
**LEADERSHIP DEVELOPMENT ROOM:** B315

Engage Millennials With Design Teams to Grow the Next Generation of School Leaders
Find out how to use design thinking to grow the next generation of school leadership. Flint Hill School uses design thinking and design teams to do everything from solving cafeteria congestion to planning the strategic vision for the next five years. In the process, emerging leaders practice facilitating small groups, navigating conflicting needs within the community, developing expertise in strategic areas, and communicating a vision and a process—all while feeling a deep engagement in the outcomes. Leave with several ways to implement this in your school.
**PRESENTER:** Emily Sanderson, Flint Hill School (VA)
**LEADERSHIP DEVELOPMENT ROOM:** B306
THURSDAY, MARCH 8

Foster Greater Human Understanding Across Our Planet: Homestay Solutions for International Students
A true cultural immersion and U.S. lifestyle experience provided by living with a host family are major elements of a complete and successful international education experience. An international student living with a local host family gains not only an enhanced cultural education but also the warmth and comfort of a true home—much needed while adapting to a new culture. Join a panel of experts to discuss best practices in providing international students with a home, host family, and ongoing support during their international education journey in the U.S.
PRESENTERS: Michelle Campbell and Louise Reaves, The Cambridge Network; James and Michelle Hudgins, host parents, and Wenzhe (Charlie) Lu, student, St. Johns Country Day School (FL)

THE STUDENT EXPERIENCE
ROOM: B310

Futurewise Leadership: Leveraging Identity and “Tours of Duty” to Think Strategically, Not Traditionally
You can summarize this workshop in two words: differences and duty. Walk alongside four facilitators as we explore how the notions of Tours of Duty and leadership identity play an increasingly important role in building futurewise teachers, leaders, and learning communities. Use the Harvard Business Review article “Tours of Duty: The New Employer-Employee Contract” as the foundation to discuss the changing ideas on independent school leadership and developing futurewise schools and school leaders that model adaptability and inclusiveness in entrepreneurial and strategic ways.
PRESENTERS: Megan Howard Nellen, Confluence Educational Consulting; Bill Hulseman, Annie Wright Schools (WA); Jeremy Birk, United Nations International School (NY); Ayisha Karim, The Galloway School (GA)

MANAGEMENT
ROOM: B204

Getting Out of Our Own Way: Hacking the Automatic/Unconscious Mind to Build Better Schools
There has been much conversation lately about how brains “really work.” We hear about cognitive and implicit biases, group think, and the influence of situation and environment on behavior and choices. While it is tempting to believe these phenomena only plague “other people,” it is clear that no one is immune. Share how this “new” understanding of how brains work has centered a schoolwide initiative that has allowed us to “see” several practices and programs with new eyes. Focus on faculty professional development, equity and diversity, and character education.
PRESENTERS: Jennifer Cerny, Josh Pretzer, Kurt Christiansen, and Kevin MacNeil, Culver Academies (IN)

LEADERSHIP DEVELOPMENT
ROOM: B214
Growing Together: A Case Study in Faculty Evaluation, Development, and Compensation
Learn about our school’s first-year journey to fundamentally change our annual evaluation and compensation process to one of ongoing faculty development. Through peer observations, informal walkthroughs, student surveys, and a rubric, our faculty receives regular, productive feedback to improve practice. Connected to this process is a fair and transparent compensation model that rewards stellar teaching and moves beyond years of experience, advanced degrees, and backroom bargaining. Get details on the rollout process in order to get both faculty and board buy in since this conversation is fraught with pitfalls—but also possibilities!
PRESENTERS: Eric Johnson, Betsy Lewton, and Brooks Fleming, Community School of Naples (FL)
MANAGEMENT
ROOM: B215

Global Success Stories
Learn how one school created campuses and partnerships nationally and internationally that allow students to take classes and network with others from around the globe. Track student, teacher, and administrator successes and failures; discuss best practices; and video conference with faculty and students at global sites to talk about the challenges and rewards of working globally.
PRESENTERS: Shane Foster, The Barstow School (MO); Pete Gangemi, Knowledge Link
THE STUDENT EXPERIENCE
ROOM: B311

Hardwiring Safety: How to Attract, Enroll, and Develop Safe Students
Student misconduct is a challenge for all schools. A critical part of minimizing harmful student behavior is attracting, admitting, and developing safe students. Explore the liability exposure in failing to properly vet students or failing to create a safe student environment. Properly designing admissions, enrollment, conduct, and discipline policies can help pave the way to a safe student body. Get practical strategies for vetting and disciplining students, and review best practices for resolving incidents of misconduct. Engage in discussions about social media, gender identity, and other issues in student safety.
PRESENTERS: Caryn Pass and Lauren Stocks-Smith, Venable LLP
THE STUDENT EXPERIENCE
ROOM: B409

How to Terminate the Popular Teacher or Administrator
Every school has to deal with the difficult situation of terminating an employee at some point. Those can be difficult situations and, if not handled properly, can affect the goodwill in your school community into the future. Discuss issues that arise during the employee termination process, from managing the risk of possible litigation to delivering the news to the employee and your school community so as to reduce the negative implications, particularly in the case of a popular teacher or administrator.
PRESENTERS: Susan Guerette, Fisher & Phillips, LLP; Thomas G. Lengel, Holy Child School at Rosemont (PA)
MANAGEMENT
ROOM: B216
Leading for Innovation—What Really Works
Leaders are under pressure to keep up with the rapid changes of our century. They are asked to be innovative and creative and ensure their schools are current and relevant. “We need to be more innovative!” is the call. But how? What if you are not an “innovative leader”? There is an answer! Share current global research and best practice highlighting how you can answer this call. A particular mindset and leadership capacity is needed to lead effectively in this environment and can be learned by all.

**PRESENTERS:** Peter Dry, Principia School (MO)

**ROOM:** B312

Learning from Corporate America to Maximize Marketing Impact
Shifting mindsets is an integral part of the leadership journey. Independent schools now fully embrace marketing and are reaching out to leaders from corporate America. Marketing may no longer be a dirty word, but are you ready for the next step? Embark on this journey that applies marketing and leadership principles from corporate America to the independent school world, focusing on the role and structure of marketing and communications within the school, advertising strategy, stakeholder analysis, and school culture.

**PRESENTER:** Nija Meyer, Woodward Academy (GA)

**ROOM:** B403

Mission-Driven Data Visualization: Compelling Dashboards That Transform Student Learning in Real Time
Many schools possess extensive data, but struggle to produce insights that fuel student success. At Avenues: The World School, we have codified our goals by defining the essential skills of a graduate, and use a wide variety of data to measure these goals. Our dashboarding system, co-created with Webster Pacific, is used to report student performance and growth against these goals in real time, allowing us to visually measure success across many years, answer important research questions, and communicate effectively with diverse audiences. See how we use visualization to create actionable insights from our data.

**PRESENTERS:** Julia Higdon and Abby Brody, Avenues: The World School (NY); Daniel Saniski, Webster Pacific

**THE CLASSROOM EXPERIENCE ROOM:** B217

Multiply Your Trust Factor Within Your Team
The most valued characteristic for a team member is trustworthiness, according to several studies. However, most teaching teams don’t bother to develop this vital competence and instead dive into their “arranged” work relationship focused solely on curriculum and classroom management. After years of witnessing talented teachers struggle with interpersonal challenges that would impede their team’s progress, administrators Anabel Jensen and Kathleen Gibbons designed an effective program that outlines the pillars and pitfalls of trust. Combining their decades of teaching and team management experience, they offer an easy-to-follow program packed with strategies and tools for creating successful teams.

**PRESENTERS:** Kathleen Gibbons, Alta Vista School (CA); Anabel Jensen, Synapse School (CA)

**ROOM:** B218
A New Pipeline to Leadership
Explore how individual administrators of color collaborate with their regional independent school associations to support programming and professional development for administrators of color and create new pipelines for heads of school and senior administrators.

PRESENTERS: Angela Garcia, The Fessenden School (MA); Claire Leheny, Association of Independent Schools in New England; Rodney Glasgow, St. Andrew’s Episcopal School (MD); Jalene Spain Thomas, St. Stephen’s and St. Agnes School (VA)

LEADERSHIP DEVELOPMENT
ROOM: B211

Out of Balance: Strategies for Student Well-Being in the Heart of Silicon Valley
Are your high school students sleep deprived? Anxious? Overwhelmed? Depressed? Compromising their integrity or passion out of perceived necessity? Narrowly defining success? Ours were, too. Join us to explore the efficacy of strategies used in our ongoing work to bring mission-appropriate, healthful, and vibrant balance to the lives of our students. Discuss interventions ranging from community time to changing our mission statement, from evolving the daily schedule and eliminating bells to broad explorations of assessment and the purpose of homework. Share best practices and make plans for your school.

PRESENTERS: Brian Schlaak, Yvonne Faisal, Adam Siler, and Matthew Lai, Woodside Priory School (CA)

THE STUDENT EXPERIENCE
ROOM: B316

Preventing the Top-Down Narrative: How to Cultivate Organizational Change as a Grassroots Effort
Many independent schools are familiar with the top-down narrative of strategic decision making often found at the core of faculty and staff discontent and frustration. While school leaders see a true north for a growing and evolving school, they risk disenfranchising many key practitioners in the community if all stakeholders don’t feel they are shaping the institution’s progress toward a communal vision. When intentionally organized, driving institutional change and development toward best practices should be embraced as a common goal that is accessible to and driven by the school’s professional community.

PRESENTERS: Lauren Plant, Kadima Day School (CA); Stephanie Leung and Tessa McKeown, Mirman School (CA)

LEADERSHIP DEVELOPMENT
ROOM: B404

Untapped Opportunities: Independent Schools and the Elementary and Secondary Education Act
After many years of effort, Congress passed a significant overhaul of the main federal K-12 education law known as the Elementary and Secondary Education Act in December 2015. Independent school heads and business officers may not know that there are significant opportunities for private schools to obtain services for their students and teachers through these federal education programs — without becoming recipients of federal funds. Join us for an overview of the U.S. Department of Education’s role, features of federal education law, and opportunities for independent schools.

PRESENTERS: Whitney Silverman, NAIS; Shaun Owen, Georgia Department of Education

MANAGEMENT
ROOM: B405

FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
Vision and Mission: What Are They? And so What?

Learn the difference between vision and mission statements; peruse highly effective examples of both; share your school’s vision and mission with others for feedback; and uncover the function of these critical tools in the strategic decision-making process. Leave with ideas about how you might improve your vision and mission, explore processes for engaging the school community in this work, and grasp the vital importance of a clear, concise vision and mission for a variety of administrative and marketing outcomes.

PRESENTERS: Anne-Marie Balzano, George Mason University; Scott Bauer, University of Colorado, Denver

LEADERSHIP DEVELOPMENT
ROOM: B408

9:00 – 9:15 AM
Break

9:15 – 10:30 AM
OPENING GENERAL SESSION
ADAM GRANT

Givers Take All: Cultivating a Culture of Productive Generosity

Musical Performance by Girls Preparatory School Terpsichord Contemporary Dance Company
Opening Remarks from Donna Orem and Jay Rapp
Adam Grant Introduced by Kyle Pietrantonio, Holy Spirit Preparatory School (GA)

GWCC, HALL B1

Using Curiosity, Compassion, and Connection to Embrace Difficult Conversations

All of us face difficult conversations. Identify what makes conversations difficult in the first place and the strategies and perspectives you can employ not only to “manage” those interactions but actually embrace them as opportunities to learn, grow, problem solve, and connect with others. Talk about specific examples and work together to expand and practice our approaches to tough discussions.

PRESENTER: Nancy Leaderman, Shalom School (CA)

LEADERSHIP DEVELOPMENT
ROOM: B313

Using Mindfulness Practices to Support LD Students and Teachers in the Classroom

As our knowledge and understanding of the benefits of bringing mindfulness into the classroom progress, our ability to support LD and ADHD students increases manifold. Gain the tools and techniques you can use to help students regulate their focus, attention, and emotional well-being in the classroom. Hear an explanation of the research and benefits of mindfulness techniques. Actively engage with colleagues during this hands-on workshop and discover the implementation and effectiveness of strategies utilized to support LD and ADHD students at Delaware Valley Friends School.

