PROGRAM

2019 NAIS ANNUAL CONFERENCE | FEBRUARY 27–MARCH 1 | LONG BEACH | #NAISAC | ANNUALCONFERENCE.NAIS.ORG

REIMAGINING
INDEPENDENT SCHOOLS
TEARING DOWN WALLS, BUILDING CAPACITY, & DESIGNING OUR FUTURE

National Association of Independent Schools
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 more than 5,000 fellow independent school educators to explore the theme *Reimagining Independent Schools: Tearing Down Walls, Building Capacity, and Designing Our Future*.

When independent school leaders—at every level and role—come together, we are at our best. While you’re here, we hope you take some time to connect—whether it’s with your team or the new friends and colleagues you meet. Together in Long Beach, let’s think more creatively, strategically, and collaboratively through the lens of a changing world and education landscape.

We’re reimagining our schools—from the physical buildings and academic practices to the community and culture—as we prepare for the next generation of learners. We’re working harder to make our schools more diverse and inclusive, and we’re connecting with new millennial parents. Our schools are rethinking governance and strategy, and new financial models are being tested.

You won’t want to miss exploring the connections that surprise and delight across different formats. In addition to the wide array of speakers, workshops, special events, and networking opportunities we offer at the NAIS Annual Conference, find dedicated spaces to innovate and be inspired by the interesting and impactful people who make up the independent school community.

Our goal is for you to head back to school feeling inspired and ready to take on changes and challenges that come your way. Thank you for being part of this wonderful community that pushes us every day to design a brighter future.
**WEDNESDAY, FEBRUARY 27**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 AM – 4:00 PM</td>
<td>Registration Open - <strong>NAIS Expo</strong></td>
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</tr>
<tr>
<td>10:30 AM – 4:00 PM</td>
<td><strong>Building Collaboration, Connection, and Capacity at Sea: A Tall Ship Experience</strong></td>
<td>Pine Avenue Pier (Rainbow Harbor)</td>
</tr>
<tr>
<td>1:00 – 4:00 PM</td>
<td><strong>Klingenstein Seminar Series</strong> - Exploring the Role of “Elite Schooling” in Society</td>
<td>LBCC, Grand Ballroom B</td>
</tr>
<tr>
<td>1:00 – 4:00 PM</td>
<td><strong>Optional Three-Hour Workshops</strong></td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:00 – 6:00 PM</td>
<td><strong>First-Time Attendee Reception</strong></td>
<td>LBCC, Seaside Ballroom A</td>
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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 available as part of #NAISAC On Demand. See page 12 for details.
### THURSDAY, FEBRUARY 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6:00 – 7:00 AM</td>
<td>Run Meet at LBCC Main Entrance Lobby Yoga Hyatt, Shoreline A</td>
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<tr>
<td>6:30 AM – 6:00 PM</td>
<td>Registration Open NAIS Expo</td>
</tr>
<tr>
<td>7:30 – 9:00 AM</td>
<td>President’s Breakfast and Annual Meeting LBCC, Grand Ballroom A</td>
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<tr>
<td>7:30 AM – 3:30 PM</td>
<td>NAIS Expo Open LBCC, Halls A-B</td>
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<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 1 Various Locations</td>
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<tr>
<td>9:00 – 9:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 – 10:45 AM</td>
<td>Opening General Session with Anderson Cooper LBCC, Pacific Ballroom</td>
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<tr>
<td>10:45 – 11:00 AM</td>
<td>Break</td>
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<tr>
<td>11:00 AM – 12:00 PM</td>
<td>One-Hour Workshop Block 2 Various Locations</td>
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<td></td>
<td>Featured Workshop: The Education Nexus LBCC, Grand Ballroom B</td>
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<tr>
<td></td>
<td>Speed Innovating: Schoolwide Edition LBCC, Seaside Pre-Function</td>
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<tr>
<td>12:00 – 1:30 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
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<tr>
<td>1:30 – 2:30 PM</td>
<td>One-Hour Workshop Block 3 Various Locations</td>
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<td></td>
<td>Featured Workshop: Learning from Parkland LBCC, Grand Ballroom B</td>
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<td></td>
<td>NAIS AC Powered by PechaKucha LBCC, 104 B</td>
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<tr>
<td>2:30 – 3:15 PM</td>
<td>Networking Break and Meetups in the NAIS Expo</td>
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<tr>
<td>3:30 – 4:45 PM</td>
<td>General Session with Frans Johansson LBCC, Pacific Ballroom</td>
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<tr>
<td>4:45 – 6:15 PM</td>
<td>President’s Welcome Reception The Cove</td>
</tr>
<tr>
<td>5:00 – 5:30 PM</td>
<td>Book Signing with Frans Johansson NAIS Bookstore</td>
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### FRIDAY, MARCH 1