PRESENTERS: Elizabeth Kriynovich, Carole Chilton, Jackie Middleton, and Joy Paul, Delaware Valley Friends School (PA)

THE CLASSROOM EXPERIENCE
ROOM: B314
Flipping the Grad School Model
**PRESENTERS:** Melissa Chittenden and David Garrick Dean, University Child Development School (WA)

Becoming a Transformational School
**PRESENTERS:** Julia Russell Eells and Nasif Iskander, San Francisco University High School (CA)

Reaching More Students: Expanding an Affordable and Accessible Winchendon-Style Education
**PRESENTERS:** John Kerney and Jerry Larson, Winchendon School (MA)

Reaching Beyond Classroom and Campus
**PRESENTERS:** Mark Silver and Ilsa Dohmen, Hillbrook School (CA)

A Purposeful Partner for an Equitable Pittsburgh
**PRESENTER:** Adam Nye, Winchester Thurston School (PA)

Innovating Private-Public Partnerships
**PRESENTERS:** Michael Magno and Ryan Welsh, Providence Day School (NC)

Real World Learning
**PRESENTER:** Greg Bamford, Watershed School (CO)

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**10:30 – 11:00 AM**
Break and Book Signing With Adam Grant
**NAIS BOOKSTORE**

**10:30 AM – 5:45 PM**
**NAIS Expo Open**
**GWCC, HALL B2**

**BLOCK 2**
**11:15 AM – 12:15 PM WORKSHOPS**

**FEATURED WORKSHOP**
**KATHY PEARSON**

- The Need for Strategic Agility
  Introduced by Marifred Cilella, The Howard School (GA)
  **GWCC, B308-B309**

**SPEED INNOVATING**
**GWCC, ANDREW YOUNG INTERNATIONAL BOULEVARD ENTRANCE**
See page 12 for more details.

- Advancing Equity and Impact Through Community Engagement and Entrepreneurship
  **PRESENTERS:** Nishant Mehta, Allen Broyles, and Melissa Scott, The Children’s School (GA)

- Atlanta’s Civically-Engaged, Design-Minded Semester School
  **PRESENTER:** Laura Deisley, Lab Atlanta (GA)

- Students Living Balanced and Meaningful Lives
  **PRESENTERS:** Yvonne Faisal and Brian Schlaak, Woodside Priory School (CA)
**Authenticity in Listening: Creating Real Relationships in Schools in Times of Stress and Challenge**

Discover a model of listening that when used in schools creates deep value and close interpersonal opportunities for educators to connect with their students and colleagues. A sense of belonging follows when students or colleagues feel seen and attended to by their teachers, deans, or co-workers. Authentic leadership is built on the capacity to listen well, to know when to focus and foster an engaged dialogue that allows the speaker to explore their own world in their own words. Modeling effective listening versus more routine advice giving helps educators use your precious and valuable time well.

**PRESENTERS:** Ellen Porter Honnet, Stanley H. King Counseling Institute; Jack Creeden, Chadwick School (CA)

**THE STUDENT EXPERIENCE**

**ROOM:** B303

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**Better Together: Cultivating Admission, Marketing, and Program Collaboration to Foster Unprecedented Enrollment Growth**

Hillbrook School, a JK-8 school in Los Gatos, California, increased enrollment by 14 percent over two years as the first step in a four-year strategic growth plan. We achieved this growth without adding to our marketing budget or increasing personnel. Fueled by our innovative advancement model, we fostered this growth by creating a research-based synergy between admission, marketing, and the program teams, with two-year outcomes including increases in inquiries, applications, enrollment, and retention. Hear lessons learned and approaches to successful collaboration between admissions, marketing, program leadership, and faculty, as well as how to utilize accessible NAIS resources.

**PRESENTERS:** Joe Connolly, Colleen Schilly, and Christina Pak, Hillbrook School (CA)

**MANAGEMENT**

**ROOM:** B217
Board Governance: The Art of Asking the Right Questions
In these data-driven times, board members can be inundated with mounds of data that, if not presented clearly, can lead to confusion or obfuscation. Volunteer board members are responsible for tracking academics, budgets, and school climate, so effective tools are essential. Take this opportunity to evaluate numerous key performance indicators to identify the ones that enlighten your work of oversight. Discuss best practices and share effective dashboards.
PRESENTERS: Candace Sorensen and Nicole Sorensen, CS3 Law PLLC
GOVERNANCE
ROOM: B216

Brand and Leadership: Leading Your School Through a Rebrand
Know what makes your school special, but struggle to describe it in a succinct way? This fun and interactive session is for you. Learn how your school's brand can become a magnet for right-fit families, and how to use the Minute Message Model to powerfully convey your school's values to the families you hope to attract. Katherine Dinh, head of Prospect Sierra School, shares the story behind her school's rebranding, the leadership lessons gained, and how your school can approach rebranding so it results in a happy community and a powerful new way to tell your school's story.
PRESENTERS: Jennie Winton, Mission Minded; Katherine Dinh, Prospect Sierra School (CA)
COMMUNICATIONS AND ADVANCEMENT
ROOM: B215

Data With Personality: See the Person, the Problems, and the Philosophy
Data have nuances beyond numbers or letters; data have personality. While data can serve a common good, people often use data to affirm a pre-existing agenda. Explore data collection in independent schools and how data mediate interactions between institutions and individuals. Via a design-thinking game, reimagine how and why we collect data. Explore the landscape at the intersection of data, privacy, identity, ethics, and surveillance. Through collaborative reflection, formulate morally-minded philosophies on data.
PRESENTERS: Saber Khan, Browning School (NY); Linda Vasu, Sacred Heart Greenwich (CT); Alex Ragone, AltSchool Union Square (NY); Don Buckley, Teachers College, Columbia University
MANAGEMENT
ROOM: B302

Employment Contracts, Letters, and Other Options: What’s Best for Your School and Leadership Style?
As heads, business officers, and other administrators reexamine who leads and how in a changing world and education landscape, with shifting mindsets and generational expectations, critical and recurring questions surround our longstanding practices and whether to change: key among them, establishing the employment relationship. Should schools use employment contracts/agreements, offer letters, annual letters of appointment, or some combination or alternative? Should the answer vary by role? What are the role and true meaning of “at-will” employment? What common misunderstandings cost schools flexibility, reputation, time, and financial resources? How do your school’s practices match your school’s needs, leadership, and legal strategies?
PRESENTER: Heather Broadwater, Potomac Law Group
MANAGEMENT
ROOM: B311
Friends, experienced school legal counsel, and a nationally recognized communications firm about how schools are handling stakeholder communications and inquiries from the press.

PRESENTERS: Linda Johnson, McLane Middleton Professional Association; Bryan Garman, Sidwell Friends School (DC); Sandy Lish, The Castle Group

COMMUNICATIONS AND ADVANCEMENT
ROOM: B211

Innovating from the Top: Essential Strategies of Technology and Innovation Leadership for Today’s Heads

Educational technology and innovation are no longer buzzwords to simply include in marketing and admissions communications. They are major components of a school’s academic program and balance sheet. Today’s head of school needs to be increasingly hands-on in assuming ultimate ownership of this area of school leadership and strategy. Join this engaging panel discussion for heads of school—particularly those who feel unfamiliar or uncomfortable—to become stronger leaders in this area, to recognize potential challenges ahead of time, and to influence your school’s educational technology and innovation vision more confidently.

PRESENTERS: Elizabeth Davis, Synapse School (CA); Gabriel Lucas, Association of Technology Leaders in Independent Schools; Antonio Viva, Walnut Hill School for the Arts (MA); DuBose Egleston, Porter-Gaud School (SC); Jim Foley, St. Luke’s School (CT)

LEADERSHIP DEVELOPMENT
ROOM: B212

Getting Ready to Get Ready: How to Implement a PK-5 Sexuality Curriculum

Most schools—including independent schools—are at least three years late teaching basic sexuality benchmarks, even about human reproduction. By the time we decide that children (or is it we?) are “ready” for these conversations, kids have already absorbed deeply distorted ways of thinking about sexuality from the default options of peers, older children, and popular culture. Absent the intellectual scaffolding that planned, sequenced instruction provides, their ability to learn and think critically about these topics during adolescence and beyond is compromised. The will to challenge this pedagogical double standard is the first step toward embracing a truly age-appropriate curriculum.

PRESENTER: Deborah Roffman, The Park School of Baltimore (MD)

THE CLASSROOM EXPERIENCE
ROOM: B214

How Transparent Is Your School? New Expectations in School Communications

A new era in school communications is upon us. Parents, alumni, and even the public now expect that a school will communicate with full transparency about matters that impact student safety. From educator sexual misconduct to student sexual assaults, “no comment” is no longer tolerated. Hear from the head of Sidwell Friends, experienced school legal counsel, and a nationally recognized communications firm about how schools are handling stakeholder communications and inquiries from the press.
The Law of Sacrifice: How Committing to Who You Aren’t Illuminates Who You Are
As schools and humans, with every word we say, every phrase we write, intentional or not, we label ourselves and get labeled. Those labels become so much a part of our shared narrative that we stop recognizing them. How do we flip perceptions and find our essence? By contrasting who we are not with who we are. Step inside The Philadelphia School’s branding journey and learn how we discovered we were playful, but not playing around. Jazz, but not punk. What are you? What aren’t you? Join us for an unpredictable, unfettered session that is anything but unstructured.

**PRESENTERS:** Frances Hoover, The Philadelphia School (PA); Lisa Clapper, The Yay Collective

**ROOM:** B301

Leadership Branding in Independent Schools: The Critical Role of Authenticity
Discover the difference between independent school leadership brand promises vs. independent school leadership brand experiences while responding to an adaptation of Tina Turner’s lyric, “What’s authenticity got to do with it?”

**PRESENTERS:** Gene Batiste and Mark Desjardins, St. John’s School (TX); Raymond J. Yu and Anne Stavney, Blake School (MN)

**ROOM:** B408

Leadership Succession Planning: Fail to Plan? Plan to Fail!
Does your school have a plan in place for what is likely its most important change in the coming years—new leadership? If not, take this opportunity for heads, board chairs, and trustees to develop a succession plan grounded in research and best practices. In the face of a rapidly changing educational environment and a shrinking pool of experienced school leaders, systematic planning for the inevitable change of head has never been more important. A strong succession plan enables the school to act confidently and decisively when the time comes to select its next head.

**PRESENTERS:** Siri Akal Khalsa, Northwest Association of Independent Schools; Michael Murphy, Seattle Country Day School (WA); Ronnie Codrington-Cazeau, The Evergreen School (WA)

**ROOM:** B218

Leadership Through Innovative Team Collaboration
Discover how Woodward Academy in College Park, Georgia, breaks open “silos of departmentalism” with “windows of collaboration.” Hear innovators in strategic communications and marketing, academics, and college counseling detail a team approach to achieving academy goals while fostering curiosity and creativity throughout the academic community.

**PRESENTERS:** Bryan Rutledge, Nija Meyer, and Connie White, Woodward Academy (GA)

**ROOM:** B404
NWAIS Futurist Fellows Explore New Models for Independent Education
How might we reimagine independent schools so we sustain, flourish, and thrive into the future? With this question, the Northwest Association of Independent Schools (NWAIS) invited thought leaders from member schools to apply to become Futurist Fellows and together explore new models for independent education. Inquiry methods include design thinking, hybrid thinking, and partnerships beyond independent schools. Hear the fellows describe the process and share preliminary findings.

**PRESENTERS:** Richard Kassissieh, University Preparatory Academy (WA); Katie Walters-Krohn, University Child Development School (WA); Cary Kirby, Open Window School (WA); Lina Rose, The Evergreen School (WA)

**MANAGEMENT**
**ROOM:** B405

Perspectives on Leadership: Dynamic Pathways and Shifting School Cultures
Engage in an exciting opportunity to learn from a group of innovative school leaders sharing their collective wisdom on important issues. Examine incisive questions about how to lead schools to thrive in the future. Hear from a school head, trustee, curriculum specialist, professional development director, dean of faculty, division head, and strategic marketing director. Each brings a fresh perspective and a new dimension to traditional and timely topics. Learn from the expertise of professionals who have led initiatives from inception to execution across the country. Bonus: All panelists have expertise as independent school parents.

**PRESENTERS:** Irene Mortensen, Gill St. Bernard’s School (NJ); Jennifer Phillips, Far Hills Country Day School (NJ); Ayanna Hill-Gill, Atlanta Girls’ School (GA); Matt Levinson, University Prep (WA); Chris Cunningham, The Lawrenceville School (NJ); Beth Pride, The Lexington School (KY); Jill Webb, ISACS and The Wellington School (OH)

**LEADERSHIP DEVELOPMENT**
**ROOM:** B403

Navigating the Landscape of International Fundraising
As independent schools become increasingly global in focus and diverse in their student bodies, understanding the scope of opportunities and challenges in international philanthropy is an increasingly critical piece of a comprehensive, strategic fundraising program. Learn to navigate the complexity of culture, language, tax laws, and banking regulations to understand the international landscape more fully and to fundraise more effectively.

**PRESENTERS:** Robert Weston, St. George’s School (RI); Tara Inman, Darlington School (GA); Mark Aimone, Wilbraham & Monson Academy (MA)

**COMMUNICATIONS AND ADVANCEMENT**
**ROOM:** B316

Long-Range Financial Planning Tools for Trustees and Heads of Schools
Accreditation and strategic planning are important processes that require boards and school leadership to focus on the long-term future and financial equilibrium of a school. Review sample tools and get templates you can implement in your school, including a five-year NAIS DASL stats comparison with benchmark schools, faculty salary analysis with public schools and benchmark schools, a one-page financial dashboard, and more. Identify questions school leaders should ask in relation to your school’s financial health, its recent history, and its future projections.

**PRESENTER:** Palmer Ball, Palmer Ball Consulting, LLC

**GOVERNANCE**
**ROOM:** B313

**COMMUNICATIONS AND ADVANCEMENT**
**ROOM:** B316
Preparation to Work Collaboratively and Effectively With Your School’s Board When Responding to a Crisis

To effectively respond to a crisis, independent school administrators must be able to work collaboratively with the board. Discuss key elements that should be in place in advance of a crisis to facilitate an effective working relationship. First, the trustees and administrators must understand and accept their different—but crucial—roles. Second, both must agree on the values and principles that will guide their decision making. Third, they should establish a process that allows for expeditious decision making and action. Taking these steps initially amid a crisis is extremely difficult and may make the crisis worse.

PRESENTERS: David Wolowitz, McLane Middleton Professional Association; Aimeclaire Roche, The Bishop’s School (CA)

Rebranding Evaluations: How to Promote Risk Taking and Collaboration in Teacher Assessment

Evaluations too often generate fear for faculty, causing them to put up guards and minimize risk, thereby inhibiting the potential for honest and direct conversations about growth. Examine one school’s journey in reframing its evaluation system from a traditional evaluation model to a self-directed “research and reflection year,” followed by a “professional development” year. Hear about the process of discernment about making this change, the faculty’s response to a new system, and the success stories of an improved commitment to professional growth that has become a part of faculty culture.

PRESENTERS: Meredith Alford and Scott Spence, George School (PA)

Smart Ways to Set Strategy for Your School

Strategist and author Christina Drouin introduces a new companion guide for your leadership journey. Based on the forthcoming NAIS Strategy Handbook, this session challenges how you think as a leader and equips you to think as a strategist. Learn game-changing insights and a broad range of frameworks, tools, and techniques to maximize effective strategy making at your school.

PRESENTER: Christina Drouin, Center for Strategic Planning

Spirituality and the New Science for Thriving

Let’s dive into the science of spirituality! Spiritual development is crucial for overall health as a factor in reducing the risk of depression and high-risk behaviors, and it contributes to high levels of academic success. How can schools consider and support children’s personal relationships to a higher power—nature, God, spirit, or the universe? Using Lisa Miller’s book The Spiritual Child as a foundation, discuss cutting-edge research, reflecting on your own spiritual upbringing and rituals. Guided discussions focus on the meaning of spirituality, as well as strategies that can become a part of school and home life.

PRESENTER: Kirk Wheeler, St. Thomas School (WA)

Rebranding Evaluations: How to Promote Risk Taking and Collaboration in Teacher Assessment

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PRESENTERS: Meredith Alford and Scott Spence, George School (PA)

LEADERSHIP DEVELOPMENT

ROOM: B315

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PRESENTER: Kirk Wheeler, St. Thomas School (WA)

THE STUDENT EXPERIENCE

ROOM: B304
Ten Years Later: 2008 New Heads Reflect on a Decade of Leadership and Change
Several school heads, all of whom were new to the position in the fall of 2008, comment on a decade of leadership. Discuss how expectations changed, processes evolved, and leaders developed habits and skills to effectively shepherd their communities in the wake of the Great Recession. Discuss survey results of the new heads class of 2008.

Presenters: Christopher Post, The Boys’ Latin School of Maryland (MD); Wanda M. Holland Greene, Hamlin School (CA); Scott Kennedy, Norfolk Collegiate School (VA); Mark Fader, Williams School (CT)

Leadership Development
Room: B207

We’re All in This Together: Collectively Managing Risk
Schools large and small have risk all over campus and out in the world. No one can manage it alone. Discover the process and tools one school developed to identify and manage those risks. Learn how to build a risk inventory for your school, develop ways to attain buy-in from your community, and foster and maintain a “we’re all in this together” approach with the board of trustees, faculty, staff, and fellow administrators.

Presenters: Nancy Greene and Dave Farace, The Bolles School (FL)

Management
Room: B314

Teens, Technology, and Suicide: Understanding Causes, Effects, and “The ‘Bullycide’ Myth” (TM)
Debunk “The ‘Bullycide’ Myth” (TM), the dangerous and oversimplified media narrative that there is a linear connection between bullying (both online and off) and child suicide. Learn about trends in student use of emerging technologies and apps, the efficacy of anti-bullying and suicide prevention measures online and off, how to avoid normalizing suicide as a logical outcome of bullying, and how best to foster peer and community support.

Presenters: Frederick Lane, Mathom Enterprises, LLC; Joanne Harpel, Coping After Suicide, LLC

The Student Experience
Room: B409
When Boards Go Rogue: Turning Bad Situations into Opportunities
School governing boards are enormously helpful to schools and a well-functioning board makes it possible for all the outstanding work of a school to take place, providing the leadership and resources necessary to improve the lives of children. Sometimes, even with the best of intentions, things can go wrong. Join an experienced board president, a veteran head of school, and a long-time advancement director and team to discuss what can go wrong with a governing board and how to turn it around when it goes bad.

Presenters: Robert Cotter, Friends’ Central School (PA); Kendall Cameron, Cameron Educational Strategies; Vince Watchorn, Providence Country Day School (RI)

Governance
Room: B213

Fellowship Workshops
Each of these 30-minute sessions is part of the NAIS Fellowship for Aspiring School Heads workshop series and is presented by the current cohort of fellows. All are welcome to attend.

Is Change Inevitable? Senior Administrative Team Changes in a New Head’s First Year
In a 2016 NAIS Fellowship for Aspiring School Heads research project, 81.3% of heads of school in their first year reported significant senior administrative team change in the form of attrition, departure, and/or reorganization.

Learn reasons why this change occurs and leave equipped with strategies to help anticipate changes as well as how to frame the efficacy of such changes.

Presenters: Robert Begin, Georgetown Preparatory School (MD); John Boger, The Meadowbrook School (MA); Gene Campbell, St. Albans School (DC); Matt Eggert, The First Academy (FL); Tucker Hastings, The Brunswick School (CT); Tom Thorpe, Colorado Academy (CO)

Room: B407

Flexible Tuition Models to Increase Affordability
To combat declining enrollment or demographics, schools have implemented a variety of flexible and indexed tuition models to increase affordability for families, without undercharging capable full payers. Hear our research team share case studies and feedback from several participating schools to provide considerations for your own school community.

Presenters: Tracie Catlett, Louisville Collegiate School (KY); Linda Kern, Creative Minds International Public Charter School (DC); Justin Kleinheider, Thomas Jefferson Independent Day School (MO); Alicia LaMagdeleine, University High School (IN); James Palmieri, Trinity Hall (NJ)

Room: B407
I Love to Laugh: Creating a Culture of Humor in Our Schools
What role does and should laughter play in your school? Examine the benefits of creating a culture of laughter in your school.
PRESENTER: Thomas Taylor, Breck School (MN)

Mini Term, Maximum Results
For three weeks every year, teachers and K-9 students drop everything and collaborate on one topic. It’s an annual rebirth of our teaching and learning!
PRESENTER: Emily Lent Hemingway, The Bement School (MA)

Blending Old and New: Innovating at a Traditional School
How do you take a traditional school and make it innovative? Does innovative even mean anything anymore, or is it just another educational bingo word?
PRESENTER: Basil Kolani, Ridgefield Academy (CT)

The Scars That You Don’t See
The surface only tells a part of the story.
PRESENTER: Justin Cerenzia, St. George’s School (RI)

Becoming Leaders in Our Own Lives from the Inside Out
The Hyde Inner Leadership Model endeavors to give students tools to unearth an authentic vision for their life and then translate that vision into reality.
PRESENTER: Jacob Sargent, Hyde School (ME)
Blazing the Path: Creating Powerful Professional Development for Emerging Leaders of Color
Educators of color developing themselves to be leaders in independent schools need finely honed intellectual and management skills, but transformational leaders are also skilled at managing their emotions and their relationships with others. Discuss how heads of school, associate heads, deans of faculty, department chairs, and other school personnel responsible for developing faculty can create powerful professional development experiences—rooted in story, acknowledgment, identity, and relationship—that speak to the specific needs of emerging leaders of color.

PRESENTERS: Antonio Williams, William Penn Charter School (PA); Noni Thomas Lopez, Ethical Culture Fieldston School (NY); Eric Osorio, Swift School (GA)

LEADERSHIP DEVELOPMENT
ROOM: B404

Better Understand How Well You Meet Your Mission: Calling All (Aspiring) Independent School Researchers
Independent school mission statements promise to instill specific skills, dispositions, and capacities in their students; however, many schools have not developed the research capacity or the institutional structures to determine if their aspirations are either measurable or true. Join two practitioner-researchers, an independent school leader, and a state association leader to understand how a good question and access to data can change the conversation in your school around mission fulfillment. Share examples of how schools and associations are engaging in research to illuminate trends, gauge the efficacy of programs, and predict educational outcomes.

PRESENTERS: Jennifer de Forest, California Association of Independent Schools; Jeneen Graham, St. Margaret’s Episcopal School (CA)

LEADERSHIP DEVELOPMENT
ROOM: B312

(Almost) Everything You Need to Know About Leading School Change
School leaders, explore the key processes and theories of strategic change. Experienced administrators know that even under the most favorable conditions, leading change can be challenging. Uncover change theory and research-proven leadership strategies associated with building capacity to support change.

PRESENTERS: Anne-Marie Balzano, George Mason University; Scott Bauer, University of Colorado, Denver

LEADERSHIP DEVELOPMENT
ROOM: B404

FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
Character and Admission: The Coming Revolution in Student Selection

With growing recognition of the importance of noncognitive factors, including character strengths, in education and life success, college and independent school leaders are developing systematic and valid ways to assess these attributes in the admission process. Discover the work of the Institute on Character and Admission, which includes innovators across educational levels and constituencies. Get a demonstration of the new Character Skills Snapshot, an instrument designed for use in independent school admissions. Identify the practical challenges of including “soft skills” in making admission decisions.

PRESENTERS: David Holmes, The Community School (ID); Bob Massa, Drew University; Meghan Brenneman, The Enrollment Management Association; Ray Diffley, Association of Independent School Admission Professionals

ROOM: B216

Educator, Advocate, or Activist: Challenges for Schools, Classroom Teachers, and School Leaders

Schools may be the only place where civil discourse and the exchange of factual information occur. But how do schools address social justice and equity when divisive factions don’t listen or take the time to be heard? If classroom teachers advocate on behalf of a particular position or group, can that create further division? Does activism have a place in the classroom or as part of a school’s agenda? Explore the complexities of multiple roles and discuss how schools can prepare students to both listen and be heard, not further divide communities.

PRESENTERS: Jack Creeden, Chadwick School (CA); Marcia Prewitt Spiller, Woodward Academy (GA)

ROOM: B314
**Fearless Head Transition**

The search for a new head of school—especially the search for the second head following a founder—is often approached from a place of fear and risk management. Discuss three case studies: The Opportunity of a Long Transition Following a Founding Head, The Internal Candidate, and The Head Search as an Opportunity for the School. Taking full advantage of that opportunity requires a flexible and mission-centered approach, not a one size fits all.

**PRESENTERS:** Rafael del Castillo, Bertschi School (WA); Donna Bellew, Seattle Academy of Arts and Sciences (WA)

**GOVERNANCE**

**ROOM:** B310

**Following Our North Star: Mission-Driven Substance-Abuse Risk Management**

The websites and brochures of each unique NAIS school showcase highlight reels. Yet, the real tests of our missions are the day-to-day experiences in our communities that allow our students to thrive. When it comes to sound decision making and critical thinking about student substance-use risk factors, how can the guiding light of our mission support our students’ well-being? Join this case study and data-driven conversation to help your school identify the salient issues that will advance your mission within this crucial student wellness area.

**PRESENTERS:** Kiersten Hewitt, FCD Prevention Works; Debra Wilson, NAIS

**THE STUDENT EXPERIENCE**

**ROOM:** B306

**Head/Shrink: Mastering the Psychological Challenges of Leadership**

School leaders are not psychotherapists, but their success depends on learning to manage complex psychological dynamics. The range and intensity of the interpersonal challenges leaders encounter can be draining and deeply unsettling. This workshop, led by a head of school with a background as a therapist and by a psychologist who has consulted to hundreds of schools, offers concrete coping strategies to address key, common issues of leading and relating to staff, from straddling the boundary between the personal and the professional to being the object of people’s projections and unrealistic expectations to managing resistance to change.

**PRESENTERS:** Laura Konigsberg, Turning Point School (CA); Rob Evans, The Human Relations Service

**LEADERSHIP DEVELOPMENT**

**ROOM:** B316

**How to Teach Positive Use of Technology and Digital Legacy, and Prevent Digital Abuse**

This high-energy and multi-award-winning presentation sheds light on new technologies (spectacles, facial recognition, virtual reality, etc.) and trends on the horizon to help you teach and motivate the responsible use of any digital tool—current or future—to students, families, educators, and peers.

**PRESENTER:** Richard Guerry, The Institute for Responsible Online and Cellphone Communication

**THE STUDENT EXPERIENCE**

**ROOM:** B304

**SESSIONS AVAILABLE IN AUDIO ON DEMAND.**

**SESSIONS AVAILABLE IN VIDEO ON DEMAND.**
Leadership Team: Negotiations on an HOS Contract That Strengthen Bonds Between Board and Head

Few people, heads included, like to negotiate for themselves. The more important the issue, the harder it is. Often, they’ll hire a lawyer to negotiate for them. Heads and trustees should understand the process. Whether you do it yourself or through an agent, you have to be in charge. Negotiations should not be zero-sum games. When the school and the head work together, the goal of the contract should be to benefit both to the same extent. Discuss and practice achieving this best of all results.

PRESENTERS: Terrence Briggs, Bowditch & Dewey, LLP; Arch McIntosh, Charlotte Latin School (NC)

GOVERNANCE

ROOM: B213

The Human Side of Crisis

Chris Joffe, Wanda Holland Greene, and Zachary Menzer share how to cope with stress during emergencies (as a leader!), tactics for maintaining your composure, what your board needs to know, how to manage your personal affairs in the midst of a crisis, and how to lead vulnerably, even in a crisis.

PRESENTERS: Chris Joffe and Zachary Menzer, Joffe Emergency Services; Wanda M. Holland Greene, The Hamlin School (CA)

LEADERSHIP DEVELOPMENT

ROOM: B207

Is an Independent School Education Worth the Tuition?

Independent schools compete with high-quality public schools. Both models achieve success, but the independent school model achieves success in a broader array of outcomes, both cognitive and noncognitive. Leaders in the independent school community can be respectful of our public school colleagues, but when we describe our schools, we benefit from knowing the impact that the Common Core, No Child Left Behind, ESSA, and other federal initiatives have on the education of the vast majority of U.S. students.