<table>
<thead>
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<td>Run Meet at LBCC Main Entrance Lobby Yoga Hyatt, Shoreline A</td>
</tr>
<tr>
<td>6:30 AM – 1:00 PM</td>
<td>Registration Open NAIS Expo</td>
</tr>
<tr>
<td>7:30 AM – 3:30 PM</td>
<td>NAIS Expo Open LBCC, Halls A-B</td>
</tr>
<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 4 Various Locations</td>
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<tr>
<td></td>
<td>Featured Workshop: Sex Abuse: Supporting the Well-Being of Survivors, Students, and the Community LBCC, Grand Ballroom B</td>
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<tr>
<td>9:00 – 9:30 AM</td>
<td>Break</td>
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<tr>
<td>9:30 – 10:45 AM</td>
<td>General Session with Shiza Shahid LBCC, Pacific Ballroom</td>
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<tr>
<td>10:45 – 11:00 AM</td>
<td>Break</td>
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<tr>
<td>11:00 AM – 12:00 PM</td>
<td>One-Hour Workshop Block 5 Various Locations</td>
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<td></td>
<td>Featured Workshop with David Gleason LBCC, Grand Ballroom B</td>
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<tr>
<td></td>
<td>Speed Innovating: Teachers’ Edition LBCC, Seaside Pre-Function</td>
</tr>
<tr>
<td>12:00 – 1:30 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
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<tr>
<td>12:00 – 12:30 PM</td>
<td>Book Signing with David Gleason NAIS Bookstore</td>
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<tr>
<td>1:30 – 2:30 PM</td>
<td>One-Hour Workshop Block 6 Various Locations</td>
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<tr>
<td></td>
<td>Featured Workshop with Cori Lathan LBCC, Grand Ballroom B</td>
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<td></td>
<td>NAIS AC Powered by PechaKucha LBCC, 104 B</td>
</tr>
<tr>
<td>2:30 – 3:15 PM</td>
<td>Networking Break and Meetups in the NAIS Expo</td>
</tr>
<tr>
<td>3:30 – 4:45 PM</td>
<td>Closing General Session with Simon Sinek LBCC, Pacific Ballroom</td>
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</table>
DOWNLOAD THE NAIS EVENTS APP
Find all the NAIS events you attend in one app. Simply download the NAIS Events app and then add the 2019 NAIS Annual Conference to your list of shows. Once you’ve installed the 2019 NAIS Annual Conference show, you can:

- 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!

LUGGAGE CHECK
Keep your luggage safe before you travel home with our complimentary luggage check.
Friday, 6:30 AM – 5:30 PM
LBCC MAIN ENTRANCE LOBBY

NURSING MOTHERS ROOM
This quiet, peaceful space meets the needs of nursing mothers during the conference. The room includes refrigerators, electrical outlets, private spaces, and other accommodations. Please pick up a key to access the room at the information booth.
Wednesday, 9:00 AM – 6:00 PM
Thursday, 6:30 AM – 6:15 PM
Friday, 6:30 AM – 4:45 PM
LBCC, SEASIDE 6

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 – 2:30 PM
ROOM: LBCC, 202 C

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.

QUESTIONS?
VISIT THE NAIS INFO BOOTH IN THE LBCC MAIN LOBBY.