PRESENTER: Douglas Lyons, Connecticut Association of Independent Schools

COMMUNICATIONS AND ADVANCEMENT

ROOM: B303

Leading and Learning With Boys Today

Join leading educators and veteran heads of boys’ schools to uncover the best ways to lead, engage, and support boys in today’s society. Explore effective teaching philosophies to guide boys on their journey to manhood; equip them with the tools to lead lives of achievement, personal fulfillment, compassion, and leadership; and forge healthy relationships. Focus on sharing this knowledge among teaching professionals around the globe. Encourage boys’ growth as citizens and individuals so they are virtuous, kind, and exceptional leaders. Engage in this global conversation to ensure boys’ success in and outside of your school.

PRESENTERS: David Armstrong, International Boys’ Schools Coalition; Kerry Brennan, The Roxbury Latin School (MA); Brad Gioia, Montgomery Bell Academy (TN); Byron Hulsey, Woodberry Forest School (VA)

THE STUDENT EXPERIENCE

ROOM: B302
Managing a Movement: Bringing the Mastery Transcript Consortium to Campus
How do you take an innovative idea like the Mastery Transcript Consortium (MTC) and make it real for students, faculty, and families? Join academic leaders from MTC member schools to share their experiences working with the MTC, each other, and their communities to introduce mastery-based assessment to their schools. Review how the MTC uses in-person and online resources to support these leaders in their work and hear first-person perspectives on the work underway to change culture and practice around student assessment and crediting.

PRESENTERS: Patricia C. Russell, Mastery Transcript Consortium; Eric Hudson, Global Online Academy (WA)
LEADERSHIP DEVELOPMENT
ROOM: B218

The Odyssey: The Board Chair’s Journey to Transformational Leadership
You have just been elected board chair, now what? Half of the most important relationship in any school, the board chair’s role runs the gamut from running an effective meeting to providing feedback to the chief executive to enhancing the school’s public standing. Through case studies and large-group discussion, get support in your leadership journey and discover how to leverage your unique position as board chair to provide transformational and sustainable leadership to your board. Explore optimizing the work of the board, leveraging relationships, and succession planning.

PRESENTERS: Abigail DeLessio and Marc Frankel, Triangle Associates; Benjamin Robinson, Providence Day School (NC)
GOVERNANCE
ROOM: B204

Personalizing the Path to Leadership and Professional Growth
Can a faculty evaluation framework really cultivate and sustain a culture of professional growth, attract new teachers while supporting veteran educators, and be user friendly for all? Yes it can! Hear about one school’s research-based process for restructuring its professional growth and evaluation system to benefit teachers and administrators alike. Using recent data on attracting millennial educators, learn about the role professional growth and development plays in drawing new, exceptional teachers to your school. Two teachers share their personalized professional growth plans, the most useful administrator feedback they received, and the divergent paths they followed as a result.

PRESENTERS: Tara Montague and Sean Nolan, National Presbyterian School (DC); Ben Ketchum, Riverside Presbyterian Day School (FL); Laura Krentel, Westminster Schools (GA)
LEADERSHIP DEVELOPMENT
ROOM: B301
**Plan for the Unexpected: Top Crises in Our Schools**
Learn what types of crises independent schools are facing today. Look at difficult and tricky situations. Advance planning is important when a crisis occurs. Share strategies as to how your school should approach these issues. Learn five non-negotiables in responding to sexual assault allegations; steps in dealing with a negative blog post; issues that involve a faculty member’s child; managing a rogue student video; and other situations that require skillful maneuvering to protect students and your school’s reputation. Get tips for leading during the crisis, managing with minimal disruption, and recognizing the critical importance of effective communications.

**PRESENTERS:** Jane Hulbert, The Jane Group; Myra McGovern, NAIS

**ROOM:** B217

**The Role of Human Resources in the Development of a Healthy School Culture**
Understand the value of human resources and how to effectively integrate a practice that supports your school’s unique culture. Learn how to proactively manage potential employee situations allowing your leadership team to focus on school management. Hear how HR supports employees at the ground level, ensures policies protect the school and advocate for employees, avoids legal challenges, improves morale, and provides guidance to leadership teams. Get real-time examples of how human resources has positively changed and supported the ongoing development of a healthy school culture.

**PRESENTERS:** Bernie Noe and Sara Skinner, Lakeside School (WA); Jim Scott and Pauline Bailey, Punahou School (HI)

**MANAGEMENT**

**ROOM:** B405

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**Policy and Practice: Leading the Way in Supporting Transgender/Nonbinary Students in Independent Schools**
Independent schools have the opportunity to take a leadership role in implementing policies that actively support transgender and nonbinary students. Quaker schools, with their commitment to equity, social justice, and diversity, are quietly leading the way in supporting transgender and nonbinary students as part of their efforts to create supportive educational environments for all students. Considering both policy and practice, educators from four Quaker schools share their experience and expertise, working predominantly with middle school and upper school students and playing a variety of roles in their schools.

**PRESENTERS:** Edna-Anne Valdepeñas, George School (PA); Maria Alonso, Westtown School (PA); Jason Craig Harris, Friends Seminary (NY); Rachel Kane, Sidwell Friends School (DC), Betsy Torg, Friends Council on Education

**ROOM:** B217

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**The Student Experience**

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**Management**

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**Communications and Advancement**

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The Student-Athlete in 2018: High Risk, High Reward

The student-athlete in 2018 enjoys many privileges, yet is also subject to extra scrutiny and increasing expectations. Address the unique responsibilities and risks associated with our athletes and how they impact our students, athletics programs, and the school's overall reputation. Focus on issues of risk management, communications, legal issues, and, most importantly, steps schools must take to emphasize character development and clear programmatic and individual expectations for community members.

PRESENTERS: David Lourie, St. Anne's-Belfield School (VA); Timothy Heaphy, Hunton & Williams LLP

THE STUDENT EXPERIENCE
ROOM: B315

Toeing the Line With Digital Leadership: Website, Blogs, Social, Inbound Marketing, and More

How do you encourage participation while also maintaining control? In the era of “curation,” where’s the line between letting go and directing? Focus on best practices related to inbound marketing—including discovering the elements of value at your school that you should be capitalizing on but might be neglecting. Learn how you can best help content contributors and the newest technologies and tools to make this essential part of marketing more efficient.

PRESENTERS: Jon Moser, Finalsite; Pat Bassett, Heads Up Educational Consulting

COMMUNICATIONS AND ADVANCEMENT
ROOM: B313
Understanding and Working With International Student Agents
Join us to learn about the recently developed ICEF Guide for K-12 Independent Schools: Working with International Student Recruitment Agents. Learn about international student agents and what types of services they can provide schools and international students. Identify current and emerging markets that use agents, share best practices, and discover how best to develop successful relationships with agents.

**PRESENTERS:** Ioana Wheeler, NAIS; Brittany Goodman, ICEF; Kevin Merges, Rutgers Preparatory School (NJ)

**MANAGEMENT**
**ROOM:** B305

Who Needs Meetings?
Ever sat through a meeting and wanted to be anywhere else? Ever thought there must be a better way to run an organization than to have meeting after useless meeting? It can be done. Come see how to structure your organization and establish a meeting philosophy and plan that work for you.

**PRESENTERS:** Jay Spencer, John McWilliams, and Ronnie Brown, The Montgomery Academy (AL)

**LEADERSHIP DEVELOPMENT**
**ROOM:** B409

Working Efficiently and Effectively With Your School’s Legal Counsel
Understanding how to work with legal counsel as a team is vital to reducing and managing risks while also containing costs and focusing on preventive, rather than reactive, measures. The presenters have deep experience working inside and outside of independent schools on legal and policy issues. Comprehending how best to utilize attorneys is—for better or worse—a skill set that all administrators and board members need to develop.

**PRESENTERS:** David Hanson, Phillips Exeter Academy (NH); David Wolowitz, McLane Middleton

**GOVERNANCE**
**ROOM:** B214
FELLOWSHIP WORKSHOPS

Each of these 30-minute sessions is part of the NAIS Fellowship for Aspiring School Heads workshop series and is presented by the current cohort of fellows. All are welcome to attend.

Understanding Millennials’ Educational Perspectives
Millennial parents, the nation’s largest living generation, are enrolling fewer of their children in independent schools, often choosing public and charter options. Knowing what the millennial generation values helps us better understand how they make decisions. Explore what factors influence millennial parents’ school choice and how such factors impact independent schools.

**PRESENTERS:** Roslyn Benjamin, Live Oak School (CA); Stephanie Deitz, Marin Country Day School (CA); Khadija Fredericks, St. Paul’s Episcopal School (CA); Jennifer Warren, Town School for Boys (CA); Tresa Wilson, The Hockaday School (TX)

**ROOM:** B407

Cultivating Teachers as Leaders
How are independent schools leveraging distributive leadership models, professional development, and evaluation in an innovative manner to successfully cultivate teachers as leaders? Share our research and interviews with a wide variety of independent schools across the country and hear about suggested models for the future.

**PRESENTERS:** Sue Belcher, The Downtown School: A Lakeside School (WA); Crissy Cáceres, Georgetown Day School (DC); Malika DeLancey, McDonogh School (MD); Suzie Matthews, Santa Fe Preparatory School (NM); Mya Sullivan, Rabun Gap-Nacoochee School (GA)

**ROOM:** B407

2:15 – 3:15 PM
Networking Break and Meetups in the NAIS Expo
GWCC, HALL B2
More Information on page 17.

3:15 – 4:15 PM
GENERAL SESSION
NAVI RADJOU

Beyond Smartness: Leading Wisely in a Conscious Society
Performance of “Untold Stories” by High Meadows School (GA)
Navi Radjou Introduced by Brett Jacobsen, Mount Vernon Presbyterian (GA)
GWCC, HALL B1

4:15 – 4:45 PM
Book Signing With Navi Radjou
NAIS BOOKSTORE

4:15 – 5:45 PM
Welcome Reception in the NAIS Expo
GWCC, HALL B2

FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
FRIDAY, MARCH 9

6:00 – 7:00 AM
ZUMBA OMNI, DOGWOOD
YOGA OMNI, HICKORY

6:30 AM – 1:00 PM
Registration Open
GWCC, BUILDING B REGISTRATION HALL

7:00 AM – 3:15 PM
NAIS Expo Open
GWCC, HALL B2

[Block 4]
8:00 – 9:00 AM WORKSHOPS

Families First Workshop
Challenges in Board and Head Relationships
The relationship between the head and the board can be uniquely fulfilling or destined to cause hours of lost sleep. How are you building the board relationship you need to support your leadership? How do your interactions and decisions contribute to either a healthy relationship or one rife with difficulty? How can your spouse support or undermine your efforts? Join this interactive session to talk through scenarios with NAIS’s general counsel and your colleagues. Examine key topics that can derail this relationship, including contract negotiations, salary setting for staff, working with major donors, and more.
PRESENTER: Debra Wilson, NAIS LEADERSHIP DEVELOPMENT
ROOM: B202

A Car for the Common Man: Assembly Lines in the Elementary Classroom
Ford’s introduction of the assembly line transformed America. Examine several elementary-level projects that teach children the benefits of specialization and assembly lines, including developing logical sequences, communicating effectively, and efficiently cooperating. Counting, measurement, estimation, visual-spatial awareness, and other mathematical skills are tapped as students work to successfully assemble a range of finished products.
PRESENTERS: Sarah Clark and Susan Schneider, Tower School (MA)
THE CLASSROOM EXPERIENCE
ROOM: B404

Accio Community: How We Built K-12 Houses That Look Nothing like the British System
Based on the recommendations and research of Yong Zhao, Vail Mountain School (VMS) built a successful K-12 house system that increased the number of genuine connections in our school. Each VMS house included one student from every grade and two staff members (34 houses total). Houses met once a week and then for special events throughout the year, including our holiday breakfast, all school ski day, and field day. Take a candid look at the successes and challenges of supporting teachers and students throughout the process.
PRESENTERS: Kenneth “Kabe” Erkenbrack and Julie Schlossinger, Vail Mountain School (CO)
THE STUDENT EXPERIENCE
ROOM: B403

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
Avoiding the Spotlight: Investigating, Addressing, and Eradicating Sexual Misconduct in Independent Schools
It is incumbent upon independent school leaders to change the landscape of our schools so that sexual misconduct is investigated, addressed, and prevented. Current heads of school are responsible for leading independent schools into a new generation of thought and action when it comes to sexual misconduct and only through their leadership will it be stopped. Engage in a panel discussion about keeping your school out of the spotlight. Former federal judge Barbara Jones, former federal prosecutor Glen Kopp, and independent school lawyer Kristin Smith share their judicial, criminal, and legal perspectives as well as answer your questions.

**PRESENTERS:** Kristin Smith, Barbara Jones, and Glen Kopp, Bracewell LLP

**LEADERSHIP DEVELOPMENT**

**ROOM:** B305

Building a Culture of Leadership from the Ground Up
What if you could reimagine your school’s leadership structure? The benefits of rethinking the structure of an organization cannot only be financially beneficial to a school but also enable the school to move on a path toward long-term sustainability. Discover our organizational model, discuss what works and what doesn’t, and share how we continue to build a culture that encourages all members of the community to take the lead. Uncover a design process that will allow you to rethink your own model and consider alternate possibilities.

**PRESENTERS:** Elizabeth Davis and Jim Eagen, Synapse School (CA)

**LEADERSHIP DEVELOPMENT**

**ROOM:** B405

The Buck Stops Here—and Here: A Collaborative Approach to School Leadership
Learn how University Lake School designed and implemented a collaborative approach to school leadership where two individuals share responsibility. This unique model for school leadership has distinct advantages and challenges. Examine this successful model in consideration of your school’s approach to employing a head of school.

**PRESENTERS:** Timothy Horner and Ronald Smyczek, University Lake School (WI)

**GOVERNANCE**

**ROOM:** B207

Business-Model Innovation: What This Means for Independent Schools
Gain a deep understanding of what business model means for independent schools, along with how and why your school should be looking at business-model innovation to ensure a sustainable future. During 2017, Mid-South Independent School Business Officers (MISBO) teamed with IDEO and 12 cohort schools to experiment and imagine innovative and sustainable business models that may allow independent schools to provide accessible, high-quality education. Learn to take action. Or as IDEO says, create a bias toward action!

**PRESENTER:** Marc Levinson, Independent School Solutions

**MANAGEMENT**

**ROOM:** B311
Collaborative Internship Cohort: A Pathway to Teaching Excellence
For many, internships serve as the gateway to a life of independent school teaching. The Collaborative Internship Cohort (CIC) is a program that brings together interns and fellows from many Boston-area independent schools for a shared professional development and networking experience intended to promote the power of collaboration and professional development as critical skills for success. Learn about the ways the collaboration between schools can strengthen internship programs, model best practices as a critical skill for educators nationwide, and better support the next generation of teacher-leaders.

PRESENTERS: Justin McLean and Alethea White, Meadowbrook School of Weston (MA); Brendan Largay, Belmont Day School (MA); Kathy Coen, The Park School (MA); David Banister, The Fessenden School (MA); Michael Coppola, The Chestnut Hill School (MA)

LEADERSHIP DEVELOPMENT
ROOM: B306

A Friend Is the First to Know: Making Every Student a Leader in Preventing Suicide
When a student is at risk or in crisis, who is the first to know? Engage in our interactive classroom curriculum aptly titled “A Friend Is the First to Know.” Address issues facing students who become aware of concerning information about a friend. Learn an experiential model for facilitating this discussion through small- and large-group activities, co-facilitated with student peer helpers. With you in the student role, delve into a curriculum that guides, teaches, and empowers students to be leaders in caring for their friends and accessing support.

PRESENTERS: Leilani Ahina, Sarah Slater, and Bennett Valencia, Punahou School (HI)

THE STUDENT EXPERIENCE
ROOM: B408

Generous Orthodoxy: Organizational Stewardship and Institutional Evolution Framed by Malcolm Gladwell and Hans Wilhelm Frei
Malcolm Gladwell’s Revisionist History draws on the work of Hans Wilhelm Frei to offer a framing for schools aspiring to remain true to their core identity while exploring institutional evolution. Generous orthodoxy helps envision a path to protect and cherish the essence of what makes a school remarkable while being open to progress. “To be orthodox is to be committed to tradition. To be generous... is to be open to change. [T]he best way to live our lives is to find the middle ground. Because orthodoxy without generosity leads to blindness. And generosity without orthodoxy is shallow and empty.”

PRESENTER: Ari Betof, Boston University Academy (MA)

LEADERSHIP DEVELOPMENT
ROOM: B306

Engaging Challenging Parents: Tools for Teachers
Most parents of independent school students are easy to work with and supportive. Some parents, conversations, or topics can still present challenges for teachers. Learn to reframe (most) parental concerns and develop communication and problem-solving skills to help manage challenging parents effectively.

PRESENTERS: Sara Stephenson and Sarah Spannagel, University School (OH); Michelle Bederman, Emory University

THE STUDENT EXPERIENCE
ROOM: B218

FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
How to Win Students and Influence Parents

You see them when they come on tour. You send personalized emails. You track their visits to your website and invite them to shadow current students. But do you know what really motivates a family to apply? Given the myriad challenges facing enrollment leaders in today’s competitive market—many of which are beyond our control—it is critical that we make the admission process more accessible and family friendly.

To aid enrollment leaders, The Enrollment Management Association surveyed thousands of parents following the 2016-17 application season. Consider the practical application this information can have to your work.

PRESENTERS: Aimee Gruber, The Enrollment Management Association; Kevin Plummer, Tampa Preparatory School (FL)

COMMUNICATIONS AND ADVANCEMENT ROOM: B313

International School Global Developments: Past, Present, and Future Demographics

Get the latest data on the international schools market, highlighting where all the international schools currently are in the world on a regional, subregional, country, and city perspective. Look at the curriculum and examination trends in the market and note specific countries where enrollment growth is substantial (e.g., China). Touch on the recent research and market intelligence brief done between NAIS and ISC on the phenomenal growth of Chinese students studying in the U.S. over the past 10 years.

PRESENTERS: Ioana Wheeler, NAIS; Richard Gaskell and Arlo Kipfer, International Schools Consultancy (ISC Research)

MANAGEMENT ROOM: B303

GROW: How Teacher-Directed Professional Development Nurtures Growth and Builds Community

Have you ever wished you could take ownership of your own learning? Voice and choice motivate students and teachers alike. Experience how one school designed a cohort-driven professional development model where teachers design both the content and format of their own learning. Explore how this format might fit with your school’s mission and philosophy. Take home resources and materials.

PRESENTERS: Jennifer Robinson, Matt Micciche, Amy Schmaljohn, and Kelly Causey, Friends School of Baltimore (MD)

LEADERSHIP DEVELOPMENT ROOM: B304
Leadership for a Diversity-Responsive Community
How can schools cement and realize their commitment to diversity and inclusivity? Once you’ve made a commitment to diversity and inclusivity in your mission statement or strategic plan, where does the work begin? Share our journey and a variety of approaches for becoming a diversity-responsive school, focusing on leadership at various levels of our institutions. Crucial to our growth is an integrated approach to leadership across the school, from the division director or head, through both curricular and cocurricular program leadership.
PRESENTERS: Meghan Tally and Stella Beale, Windward School (CA); Peggy Procter and Roger Bridges, Echo Horizon School (CA)
LEADERSHIP DEVELOPMENT
ROOM: B217

Leadership Pathways: Successes, Challenges, and Insights from Four First-Time Heads
There are as many different pathways to a headship as there are independent schools. This panel discussion with four first-time heads highlights different pathways and experiences en route to leading a school. The heads represent a diversity of backgrounds and schools: internal and external hires; independent school and higher education experience; men, women, and heads of color; K–8, K–12, and boarding schools. The presenters will share stories of their journeys, insights as relatively new heads, and (hopefully) wisdom that will help others achieve their own leadership goals.
PRESENTERS: Michael Wirtz, Hackley School (NY); Laura Konigsberg, Turning Point School (CA); Meera Viswanathan, The Ethel Walker School (CT); Ken Aldridge, Wilmington Friends School (DE)
LEADERSHIP DEVELOPMENT
ROOM: B302

Leading With Data
From data dashboards to threaded discussion maps to leveraging learning management systems, the data schools collect and how we use it are critical to understanding how our institutions function—and even how our students learn. Hear from school leaders about how they’re analyzing data to better understand the story their school is telling, and how it’s impacting the decisions they make from systems to students. Explore what data you should track, how to track it, and what to do with it once you have it.
PRESENTERS: Michael Nachbar, Global Online Academy (WA); T.J. Locke, Episcopal Academy (PA); Cathy Hall, Noble and Greenough (MA); Keith Evans, Westminster Schools (GA)
LEADERSHIP DEVELOPMENT
ROOM: B215

Managing Up, Managing Down: How Women Leaders Need to Navigate the Waters in Our Schools
There are many opportunities to be a student of leadership at every level in your school. For women, there are unique challenges in leadership, some spoken and some unspoken variables that pave the way or block the path. Come engage in honest conversation about the ways women lead, cultivate a leadership style, and build a team. An experienced head of school and an experienced division head share what has worked and how to avoid some of the pitfalls of women leading in independent schools. Prepare to share and enjoy the camaraderie and kinship of the work we do.
PRESENTERS: Kathleen McNamara, Seven Hills School (CA); Colleen Schilly, Hillbrook School (CA)
LEADERSHIP DEVELOPMENT
ROOM: B216
**Mind the Gap: Leading Your School in Closing the Gap Between Aspirations and Current Practice**
Explore how leaders can take an ambitious vision for education and put it into practice in an established school. Using case studies from our experience implementing large-scale, intentional, and rapid change at Hawken, engage in activities designed to help you assess the space between vision and reality at your school and identify some of the pathways that will help bridge those gaps. Share tools that we’ve developed over the last decade and figure out how to prioritize initiatives, shift culture, and generate buy in.

**PRESENTERS:** Julia Griffin and Kim Samson, Hawken School (OH)

**LEADERSHIP DEVELOPMENT**

**ROOM:** B212

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**Mission-Based Grading: Assessing and Reporting the Learning That Matters**
Have reformers and researchers like Guskey, O’Connor, Reeves, Wiggins, Wormeli, and others convinced you that traditional grading and reporting may undermine learning? Learn about a middle school’s efforts to reform traditional grading practices by leveraging its mission statement to design a grading system that supports quality teaching, promotes holistic reporting, and enhances student learning. Engage in a conversation with peers about elements of assessment and reporting that encourage learning-oriented mindsets in students. Reflect on your own school’s grading practices, and uncover the challenges of implementing changes that confront deeply ingrained practices within schools.

**PRESENTERS:** Wendell Thomas and Annie Barton, Rowland Hall (UT)

**THE CLASSROOM EXPERIENCE**

**ROOM:** B409

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**The New Relevance: More Student Engagement, Less Homework**
Concerned about the effects of homework stress on student well-being, Lincoln School began looking for critical intersections between course content and the home and community lives and concerns of students. By embracing the “New Relevance” as a mantra for curriculum and assessment design, the school has begun to liberate students from homework overload while making learning more meaningful. A division director and a consulting educational expert review the process the school uses to change the culture of “She who dies with the most homework wins.”

**PRESENTERS:** Peter Gow, Independent Curriculum Group; Peter Brooks, Lincoln School (RI)

**THE STUDENT EXPERIENCE**

**ROOM:** B312

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**Private-Public Partnerships: Designing Shared Experiences**
Bruns Academy (public) and Providence Day (private) wondered what might happen if students from both schools learned about leadership together. They asked: What if a diverse group of students were given a collaborative problem-solving process enabling them to enact change? Experience the design thinking used to ignite this partnership.

**PRESENTERS:** Michael Magno and Ryan Welsh, Providence Day School (NC); Barry Sherman, Bruns Academy (NC)

**LEADERSHIP DEVELOPMENT**

**ROOM:** B211
The Professionalization of School Sports: New Challenges, New Strategies
School sports grow increasingly complicated. Families are investing in out-of-school athletics. Their children play on club teams and work with special coaches at ever-earlier ages. Parents see athletics as key to college admission. Families are aggressive fans and advocates for their children. As a result, schools feel pressured to hire outside coaches and recruit talented athletes. All this is changing the home-school relationship and threatening the core values of many schools. How can you respond? A school head, a vice principal for athletics, and two psychologists will use case studies, discussion, and role-playing exercises to outline ways to cope.
PRESENTERS: Rob Evans, psychologist; Michael Thompson, psychologist; Rick Melvoin, Belmont Hill School (MA); James Kakos, Punahou School (HI)
THE STUDENT EXPERIENCE
ROOM: B406

Students and Trustees: Possibilities for Collaboration and Real-World Learning
What happens when trustees engage with students about substantive topics important to the mission of the school? Find out how the trustees of one school worked with students who wanted to change the investment policies for the school’s endowment. Look at process and outcomes, including changes in the endowment, curriculum of the school, and student understanding of decision making. Examine your school’s traditions and consider the possibilities in your school for real-world education to spring from trustee-level decision making. Get materials for starting the conversation at your school.
PRESENTERS: Emily Jones, The Putney School (VT); Casey Clark, Glenmede
THE STUDENT EXPERIENCE
ROOM: B213

Using Creative Communication, Virtual Reality, and Social Media to Amplify Students’ Media Reach
Discover ExLabs: a program developed by Episcopal School of Acadiana to help bring students and the school’s marketing department to the forefront of creative communications. ExLabs introduces students to creative strategies, concepting, script writing, virtual reality, drone filmmaking, visual editing, and social media management. It uses cross-platform strategies to help the communications department exhibit educational experiences through the eyes of the students. Delve into brand strategies, technological advancements in communications techniques, social media placement, and student career development in the fields of visual filmmaking. Learn how to create your own ExLabs!
PRESENTERS: Jennifer Graycheck, Episcopal School of Acadiana (LA); Brett Landry, DRKHRSE
THE CLASSROOM EXPERIENCE
ROOM: B204

Secrets vs. Privacy: Confidentiality Within Schools
It’s confidential. No, it’s private. It’s on a need-to-know basis. Who needs what information when and why? Administrators, teachers, counselors, and others may respond differently when information is shared with them. In an effort to increase collaboration and effective communication, teams must know what confidentiality is, when it’s necessary, who can uphold confidentiality, and why it’s helpful. Gain a greater understanding of the difference between confidentiality, privacy, and secrecy; uncover how to collaborate around confidential information; and explore the thorny issues related to sensitive information held on behalf of students.
PRESENTERS: Malikkah Rollins, Lowell School (DC); Amy Killy and Meryl Heyliger, Georgetown Day School (DC)
THE STUDENT EXPERIENCE
ROOM: B314
**You Can Attract Great Teachers, But Can You Keep Them?**
Your teachers are the primary points of contact with your students. Do they have the resources, autonomy, and support they need to make students successful? Discover the skills and traits that exceptional leaders maintain, based on amalgamated leadership profiles developed through interviews and observations. Discuss the traps leaders fall into that lead to high teacher turnover. Framed within the Professional Standards for Educational Leadership and Growth mindsets, learn to become more involved in your classrooms and empower your teachers to grow both personally and professionally.