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LBCC, SEASIDE 6

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QUESTIONS?
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GENERAL SESSION SPEAKERS

LIVESTREAM
NAIS MEMBERS CAN LIVESTREAM SOME OF THE GENERAL SESSION SPEAKERS FROM ANYWHERE, FREE OF CHARGE, AT NAIS.ORG/LIVESTREAM.

THURSDAY 9:30 – 10:45 AM
ANDERSON COOPER is the anchor of CNN’s Anderson Cooper 360°, a nightly newscast that goes beyond the headlines with in-depth reporting and investigations. Since 1992, Cooper has covered major news events around the world from the scene, from Syria, Iraq, and Egypt to Baltimore and Ferguson, MO.

SPONSORED BY COMMUNITY BRANDS

THURSDAY 3:30 – 4:45 PM @ BOOK SIGNING
Raised in Sweden by his African-American/Cherokee mother and Swedish father, author and entrepreneur FRANS JOHANSSON has lived all his life at the intersection. As founder of a software company, an international health-care firm, and a hedge fund, Johansson has advised some of the world’s leading organizations.

FRIDAY 9:30 – 10:45 AM
Entrepreneur, technologist, investor, and impact leader, SHIZA SHAHID co-founded the Malala Fund with Nobel Prize winner Malala Yousafzai, and led the organization as founding CEO. Shahid focused on creating access to high-quality education for all children around the world. Renowned as a thought leader, TIME and Forbes have recognized her work.

FRIDAY 3:30 – 4:45 PM
SIMON SINEK is an unshakable optimist. He believes in a bright future and our ability to build it together. Described as “a visionary thinker with a rare intellect,” Sinek teaches leaders and organizations how to inspire people. His bold goal: Help build a world in which the vast majority of people wake up every single day feeling inspired, safe at work, and fulfilled.

#NAISAC
ALL FEATURED WORKSHOPS TAKE PLACE IN LBCC, GRAND BALLROOM B.

**THE EDUCATION NEXUS: SECONDARY SCHOOLS, UNIVERSITIES, AND THE FUTURE OF WORK**

More and more students graduating from high school are less ready for the opportunities and responsibilities of being in higher education, graduating on time, and managing the expectations of their workplace and personal life. Investigate how our world is changing and how we can better prepare our students to excel after they leave our schools.

**MODERATOR:** Rich Odell, Heads Up Educational Consulting

**PANELISTS:** Kevin Ross, Lynn University; Tacy Trowbridge, Adobe; Colleen Glaude, Apple; Robert H. Huntington, Heidelberg University; Jonathan Holloway, Northwestern University

**THURSDAY 11:00 AM – 12:00 PM**

**LEARNING FROM PARKLAND: HOW TO RESPOND TO, PREPARE FOR, AND PREVENT ACTIVE SHOOTINGS**

The threat of an armed assailant on campus is easily one of the most overwhelming safety issues our schools are facing. Together with a student survivor from Stoneman Douglas High School and a student from the Archer School for Girls, we will listen, examine, and plan for when the worst happens. Expect to leave with a heavy heart, a list of action items in your pocket, and yes, more hope than you entered with.

**PRESENTERS:** Chris Joffe, Joffe Emergency Services; Lorena Sanabria, Parkland Survivor and Activist; Students from Archer School for Girls (CA)

**THURSDAY 1:30 – 2:30 PM**

**SEX ABUSE: SUPPORTING THE WELL-BEING OF SURVIVORS, STUDENTS, AND THE COMMUNITY**

Explore survivor-focused responses to allegations of sexual abuse in your community.

**MODERATOR:** John Palfrey, Phillips Academy (MA)

**PANELISTS:** Kathleen Buckstaff, author of Get Savvy and survivor; Janet E. Fine, victim advocacy expert; Mike Hanas, San Francisco Friends School (CA); and Jamie Forbes, consultant and survivor

**FRIDAY 8:00 – 9:00 AM**

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**FRIDAY 11:00 AM – 12:00 PM**

**AT WHAT COST? DEFENDING ADOLESCENT DEVELOPMENT IN FIERCELY COMPETITIVE SCHOOLS**

Clinical psychologist **DAVID GLEASON** is an author and professor who provides counseling and consulting services within public, independent, and international schools. He is a senior neuro-psychologist at Wediko Children’s in Boston.