**PRESENTERS:** David Berthold, The Kinkaid School (TX); Charles Kraus, Fort Worth Country Day (TX)

**LEADERSHIP DEVELOPMENT**
**ROOM:** B315

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**The Changing Nature of School Crises: Being READY not REACTIVE!**
In light of changing trends in the type and frequency of crises faced by school communities, particularly those related to the use and abuse of technology, this session focuses on independent school crisis plans, crisis plan communication, and crisis preparation. Share results from a survey designed to explore areas where school communities need further updating of their existing crisis plans based on the likelihood of a particular event occurring with the intent of helping school leaders focus on being ready instead of reactive.

**PRESENTERS:** Douglas Allen, Park Tudor School (IN); Cole Carlson, Strathcona-Tweedsmuir School (Canada); Sean Hamer, Germantown Friends School (PA); David Hanson, Phillips Exeter Academy (NH); Clarke Weatherspoon, Urban School of San Francisco (CA)

**ROOM:** B407

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**LEADERSHIP DEVELOPMENT**
**ROOM:** B315

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**FELLOWSHIP WORKSHOPS**

Each of these 30-minute sessions is part of the NAIS Fellowship for Aspiring School Heads workshop series and is presented by the current cohort of fellows. All are welcome to attend.

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**ROOM:** B407

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**What’s Keeping Heads up at Night? Leading for Long-Term Sustainability**
What if you gathered a group of heads and asked, “As a head, what keeps you up at night?” Would you hear what excites them about the future of independent schools? Would you hear how they plan to lead their schools into a financially strong future? Explore and learn from the shared challenges from heads surveyed and interviewed across the country.

**PRESENTERS:** Wendy Butler, Westover School (CT); David Markus, Washington International School (DC); Andy North, Episcopal School of Acadiana (LA); Noah Reinhardt, Packer Collegiate Institute (NY); Heather Strube, Cambridge School (MD)

**ROOM:** B407

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**9:00 – 9:15 AM**

Break

**9:15 – 10:30 AM**

**GENERAL SESSION**

**SISONKE MSIMANG**

**When I Grow Up I Want to Be: Stories as Borders, Stories as Skies**
Musical Performance by Indian Springs School Choir
Sisonke Msimang Introduced by Nishant Mehta, The Children’s School (GA)

**GWCC, HALL B1**
Are Your Admissions Processes Compliant With ADA and Similar Laws? What Are the Risks?
Many independent schools are not in compliance with ADA Title III and similar laws that impact them, especially in the admissions processes. Schools ask questions in the admissions process about disabilities, impairments, special needs, and accommodations, and often require testing to determine a student’s IQ or learning challenges. Although the industry is presently out of compliance, don’t let your school be the test case for a parental challenge over what may be viewed as exclusionary practices for elite schools. Learn where the lines are drawn, potential liability, and how to ensure compliance with these complicated laws.

PRESENTERS:
Suzanne Bogdan, Fisher & Phillips, LLP; Steve Piltch and Amy Clemons, The Shipley School (PA)

MANAGEMENT
ROOM: B218

10 Things That Don’t Belong in a School of the Future
As schools transition into 21st century learning environments, we must maintain and continue several things. However, as important as the things we must keep, the recognition of what must go may prove even more valuable. Simply adding more things to our physical spaces and teaching toolkit can lead to overwhelmed students and teachers. Let’s get together to discuss and debate what the most important things are that we must let go of physically, pedagogically, and psychologically to be successful not only today but also in the future.

PRESENTERS: Jason Kern and Mike Cobb, All Saints Episcopal School (TX)

LEADERSHIP DEVELOPMENT
ROOM: B316

Building a Faculty Culture of Growth and Innovation Through Coaching and Collaboration
Join academic leaders at three schools for a conversation about how we might harness teachers’ visions, help them trust their own expertise, and facilitate an amplified faculty voice. At our schools, we have done so by using coaching concepts in broader, more creative ways, through instructional and leadership coaching, faculty think tanks, design thinking, and Folio. Shifting faculty culture also requires that your own leadership style evolves. Using question-storming (an alternative to brainstorming) and case studies, capitalize on the expertise of everyone in the room, identifying structures that can be modified to fit any school size or setting.

PRESENTERS: Marsha Little, The Lovett School (GA); Connie White, Woodward Academy (GA); Cynthia Sabik, Stone Ridge School of the Sacred Heart (MD)

LEADERSHIP DEVELOPMENT
ROOM: B212
Designing and Improvising Collaborative Leadership

Undertake a 60-minute design challenge aimed at exploring and applying the skills and mindsets of designers and improvisers. Leave with the “innovation engine” used by the Providence Day School Center for the Art and Science of Teaching, Learning, and Entrepreneurship to empower independent school leaders and teams to address adaptive challenges through creative, collaborative, learning endeavors. Learn to “mind the gap between who we are and who we aspire to be” by observing gaps and aspiring to new possibilities. Establish new relationships that perpetuate innovation and creativity.

PRESENTERS: Ryan Welsh, Emily Carrara, and Matt Scully, Providence Day School (NC)

LEADERSHIP DEVELOPMENT
ROOM: B216

The Digital Experience: Developing 21st Century Leadership Skills in Today’s World

While much attention has focused on the educational experiences in the classroom, digital communities in which K-12 students participate have relatively little consideration in recent research and practice. We challenge you to reflect on your school, students, and your own perspectives, usage, and knowledge of social media tools — through session activities and small group conversations — with implications related to how social media can be leveraged in building and rebuilding campus and classroom digital communities. Learn the six digital student leadership education pillars to empower your students.

PRESENTERS: Jennifer Dane, The Ohio State University; Josie Ahlquist, Florida State University

THE STUDENT EXPERIENCE
ROOM: B406

Combating “Fake News” and Misinformation With Information Literacy

With the rise of fake news, disinformation, and misinformation, and with people in positions of power questioning the existence of facts and an objective reality, we are challenged to take a step back and work with students to ensure that they become intelligent consumers and ethical users of information. Get practical resources and ideas to teach our students to discern fact from fiction, evaluate sources, and understand the motivation of those who work to manipulate them, so students can become thoughtful consumers and creators of information and ideas.

PRESENTERS: Lindsay Horbatuck and Laurie Sears, Landon School (MD)

THE CLASSROOM EXPERIENCE
ROOM: B313

Current and Coming Legal Issues

The last 30 years or more have not seen a more tumultuous time to be tracking developing legislative, regulatory, or legal issues. What are the federal branches bringing to independent schools this year? What is happening in the states? What new legal challenges have schools around the country been facing? Vouchers, employment regulations, tax reform, antitrust concerns, student discipline, staff discipline, and more are all on the table. Join this interactive dialogue with NAIS’s general counsel.

PRESENTER: Debra Wilson, NAIS

MANAGEMENT
ROOM: B215
Eliminating Sidewalk Talk: An Online Parent-Teacher Feedback Form
Most school leaders have had occasion to lament the “sidewalk talk” or diagonal conversation between parents where a lot of teacher feedback occurs. Our school has developed an online feedback form that provides a conduit for parents to give teachers direct feedback about their child’s experience in the class. Share in the lessons we learned about how to generate a feeling of ownership among the faculty, construct questions appropriately, design the electronic portal, market the form to parents, and evaluate the results. This form has the potential to change the culture of your school!

**PRESENTERS:** Lee Hark and Ryan Burton, Durham Academy (NC)

**MANAGEMENT**
**ROOM:** B301

**Engagement and Impact: Design Thinking for Social Justice**
Design thinking has been gaining steam in K-12 education as a hands-on opportunity to dive deep. Empathy, engagement, and ideation sit at the core of design thinking. These are also the pillars of social justice work. Join us as we explore how to integrate both social justice and design thinking into your curriculum, special programming, and leadership training. Hear about recent examples and try your hand at equity design. Take back resources to assist in creating your own design activity you can implement immediately.

**PRESENTERS:** Nola-rae Cronan, Columbus School for Girls (OH); Ara Brown, Cranbrook Kingswood Schools (MI)

**THE STUDENT EXPERIENCE**
**ROOM:** B217

**Ethical Choices: Developing 21st Century Leaders**
Social media, peer pressure, global competition — these features increasingly characterize the world our students live in. How do we equip our students to navigate this 21st century landscape and become tomorrow’s ethical leaders? Ethical leadership is about the ability to make complex decisions based on self-reflection, clarifying one’s values, and a proven step-by-step decision-making process. Learn a values-based approach to ethical decision making and gain the skills necessary to facilitate ethical conversations about relevant 21st century issues in your classroom or advisory group. Receive case studies, sample topics, and a decision-making protocol.

**PRESENTERS:** Eva Lazar, The Ethics Institute at Kent Place School (NJ); Karen Rezach, Kent Place School (NJ)

**THE CLASSROOM EXPERIENCE**
**ROOM:** B302

**Infusing Social and Emotional Education into Daily Instruction: Integrating—Not Adding On**
A void in social and emotional programming for PK-12 institutions prompted Pine Crest to develop a tailored plan, using a strategic model. As a school committed to innovation and anchored by our core curriculum, we sought to balance the two while providing our students with the skill set needed for success beyond the classroom. Gain an understanding of how to achieve a cultural shift, integrate social-emotional skills into your curriculum, and improve social and emotional interactions within the broader school community.

**PRESENTERS:** Krista Promnitz and Lisa Ockerman, Pine Crest School (FL)

**THE STUDENT EXPERIENCE**
**ROOM:** B303
Learning Through Design and Action: Engaging Youth in Redesigning Their School

Students learn best when they are engaged in an authentic task that they perceive as personally meaningful. Hear how we developed an innovative, two-week course that introduced students to design thinking and culminated in a project where students redesigned their school. The final pitches made to the senior administrative team were impressive and demonstrated how passionate, engaged students not only lead to improved learning but can also spark schoolwide change. Explore how student action can drive learning, build a culture of innovation, and transform a school.

PRESENTERS: Gregory Benedis-Grab and Ali Iberraken, Packer Collegiate Institute (NY)

Marketing Independent Schools

To create demand for what we do, NAIS schools need to act jointly, and address the entire process by which parents think about their children’s education. We cannot wait until they’ve decided to go to an independent school and then compete with one another for their attention. We need to reach them in the press, engage with them at the top of the funnel, and make the process friendly and informative. Discuss and craft a proposal to create the right front door to independent schools, and the logistics and prerequisites to that sort of action.

PRESENTERS: John Katzman, Noodle Education; Heather Hoerle, The Enrollment Management Association

Is There a Tuition Bubble? Macroeconomics and Independent Schools

Is there an independent school tuition bubble? What is the current outlook for inflation, employment, and wages? What is the income, debt, housing, and health-care picture for the U.S. consumer? What key philanthropic trends should schools be aware of? How are colleges and universities navigating the “financial aid gold rush”? What spending, saving, and investment choices are millennials making? Derived from a unique research partnership between The Gunston School, CCS, and Dow Jones, this visually dynamic presentation weaves a vivid macroeconomic tapestry for our schools.

PRESENTERS: John Lewis, The Gunston School (MD); Greg Hagin, CCS
MOOCs for Professional Development: What We Want Every Teacher to Know
Meet a MOOC (massive online open course) and assess the potential for professional development. Free to users, MOOCs have been an untapped resource for schools seeking to learn from experts in various fields who can inform the work of teachers, parents, and students. Hear about a MOOC on the science of learning and critique the MOOC as a source of professional development for your school. Learn how to engage with educators throughout the world to form a discussion group and exchange ideas on how to apply the learning.
PRESENTERS: Pearl Kane and Kevin Mattingly, Teachers College, Columbia University
ROOM: B311

Parents Who Insist Their Child Is Being Bullied (Despite Evidence to the Contrary)
Back by popular demand! When parents see their child as a victim of bullying and the child’s teachers do not, the alliance between school and parents can quickly break down. Gain practical advice for managing the disconnect between parents pushing a bullying agenda and schools earnestly working to help them understand that providing a “safe” school is not the same as creating an environment where nothing socially challenging, difficult, or negative ever happens to a child.
PRESENTERS: Daisy Pellant, Breck School (MN); Michael Thompson, psychologist
ROOM: B312

The Pathway to Headship: Stories and Strategies from Women and People of Color
The 2018 NAIS Annual Conference beckons those who seek to explore the possibilities of one’s own leadership journey in a changing world. It calls upon us to examine “shifting mindsets about who leads and how we lead.” Join us for an informative, engaging workshop where we challenge the status quo of what leadership looks like. Four school leaders share stories and strategies about their journeys “to the top,” including topics such as the search and interview process, gender/racial expectations, implicit bias, school fit, and how to shape the position to best align with your needs, style, and strengths.
PRESENTERS: Peggy Procter and Roger Bridges, Echo Horizon School (CA); Phil Gutierrez, Mid-Peninsula High School (CA); Crystal Land, Head-Royce School (CA); Melinda Tsapatsaris, Westland School (CA)
ROOM: B403

Pop-Up Courses: Flexible, Modern Learning Design for Digging into Real-World Issues
How does your school respond when a new, challenging issue emerges locally or globally—a momentous election, an outbreak of disease, an attack, or a phenomenon such as fake news? What if you could address this topic in a short course akin to a pop-up restaurant? We created a model for doing that: a 2-4-week, online, flex course that teachers can incorporate into existing courses. Hear about our experience offering two such courses to a total of 2,000 students in a global network. Adapt the “recipe” for your own school setting.
PRESENTERS: Jason Cummings, Global Online Academy (WA); Nelson Graves, News-Decoder; Tina Bessias, Durham Academy / Global Online Academy (NC)
ROOM: B314
Responding to Historical Allegations of Sexual Assault, Sexual Harassment, and Child Abuse

Gina, Leslie, and their team have led many high-profile investigations at major public and private K-12 and higher education institutions throughout the country. As former sexual assault and child abuse prosecutors, they bring decades of experience to their practice, which is dedicated to helping schools implement trauma-informed, fair, and impartial prevention and resolution processes. Find out how to plan and implement an effective response to historical allegations of sexual assault, sexual harassment, and child abuse in the independent school context.

**PRESENTERS:** Leslie Gomez, Gina Maisto Smith, and Maureen Holland, Cozen O’Connor; Darryl Ford, William Penn Charter School (PA)

**GOVERNANCE**
**ROOM:** B204

**Rethinking Compensation: A Community-Wide Effort to Improve Agency, Accountability, and Transparency**

In 2013, we began to rethink our seniority-based compensation structure. An independent school consultant conducted a review of our current evaluation and compensation structure and generated questions for us to consider. Five years later, we have completed one full cycle in a promotional compensation structure. This structure aligns program and practice and will continue to respond and evolve. Examine the challenges and rewards of this work, and its effects on the members of our community.

**PRESENTERS:** Christina Gwin, Rebecca Sherouse, and Kyle Barriger, Castilleja School (CA)

**LEADERSHIP DEVELOPMENT**
**ROOM:** B315

**School Climate and SEL Measurement Tools and Trends: A Foundation for Well-Being**

Review the current state of the prosocial measurement field in four realms: school climate surveys that recognize student, parent, and school personnel “voice;” readiness assessments that support school leaders considering strengths and challenges to prepare and plan for the next phase of school improvement; school climate process metrics; and individual SE-informed metrics that can be used to evaluate student learning, strengths, and challenges. Get guidance and support as you consider current measurement practices and how you may want to use new prosocial metrics to foster student engagement and school improvement.

**PRESENTERS:** Jonathan Cohen, National School Climate Center; Scott Beszylko and Elizabeth Mendelsohn, Winston Prep Schools (NY)

**MANAGEMENT**
**ROOM:** B404

**Social Justice Through Student-Centered Learning**

Learn from an enthusiastic and informed pair of veteran educators about how to use student-centered practices to explore and promote social justice within varied disciplines.

**PRESENTERS:** John Bouton and John Daves, The Pennington School (NJ)

**THE CLASSROOM EXPERIENCE**
**ROOM:** B405
Stories from Headship: “Why the Hell Would You Want This Job?”
In a lively session that invites a back and forth conversation between panelists and attendees, four experienced school heads share unvarnished leadership stories that offer authentic lessons while revealing the highs and lows, the connectedness and isolation, and the clarity and ambiguity of school leadership. The stories present headship as a deeply human experience, a noble profession worthy of your full self and willingness to learn from experience. They make headship feel real, not simply conceptual, to those considering it and to those—such as teachers and trustees—who want to understand it better.
**PRESENTERS:** Mark Davis, St. Luke’s School (CT); Ruth Glass, Lake Tahoe School (NV); Chuck Harmon, York School (CA); Archie Douglas, Bentley School (CA)
**LEADERSHIP DEVELOPMENT**
**ROOM:** B408

Students, We Want You to Run It: How Do We Get Out of Your Way?
Student-centered learning is a buzzword (phrase) in education, yet teachers train for years to be masters of their craft. How can teachers and administrators learn the art of getting out of the way to ensure students have the opportunity to learn, celebrate failure, and develop crucial skills to compete in a global society? Teachers and administrators desire for students to lead, but their instinct to “save the day” can cloud newfound pedagogy. Identify key areas of professional development and the results of that work. Examine case studies to apply the methods we discuss.
**PRESENTERS:** Mya Sullivan and Steven Nowack, Rabun Gap-Nacoochee School (GA)
**THE CLASSROOM EXPERIENCE**
**ROOM:** B409

Visual Arts at the Intersection of Progressive Education and Future-Facing, Maker Initiatives
Schools grounded in the tenets of progressive education have long known that children learn by doing and making, not just in the art studio but in every curricular area. Current initiatives in contemporary education such as STEAM, the maker movement, and 21st century schools ask all educators to harness the power of collaboration and creation to make learning come to life. How can teachers become collaborative leaders as they design integrated, hands-on experiences? See examples of integrated units that use the visual arts as a springboard to teach robotics, new technology, science, social studies, and even foreign language.
**PRESENTER:** Cheryl Capezzuti, Fanny Edel Falk Laboratory School (PA)
**THE CLASSROOM EXPERIENCE**
**ROOM:** B207

Why Can the President Say It, But I Can’t?
In the first school year of the Trump presidency, schools have faced heightened tension around race, religion, nationality, and other facets of diversity. In an alarming twist to school bullying, a post-election review of bullying statistics confirms white students have been using the president’s words and slogans to harass and taunt their classmates. Examine the extent to which racial and religious intolerance has shaped how kids talk, joke, and bully. How do you explain to students why certain words and phrases are unacceptable without being accused of political partisanship? How do you address bias incidents on campus and social media?
**PRESENTER:** Shanelle Robinson, Friends Academy (NY)
**THE STUDENT EXPERIENCE**
**ROOM:** B310
FRIDAY, MARCH 9

Head Start: Pressing Issues and First-Year Challenges
To learn more about the challenges facing a new head of school, we surveyed current heads and received over 90 responses across the nation. Learn about our findings regarding challenges and issues in the first year, leadership attributes, and the contrast between a school’s stated challenges and the actual pressing issues faced by a new head of school.

PRESENTERS: Natalie Judelson, International School of Brooklyn (NY); Christina Pak, Hillbrook School (CA); Josina Reaves, Poly Prep Country Day School (NY); Michele Spitulnik, Contra Costa Jewish Day School (CA); Alethea White, Meadowbrook School of Weston (MA)

ROOM: B407

12:15 – 1:15 PM
Complimentary Lunch in the NAIS Expo
GWCC, HALL B2

Employee Benefits and the Millennial Workforce
In the next few years, large numbers of Generation X teachers are going to retire. There is speculation that millennial workers (ages 18-35) may not find teaching an attractive profession because they have different perk/benefit preferences than earlier generations and seek more flexibility in their work environment and more generous paid parental leave. Explore the extent to which independent schools are well-positioned to attract millennial workers to the teaching profession and what independent schools can do to prove more attractive to this emerging workforce.

PRESENTERS: Josh Budde, Springside Chestnut Hill Academy (PA); Roney Efond, Choate Rosemary Hall (CT); David Dykeman, Cheshire Academy (CT); Matt McGee, Rabun Gap-Nacoochee School (GA); Jed Silverstein, Latin School of Chicago (IL); Benjamin Tierney, Visitation School and Convent (MN)

ROOM: B407

BLOCK 6 1:15 – 2:15 PM WORKSHOPS

FEATURED WORKSHOP
SANFORD J. UNGAR
The Paradox of Free Speech in America Today
Introduced by Marsha Little, The Lovett School (GA)
GWCC, B308-B309
Why All Teachers Should Blog
Learn about the professional and personal rewards of interviewing and writing about education experts, policy makers, and changemakers. Take command of your passion and career.
**PRESENTER:** David Cutler, Brimmer and May School (MA)

Does Making Matter?
Are makerspaces a fad or the future of hands-on learning? Hear one educator’s take on why “making” will stand the test of time.
**PRESENTER:** Mike Matthews, Katherine Delmar Burke School (CA)

Color Outside the Curriculum
Learn the importance of authentically incorporating multiculturalism in the classroom for children of color as well as those who are not.
**PRESENTER:** Le’Aqua Shoates, The Alexander Dawson School (NV)

Activating Inquiry-Based Leadership: Practices for Change and Empowerment Across School Constituencies
Leadership incubators rest on three grounding principles: an inquiry mindset, a culture of accessibility, and practical frameworks that foster leadership at all levels. Our respective Silicon Valley schools integrate these principles to empower agency within, between, and across constituencies. Hear about cultural, curricular, and structural practices that activate leadership potentials across our school communities. Acquire practical tools you can apply to cultivate conditions for leadership within your school.
**PRESENTERS:** Noa Mendelevitch, Synapse School (CA); Mike Orlando, Helios School (CA)

LEADERSHIP DEVELOPMENT
**ROOM:** B310

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Ish: Breaking Through the Binary
Take a personal journey to understanding heteronormativity and how I came to begin to think about gender as more expansive.
**PRESENTER:** Tashon McKeithan, The Center for Early Education (CA)

The World Is Our Classroom; The Kitchen Is Our Lab
With online education, we have the opportunity to help our students step outside the classroom and learn about the world by engaging with the world.
**PRESENTER:** Christopher Mullis, The Hybrid Learning Consortium

Learning from the Leaders: It’s Elementary
Focus on the lessons we can all learn each day from our youngest leaders.
**PRESENTER:** Hilarie Hall, St. Andrew’s Episcopal School (MD)

But You Don’t “Look” Like a Leader?
What does a school leader look like? Follow along with the leadership struggles and triumphs of a woman of color working in an all-male school environment.
**PRESENTER:** Vernice Veranga-Mulcahy, Church Farm School (PA)

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SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
Constructing Servant Leaders: A Blueprint for Developing Transformative Service Learning

Over the last six years, four independent schools in the Asheville area have partnered on an innovative and significant service program to build homes with Habitat for Humanity. The relationship between each of the schools has moved beyond a traditional rivalry and transitioned to a relationship grounded in better communication and strengthened camaraderie, sharing a common goal of building a house. Most importantly, however, each build has provided a single mother and her family with a new home and the opportunities that come with affordable housing. Inside the school communities, the program has developed motivated and skilled student leaders.

PRESENTERS: Isaac Rankin, Christ School (NC); Margot Moses, Carolina Day School (NC)

THE STUDENT EXPERIENCE
ROOM: B312

Diversity Coaching Model: A Tool for Reshaping Curriculum and Practice

Hear about a diversity coaching model used within two independent schools. The model is an effective method to examine and expand curriculum while simultaneously embedding antibias principles across content areas. Focus on the application of the diversity coaching model, including how it was developed and implemented in a preschool and lower school setting and is now used from PK-12. Explore how to utilize the diversity coaching model at your school and put theory into practice.

PRESENTERS: Joseph McCauley and Semeka Smith-Williams, Packer Collegiate Institute (NY); Ramón Javier, The Trinity School (NY)

THE CLASSROOM EXPERIENCE
ROOM: B403

Often educators ask students to focus on how they are similar to their peers—but what if we used cultural differences as a bridge for building more authentic student-teacher and peer relationships? Discover how to leverage student differences, design an environment that creates and fosters productive relationships outside of the classroom, and walk away with a plethora of teacher hacks. Learn from three school counselors who also teach in different states and build asynchronous relationships with their students at Global Online Academy.

PRESENTERS:
- Priya Singhvi, Greenhill School (TX)
- Leilani Ahina, Punahou School and Global Online Academy (HI)
- Lauren Gehman, Metairie Park Country Day School and Global Online Academy (LA)

THE STUDENT EXPERIENCE
ROOM: B404

Engagement, Empathy, and Equity in Action: A Journey to Enact Transformative Vision, Curricula, and Learning

The Children’s School in Atlanta was highlighted in the spring 2017 edition of NAIS’s Independent School magazine as one of three innovative schools nationwide that is reimagining school design. Tasked with creating a middle grades program, leadership asked faculty, “If you had a blank slate, no preconceptions, no predetermined curriculum, no expectations for schedule or structure, and were simply asked ‘what is an ideal learning environment for this age,’ what would you design?” Follow a group of administrators and teachers designing an immersive, project-based, learning prototype for a new sixth-grade experience as a model for middle grades.


THE CLASSROOM EXPERIENCE
ROOM: B217

Ever Forward: Upshifting from Allies to Accomplices

How can independent schools conceptually and tangibly advance equity and inclusion efforts? One possible answer is by increasing the horizontal buy in of our various constituencies. Explore some structural initiatives that potentially can foster the cultural competencies needed to uphold an antibias educational framework and, thereby, a truly inclusive school community. Learn about shifting from allies to accomplices as a critical component in advancing a school’s values, culture, and mission.

PRESENTERS: Martha Neubert and Bea Garcia, Northfield Mount Hermon School (MA)

LEADERSHIP DEVELOPMENT
ROOM: B216

The Future of Social Media Education

At a time when students spend eight hours each day on digital devices and, simultaneously, cyberbullying and reputation-damaging posts are running rampant, few schools have found a feasible solution. Social networks are only becoming more complicated, and parents and educators cannot keep up. Ravenscroft School and The Social Institute have filled that growing void by providing the first-ever social media curriculum designed to guide students to positive, productive uses of social media and technology. Learn how we empower students to win at social media and do so with a positive approach.