**FRIDAY 11:00 AM – 12:00 PM**

**HARNESSING TECHNOLOGY TRENDS THAT WILL ENHANCE HUMAN PERFORMANCE**

**CORI LATHAN** is a global thought leader in the relationship between technology and human performance and believes in a future of benevolent cyborgs.
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- SAUL EWING ARNSTEIN & LEHR LLP

#NAISAC 9
**SPECIAL EVENTS**

**BUILDING COLLABORATION, CONNECTION, AND CAPACITY AT SEA**
A Tall Ship Experience

**PINE AVENUE PIER (RAINBOW HARBOR)**
Wednesday, 10:30 AM – 4:00 PM

**Ticket Required: $199**

Board and set sail on the 129-foot, three-masted schooner *American Pride*, the official tall ship of the city of Long Beach, docked at the Pine Avenue Pier in Rainbow Harbor. This half-day, pre-conference workshop helps you practice and design collaborative experiences to support teacher and administrative team growth.

**FACILITATORS:** Matt Nink, Sheeba Mays, and Ingrid Valdez, Global Youth Leadership Institute

**KLINGENSTEIN SEMINAR SERIES**
Exploring the Role of “Elite Schooling” in Society

**LBCC, GRAND BALLROOM B**
Wednesday, 1:00 – 4:00 PM

**Ticket Required: $25**

Elite schools can be places with astonishing resources and a moral commitment to providing an exceptional education to all students, regardless of their background. However, the resources are typically available because these schools are deeply allied with social, cultural, and economic elites. As such, these schools have the potential to both challenge and reproduce inequality. Work together to examine this dual reality—capacity to provide an elite education alongside a tendency to educate the elite—and consider the impact on individuals, schools, and society.

**PRESENTER:** Shamus Rahman Khan, Columbia University

**FIRST-TIME ATTENDEE RECEPTION**
**LBCC, SEASIDE BALLROOM A**
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**
**RUN MEET AT LBCC MAIN ENTRANCE LOBBY**

**YOGA HYATT, SHORELINE A**
Thursday, 6:00 – 7:00 AM
Friday, 6:00 – 7:00 AM

Mental and physical wellness are important aspects of everyday life. The 2019 NAIS Annual Conference gives you the opportunity to participate in early morning yoga or go for a run.

**NAIS EXPO**

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.

#NAISAC
SPECIAL EVENTS

PRESIDENT’S BREAKFAST AND ANNUAL MEETING
LBCC, GRAND BALLROOM A
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
LBCC, 104 B
Thursday, 1:30 – 2:30 PM
Friday, 1:30 – 2:30 PM
NAIS has adapted the exciting, rapid-fire format of popular PechaKucha presentations to the NAIS 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 39 and 64.

PRESIDENT’S WELCOME RECEPTION
LBCC, THE COVE
Thursday, 4:45 – 6:15 PM
All attendees are welcome to join us at The Cove for an outdoor reception featuring complimentary food trucks, drinks, entertainment, and more. Meet new friends or connect with current or past colleagues in this beautiful and inviting open-air space.

NETWORKING MEETUPS
NAIS EXPO
Network and share stories with other independent school professionals from around the nation. Learn and gain inspiration from others in your role who have faced similar challenges. Discover resources and actionable solutions relevant to you and your school. See page 16 for times and locations.

SPEED INNOVATING
LBCC, SEASIDE PRE-FUNCTION
Schoolwide Edition:
Thursday, 11:00 AM – 12:00 PM
Teachers’ Edition:
Friday, 11:00 AM – 12:00 PM
Following a “speed dating” format, spend an hour hearing from some of the most innovative independent schools across the country in 15-minute mini-sessions. Thursday focuses on school transformations and is geared toward heads of school, school leadership teams, and trustees. Speed Innovating: Teachers’ Edition on Friday focuses on specific curricular innovations. Participation is first-come, first-served, so please be sure to arrive early to snag a place at the table. See the full list of schools and sessions on pages 32 and 56.

#NAISAC ON DEMAND

#NAISAC On Demand programming features 60 audio-synced workshop sessions and video footage of the PechaKucha sessions and some featured workshops. Bring these dynamic, inspiring, and educational sessions back to your school in one of two ways:

12 Months On Demand Streaming
NAIS Members: $149
Nonmembers: $199

USB of All On Demand Sessions + 12 Months On Demand Streaming
NAIS Members: $199
Nonmembers: $249

Stop by the PlayBack Now booth located in the LBCC Main Lobby for more information or to purchase your on-demand package.
MAKE THE MOST OF YOUR
CONFERENCE EXPERIENCE

**IF YOU CAME WITH COLLEAGUES...**
Identify times and places to meet up to share notes and observations. Make sure you also find time to connect with your colleagues to do something fun while you’re away from school.

**IF YOU ARE A TEACHER...**
Friday is all about you! Check out workshops in the Classroom Experience and the Student Experience tracks. You can also attend Speed Innovating: Teachers’ Edition in the morning and PechaKucha sessions in the afternoon to get inspired by new ideas, innovative presentation formats, and compelling stories.

**IF YOU WANT TO REFLECT AND RECHARGE...**
Find NAIS Annual Conference journals around the convention center. We designed these as a fun way to jot down ideas, notes, or memorable quotes during your quieter moments at the conference.

**IF YOU WANT TO MEET NEW PEOPLE...**
Check out the Meetup Spaces—dedicated areas in the NAIS Expo for you to meet with people in similar roles—at 2:30 PM on Thursday and Friday. While you’re in the Expo, be sure to stop by the NAIS Member Resource Center (MRC) to learn about all the ways your NAIS membership can serve you. You’ll find comfy couches and phone chargers waiting for you, and you might even see the perfect selfie backdrop. Share your experiences with us using #MeetMeintheMRC!

**IF YOU WANT TO MAKE AN IMPRESSION...**
Tweet using the hashtag #NAISAC to share real-time observations and photos.

**IF YOU WANT TO LEARN MORE...**
Download the NAIS Events app to see everything that’s going on at the conference in one place. Use the app to connect with colleagues you meet at the conference by tapping on the “Attendees” icon. You can also learn more by seeking out NAIS staff members around the conference.
The NAIS Expo is your destination 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 enhancements and marketing experts to up-to-the-minute technology designed to help you solve problems and innovate. See page 72 for the full list of exhibitors.

Don’t forget to stop by the Member Resource Center or NAIS Bookstore for your free copy of Independent School magazine! The magazine provides regular coverage of important issues and key trends you need to have on your radar. Stop by the Member Resource Center to meet some of the editorial staff who help make Independent School an unparalleled resource for our community.
NETWORKING BREAKS
Join us for an afternoon snack break and engaging conversations. Connect with exhibitors who will share their expertise and resources to address your school’s needs. This is also an opportunity to attend a meetup group—details below.

MEMBER RESOURCE CENTER
Learn about Data and Analysis for School Leadership (DASL), Market View, NAIS publications, professional development, and more foundational tools and resources that help you and your school succeed. Hear school stories, participate in hands-on demonstrations, and get all your questions answered.

NAIS BOOKSTORE
Find books by the amazing conference speakers to bring to book signings, and pick up the perfect NAIS publication for your role at school. The NAIS Bookstore has everything you need to build your library of professional development resources.

NAIS MAKERSPACE
Go on a journey through the world of making in independent schools.

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!

COMPLIMENTARY HEADSHOTS
Start the next step of your own leadership journey by getting a professional headshot taken.

WELLNESS ZONE
Take a break from the hustle and bustle to get a brief chair massage and/or foot massage. Let your cares melt away!