PRESENTERS: Jason Ramsden, Susan Perry, and Colleen Ramsden, Ravenscroft School (NC)
- Laura Tierney, The Social Institute

THE STUDENT EXPERIENCE
ROOM: B213
**Incubating and Co-Working: Building Innovative School Programs and Partnerships Beyond Your Campus**

In 2014, Episcopal High School partnered with WeWork and a number of Washington-area incubators to explore the use of co-working spaces to enhance school programs. The school has expanded the use of these innovative environments to support signature programs, including experiential education (The Washington Program), student career experiences (The Senior Externship), professional development (faculty retreats), and institutional advancement events (EHS Connect). This network continues to provide endless opportunities for connection to the world beyond the campus. Join us to discuss our journey and hear recommendations for independent schools interested in building your own network of innovative partners.

**PRESENTER:** Jeremy Goldstein, Episcopal High School (VA)

**THE STUDENT EXPERIENCE**

**ROOM:** B406

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**Genders and Sexualities Alliances (GSAs): Sites for Social Justice and Facilitating Equity-Minded Student Allies**

Genders and Sexualities Alliances (GSAs) foster a sense of community, safety, and activism among participants. They are also sites where students gain a heightened sense for social justice, where equity-mindedness becomes reality for all who participate in them. Join two diverse, LGBT, long-time educators as they describe and model the specific pedagogy that results in these outcomes. Get a nuanced understanding of gender and sexuality, access to current LGBT resources, and equipped to support all students at your school.

**PRESENTERS:** J.B. Mayo, Jr., University of Minnesota; JJ Kahle, The Blake School (MN)

**THE STUDENT EXPERIENCE**

**ROOM:** B405

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**Honoring the Student Experience: The Power and Potency of Student-Centered Practitioner Research**

As educators, we often discuss student-centered classrooms, but rarely do we use research practices to understand our students’ unique experiences of school. Explore how four independent school teachers designed and executed practitioner research projects focused on the student experience. Discuss research questions, design, methodology, and ethics, as well as how to manage researcher biases and the politics of conducting research in your place of practice.

**PRESENEERS:** Kelsey Schroeder, Roland Park Country School (MD); Brendan McGrail, Dwight-Englewood School (NJ); Cara Henderson, The Emery/Weiner School (TX); Jackson Collins, Prep for Prep

**THE STUDENT EXPERIENCE**

**ROOM:** B405
Inspire Your Leadership Journey: Optimize Growth Through Reflective Practice and E-Portfolios
Delve into the value of a growth mindset and discover how reflective practice can optimize growth, transforming you into an innovative leader within your school community. Using visible-thinking routines from Harvard’s Project Zero, push your imagination, focus on your why, and discover ways to document your professional growth. Get familiar with how to use specific platforms where you can host professional e-portfolios, growth portfolios, video reflections, and digital resumes to motivate and inspire your practice.

PRESENTERS: Priscila Torres, Concept School (Brazil); Genevieve Hoppe, The North Broward Preparatory Schools (FL)

LEADERSHIP DEVELOPMENT
ROOM: B408

The Journey Toward an Engaged and Generative Board
As an accrediting association, the Virginia Association of Independent Schools inspires its schools to develop and maintain best practices in governance. A stumbling block is often encountered by boards that find themselves too bogged down in operational agendas and less able to enter into generative and strategic oversight and partnership with the head of school. Gain insight into lessons we have learned, how we are modeling best practices ourselves in association governance, and ways board members can be inspired and led to be more engaged and generative thought leaders.

PRESENTERS: Betsy Hunroe, Virginia Association of Independent Schools; David Lourie, St. Anne’s-Belfield School (VA); Tommy Battle, Virginia Episcopal School (VA); Hank Berg, Highland School (VA); Michael Groves, Oak Hill Academy (VA); Scott Kennedy, Norfolk Collegiate School (VA); Elinor Scully, The Langley School (VA)

GOVERNANCE
ROOM: B302

Lab Atlanta: Designing, Disrupting, and Changing Lives
Lab Atlanta is a 10th-grade semester school for honors-level students from across public and independent schools in Atlanta. Funded in part by a Leadership Challenge Grant from the E.E. Ford Foundation, Lab Atlanta opened it doors in January 2017 with a mission to develop civically engaged, design-minded leaders focused on building a vibrant, sustainable future for themselves and the city of Atlanta. Get an overview of the model, explore its challenges and learning, and celebrate some truly transformative student experiences.

PRESENTERS: Laura Deisley, The Lovett School (GA); Mike Pardee, Lab Atlanta (GA)

THE CLASSROOM EXPERIENCE
ROOM: B409

Leadership That Delivers: The Power of Financial Aid, Institutional Sustainability, and Inclusion—Thinking Strategically, Acting Tactically
Strong leaders can guide a skeptical board of trustees and business office in understanding how the strategic use of need-based financial aid and merit scholarships can set a school on a mission-driven path to enrollment growth, financial sustainability, and inclusion. Data-informed leaders can guide their schools toward a mindset recognizing financial aid and scholarships as a means to generate essential revenue, rather than the traditional mindset of an expense that must be curtailed. Illustrated by professional experience and informative case studies, learn how net-tuition revenue, strategic thinking, tactical implementation, and partnerships enhance mission-appropriate enrollment management and budgeting.

PRESENTERS: DaRel Christiansen and Jennifer Moore, Rabun Gap-Nacoochee School (GA); Mike Pardee, Lab Atlanta (GA)

MANAGEMENT
ROOM: B204
Measuring and Communicating the Classroom Experience With Evidence-Based Dashboards
High-quality teaching and an excellent program have the greatest impact on the classroom experience. Yet it is difficult to design an evidence-based methodology to measure these key areas. Hear how one school designed dashboards to measure program quality and how well it recruits, develops, and retains teaching talent. Find out how to identify key metrics, balance quantitative and qualitative data, use leading and lagging success indicators, and communicate effectively with parents using language familiar to noneducators.

PRESENTER: Scott Erickson, Phillips Brooks School (CA)

THE CLASSROOM EXPERIENCE
ROOM: B207

The Neurology of Decision Making: Understanding and Improving an Essential Skill Set
The decisions we make are at the root of all of our work and are the most significant determinants of our success. Surprisingly, educators, unlike other professionals, receive little if any formal training on how to put into practice identifiable skills that can polish and improve our decision making, much of it grounded in neurological research. Engage in case-study analysis to better understand our decision-making tendencies as a way of improving how we go about making both the routine and strategic decisions we make in our schools.

PRESENTER: Michael Walker, San Francisco Day School (CA)

LEADERSHIP DEVELOPMENT
ROOM: B316

Let the Kids Do It: From Student Centered to Student Driven
“Tell me and I forget. Teach me and I remember. Involve me and I learn”—Benjamin Franklin. As independent school educators and administrators, we hope to send our students into the world prepared to lead. To really help them learn to lead, adults need to let go and let students take on essential projects, mentoring and coaching them rather than assigning tasks. Hear educators and administrators from The Masters School present three specific examples of students taking on schoolwide initiatives, discuss what they’ve learned in the process, and share a roadmap for transforming student leadership.

PRESENTERS: Eileen Dieck, Karen Brown, Matthew Ives, and Matthew Kammrath, The Masters School (NY)

LEADERSHIP DEVELOPMENT
ROOM: B215
Neuroscience, the Daily Grind, and College Admission: Redesigning the Upper School Schedule

Time is not a tuition-driven asset—all schools are given a similar share. What is the best use of this most equitable of resources? While lower and middle schools have moved toward flexible classrooms, constructed around neuroscience and child development, upper schools find themselves tethered to the common currency of the Carnegie Unit, driven by college admission. What information is needed and what challenges do schools face during a schedule retooling process? Most importantly, how can upper schools balance current pedagogy on learning with traditional curriculum and college expectations—all within the constraints of the academic day?

PRESENTERS: Kay Betts, Bettstrategic Group; Patty Montague, Marist School (GA); Kelley Lips, Emory University

THE CLASSROOM EXPERIENCE

ROOM: B313

Peer Mentors: Creating a Wellness Leadership Program of Students for Students

Learning how to create a student-centered, sustainable wellness program can be challenging. Learn about a part of Chadwick School’s wellness program, Peer Mentors. Peer Mentors is a group of 10th through 12th grade students that aims to create a support system of students for students. This program is designed around a three-year curriculum that teaches students concrete strategies that empower them to help themselves and others. Peer Mentors is a model that other schools can build on to promote student wellness, ultimately helping students strengthen character, foster courage, and shape healthier cultural norms in a school community.

PRESENTER: Erin Nordlund, Chadwick School (CA)

THE STUDENT EXPERIENCE

ROOM: B211

Resilience: Avoiding Victimization Through Social Problem Solving and Emotional Self-Regulation

As critical as it is to shape and improve the external around a child (e.g., school climate, staff training, policies), it is equally essential to focus on the internal—the learned ability of youth to personally handle bullying and other forms of conflict in a way that leads to positive outcomes. Through research-based best practices, we seek to help you develop emotionally-healthy and resilient students who understand and embrace their own agency to deal with social and relational adversity. These include strategies such as social referencing, community involvement, improvisation, cognitive dissonance, scaffolding, connective activities, and much more.

PRESENTER: Sameer Hinduja, Florida Atlantic University

THE STUDENT EXPERIENCE

ROOM: B212

Study Abroad: Model Practices for Independent Schools

Overseas programming in K-12 schools is growing in popularity, prompting important discussions on developing and managing programs that are supportive, engaging, and safe for our students. Examine critical issues in developing and managing overseas trips, review established safety protocols, explore a variety of program models, and discuss how those models can complement the curriculum and cocurriculum at your school. This workshop is for professionals who want to expand or improve a current portfolio of programs.

PRESENTERS: Caroline White, NAFSA: Association of International Educators; Laurie Black, CET Academic Programs; Liz Gregor, Webb School (TN); Melissa Brown, Holton-Arms School (MD)

MANAGEMENT

ROOM: B301
Turning the Tide on the Student-Leadership Experience
Harvard University’s *Turning the Tide* report recommended ways colleges and universities could change the college admissions culture, which empowered The Hill School to make changes to its own student-leadership culture. An admissions and financial aid officer from Yale joins The Hill School’s director of college counseling and student leadership programs coordinator to share how *Turning the Tide* is being implemented at Harvard, how The Hill School’s college counselors are changing the ways they work with families, and how the school is teaching students to value the quality of their experiences, not the number of titles they hold.

**PRESENTERS:** Jason Coady and Ellen Deitrich, The Hill School (PA); Debra E. Johns, Yale University

**THE STUDENT EXPERIENCE**

**ROOM:** B303

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**Taming the Homework Monster**
Is homework getting you and your parents down? Then it’s time to tame that homework monster and align your lower school’s practice with the research. Learn how a lower school collaboratively transformed its homework practices. Explore every step of the process and every artifact—from parent input surveys and key talking points to parent letters and class website changes. Now in year two of the change process, hear what has been learned in the early stages, how to anticipate and avoid pitfalls, and how to get everyone on board with what’s best for kids.

**PRESENTER:** Kelley King, San Diego Jewish Academy (CA)

**THE CLASSROOM EXPERIENCE**

**ROOM:** B214

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**What Is a B+, Anyway? Replacing Grades With a Mastery Model**
Share the opportunities and challenges of using standards-based assessment (SBA) in both a traditional and nontraditional school setting. See how SBA, or a mastery approach, reframes grades as feedback, creating a classroom culture of learning while painting a more holistic view of the student. Examine concrete examples of how to implement SBA and discuss the challenges we have faced in implementing SBA in our respective schools. Hear how SBA is the logical assessment strategy if your school wants to become a mastery transcript school.

**PRESENTERS:** Regan Galvan, Polytechnic School (CA); Michael Peller, The Nueva School (CA); Tim Bazemore, Catlin Gabel (OR)

**THE CLASSROOM EXPERIENCE**

**ROOM:** B315
What’s Next in DASL? From Data and Analysis to Insights and Action
Learn how your leadership team and board can get the most out of DASL, the independent school benchmarking system used by every state and regional association and hosted by NAIS. Get a sneak peek at the new features and tools designed to give your team actionable information and insights. Help shape the future by giving NAIS staff your input for future DASL development.
**PRESENTERS:** Hilary LaMonte, Joy Bodycomb, and Wanell Boone, NAIS
**MANAGEMENT**
**ROOM:** B304

FELLOWSHIP WORKSHOP
This 30-minute session is part of the NAIS Fellowship for Aspiring School Heads workshop series and is presented by the current cohort of fellows. All are welcome to attend.

How Do Secondary School Suspensions Impact College Placement?
With parents concerned about how suspensions, expulsions, and other disciplinary processes might impact college placement, many schools have adopted a variety of techniques to deal with major behavioral issues while attempting to limit the negative impact to college placement. Our team surveyed hundreds of schools, colleges, and college counselors to find out what schools are doing to deal with this volatile issue. We will present the realities of how disciplinary processes have impacted college admission results and present what some schools are doing to ensure that student behavior is addressed without negatively impacting their college placement. We explore how student behavior can be addressed in a way that the individual and the community grow and learn.

**PRESENTERS:** Adam Gaffey, Robert F. Munroe Day School (FL); Eli Goldsmith, Harvard Westward School (CA); Matthew Gerber, Western Reserve Academy (OH); Dave Samson, Rowland Hall-St. Mark’s School (UT); Chris Ashbrook, Wichita Collegiate School (KS)
**ROOM:** B407

2:15 – 3:15 PM
Networking Break and Meetups in the NAIS Expo
**GWCC, HALL B2**

3:15 – 4:15 PM
**CLOSING GENERAL SESSION**
**AMY CUDDY**
How to Lead With Confidence and Be More Influential
Musical Performance by Woodward Academy Big Jazz Band
Amy Cuddy Introduced by Marcia Prewitt Spiller, Woodward Academy (GA)
**GWCC, HALL B1**
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