NETWORKING MEETUPS

**THURSDAY 2:30 – 3:15 PM**
**FRIDAY 2:30 – 3:15 PM**
Network and share stories with other independent school professionals from around the nation. Learn and gain inspiration from others in your role who have faced similar challenges. Grab a snack and head to one of four locations to learn about the triumphs, challenges, and opportunities that you might have in common. Each group will be hosted by one of your independent school peers.

**MARINA PACIFICA**
**THURSDAY:** Heads of School and Trustees  
**FRIDAY:** Teachers

**BELMONT SHORE**
**THURSDAY:** Assistant Heads  
**FRIDAY:** Division Heads

**RAINBOW HARBOR**
**THURSDAY:** Advancement and Communications  
**FRIDAY:** Directors of Equity/Inclusion/Diversity

**NAIS MAKERSPACE**
**THURSDAY:** Tech Directors/Coordinators  
**FRIDAY:** Deans/Directors of Studies
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.

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 2019 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.

FOLLOW THE TRACKS

COMMUNICATIONS AND ADVANCEMENT
Designed for heads and trustees as well as communication and advancement practitioners, these workshops address what it takes to ensure effective communication to—and relations with—all key constituencies.

GOVERNANCE
Designed for trustees and heads of schools in their role as liaisons with the board, these workshops focus on all aspects of board governance.

LEADERSHIP DEVELOPMENT
Designed for heads and all academic and administrative leaders, these workshops focus on effective school leadership and professional development.

MANAGEMENT
Designed primarily for heads, business officers, financial aid directors, division heads, and deans, these workshops focus on the day-to-day management of people, programs, finance, enrollment, the market, and operations.

CLASSROOM EXPERIENCE
Designed for all educators and academic leaders, these workshops focus on design and implementation of academic programs. These workshops may be of special interest to teachers.

STUDENT EXPERIENCE
Designed for all educators and academic leaders, these workshops focus on the student experience, including equity and justice issues, bullying, student wellness, families, and character development. These workshops may be of special interest to teachers.
THREE-HOUR WORKSHOPS REQUIRE PRE-REGISTRATION AND COST $95 TO ATTEND.

10:30 AM – 4:00 PM
Registration Open
NAIS EXPO

10:30 AM – 4:00 PM
Building Collaboration, Connection, and Capacity at Sea: A Tall Ship Experience
PINE AVENUE PIER (RAINBOW HARBOR)

1:00 – 4:00 PM
Klingenstein Seminar Series
Exploring the Role of “Elite Schooling” in Society
LBCC, GRAND BALLROOM B

1:00 – 4:00 PM
OPTIONAL THREE-HOUR WORKSHOPS

W1. Advancement Strategies and Solutions for Small Schools
Nurture your inner advancement pro. In a small school, advancement priorities, roles, and resources can get tangled faster than fishing-line on a gusty day. Thoughtful review, evaluation, and planning can quickly be preempted by any combination of the immediate concerns that too often monopolize our time, energy, and talent. Use this workshop to get your head wrapped around strategies to lead your school in developing cutting-edge but scalable advancement initiatives and in confidently nurturing and protecting your vision and your program as you navigate the hazardous shoals of too-much-to-do-and-not-enough-time.

PRESENTERS: Starr Snead, Advancement Connections; Shelley Reese, Esperanza Academy (MA)
ROOM: 102 A

W2. Cultural Competency Training for Faculty, Staff, and Administrators: Starting Courageous Conversations at Your School
Explore the planning and implementation of voluntary Courageous Conversation lunches at an independent school. Practice your skills around discussing concepts such as implicit bias, privilege, and microaggressions. Gain a deeper understanding of what works in facilitating these difficult conversations and where challenges might arise. View samples of the curriculum and take the opportunity to engage in different activities that occur in Courageous Conversations.

PRESENTERS: Diana Artis and Eva Ostrowsky, The Pingry School (NJ)
ROOM: 103 C

#NAISAC 19
**W3. Essential Considerations for Transforming Educational Learning Spaces**
How can school leaders embrace design thinking to help guide school initiatives that will transform learning environments? Schools are scrambling to modernize their buildings in light of new knowledge about teaching and learning in the 21st century. As educators think about essential skills for future success, they realize that skills in reading, writing, and arithmetic should be coupled with contemporary skills such as collaboration, creativity, and problem-solving. Learning space transformation can support relevant student engagement to achieve these skills. Explore how edtech and academic leaders can become key catalysts and collaborators when they think beyond technology, makerspaces, and student worksheets.

**PRESENTERS:** Connie White, Woodward Academy (GA); Geoff De Santis and Howard Levin, Convent & Stuart Hall Schools of the Sacred Heart (CA); Chelle Wabrek, The Episcopal School of Dallas (TX)

**ROOM:** 102 B

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**W4. Foundations of Risk Management: Rise Above Uncertainty**
In this era of increased uncertainty, independent school leaders see the value of proactively managing risk, but they often struggle to do so. Get an introduction to a recommended risk management approach for independent schools. Gain practical guidance for committing to a sustained risk management process, demonstration and practice with available resources, tips for keeping your process manageable, strategies for proactively identifying and prioritizing the risks that keep you up at night, and methods of engaging stakeholders to build a risk-intelligent school culture.

**PRESENTERS:** Laura Wright, Liza Kabanova, and Melanie Bennett, United Educators Insurance Risk Retention Group

**ROOM:** 102 C

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**W5. Leading with and Leveraging Polarities: A Both/and Approach to Flourishing Schools**
Take a deep dive into the mechanics of polarity thinking so that you can bring this strategic process back to your school. Polarities are pairs of values, competencies, or strategic objectives that seem to oppose one another but are actually interdependent. Common independent school polarities are academic achievement and whole-person education; mission and margin; and continuity and transformation. Learn to identify your school’s most strategic polarities. Brainstorm action steps that will ensure that your school leverages its polarities and achieves desired results. Finally, learn to cascade polarity thinking across all school domains.

**PRESENTER:** John Yeager, Culver Academies (IN)

**ROOM:** 104 C
W6. Leveraging Mind, Brain, and Education Science to Reimagine Learning at Your School

Schools are beginning to understand the importance of applying mind, brain, and education (MBE) science to classroom practice. In MBE-aligned schools, the goal is for every student to understand the brain, learning, and himself or herself as a learner. When students partner with us in their learning, they are empowered to use their brains well, knowing that they drive structural and functional changes. During this interactive workshop, explore MBE, discuss a scope and sequence to teach about learning and the brain, and get support in developing a plan for MBE-aligned professional development to transform learning in your school.

**PRESENTERS:** Daisy Pellant, Sky Fauver, and Sarah Flotten, Breck School (MN)

**ROOM:** 201 B

W7. NAIS Strategy Lab | Insights-to-Action Workshop

Are you interested in building insights to find clarity within your mission and market? Do you desire new thinking and frameworks to better align your board and key stakeholders around a future-focused strategy to serve your community? Check out the NAIS Strategy Lab’s Insights-to-Action experience, which covers new “Jobs to Be Done” parent research and a systems thinking framework. Leave the session with concrete data, tools, and processes to foster strategic innovation planning on your campus.

**PRESENTERS:** Jackie Wolking and Claire Wescott, NAIS

**ROOM:** 203 A

W8. Radical Rethinking of the Leadership Pipeline in Independent Education: Rethinking and Redesigning the Model

There may be no more urgent need in independent schools than the development of a next generation of school leaders prepared to deal with a world that is increasingly volatile, uncertain, complex, and ambiguous (VUCA). In this highly interactive workshop, a dream team of leadership change agents shares both challenges and newly evolving practices through which independent schools can develop a new generation of school leaders with the skills to balance critical traditions and disruptive innovation—from the boardroom to the head’s office, divisional offices, and the classroom.

**PRESENTERS:** Grant Lichtman, The Future of K-12 Education; John Gulla, Edward E. Ford Foundation; Doreen Kelly, Ravenscroft School (NC); David Monaco, Parish Episcopal School (TX)

**ROOM:** 204
Management is hard, but governance is harder. Governance in an independent or international school context is harder still. The perpetual issues faced by board members and heads of school are exacerbated today by changing demographics and an increasingly fragmented educational field. To address these complex issues, a framework for shared leadership that maximizes this relationship’s positive impact on the school is essential. Through case studies and large- and small-group discussions, gain an understanding and develop the leadership framework that ensures that your organization will derive the maximum benefits from a “beautiful partnership” between the board and the head of school.

**PRESENTERS:** Abigail DeLessio and Marc Frankel, Triangle Associates; Joel Brand and Landis Green, Wildwood School (CA)

**ROOM:** 103 A

W10. The Culture That Got You Here Will Not Get You There
While our dynamic operating environment has taught school trustees and leaders the necessity of strategically addressing demographics, affordability, value propositions, and modern learning practices, they often fail to think strategically about the culture of their school. In leading comprehensive change in schools, we have developed valuable insights into the significant differences between school cultures that are change-ready versus those that are change-capable. Share a culture framework, benchmarking tools, and culture development strategies. Leave with a new strategic understanding of culture and its role, a gap analysis process for assessing culture, and tools for continuing strategic culture development back at your school.

**PRESENTERS:** Jamie Feild Baker, Lawrence Academy (MA); Matt Ruby, Ruby Consulting

**ROOM:** 203 C

W11. The Inclusion Dashboard Consortium
Understand the strategic benefits of measuring inclusion. Explore the process to create a dashboard for inclusion at your school and learn to identify the measurable themes to survey in order to inform the dashboard.

**PRESENTERS:** Kalyan Balaven, The Athenian School (CA); Dori King, Oregon Episcopal School (OR); Rochelle Reodica, Marin Horizon School (CA); Britta Pells, Chinese American International School (CA); Anna Niles Donnelly, Philadelphia School (PA)

**ROOM:** 101 A
W12. The Signals Are Talking. Are We Listening?
“The future doesn’t simply arrive fully formed overnight, it emerges step by step.”—Amy Webb, The Signals Are Talking. How prepared are schools for our VUCA (volatile, uncertain, complex, and ambiguous) world? As the pace of change accelerates, how are school leaders adapting and responding? While schools like to plan in five-year cycles, they often lack the skill to interpret signals, trends, habits, and technologies. Explore the “signals” of our exponentially changing world. Build artifacts of the future, learn forecasting strategies, and dialogue about the role and structure of the schools of the future.
PRESENTERS: Carla Silver, Leadership+Design; Christian Talbot, Basecamp School (NJ)
ROOM: 203 B

W13. The Why and How of Well-Being: Cultivating a Connected Community
Using PERMA—Martin Seligman’s positive psychology recipe for how to flourish through positive emotion, engagement, relationships, meaning, and accomplishments—learn, practice, and explore ways to improve our own well-being and that of our students. Designed in part to combat the lack of connection and increased anxiety and depression in our adolescents, this interactive workshop introduces you to research and practice to aid you in promoting well-being in your community.
PRESENTER: Erin Noviski, The Wellington School (OH)
ROOM: 103 B

Learn the four patterns that affect women at work across sectors and that impact their leadership trajectories. Discuss how you’ve seen those patterns play out in your own career. Then, lay the groundwork for your own development as a school leader by reflecting on the latest research on core strengths and weaknesses, purpose, networking, and mentorship versus sponsorship. This workshop is appropriate for current and aspiring school leaders of all genders who are interested in intentionally navigating your leadership journey, leveraging the strengths and talents of all your colleagues, and ensuring a robust pipeline of aspiring school leaders.
PRESENTERS: Amada Torres, NAIS; Liz Duffy, International Schools Services
ROOM: 101 B

First-Time Attendee Reception
LBCC, SEASIDE BALLROOM A
**WEDNESDAY, FEBRUARY 27**

**6:00 – 7:00 AM**

RUN MEET AT LBCC MAIN ENTRANCE LOBBY
YOGA HYATT, SHORELINE A

**6:30 AM – 6:00 PM**

Registration Open
NAIS EXPO

**7:30 – 9:00 AM**

President’s Breakfast and Annual Meeting
LBCC, GRAND BALLROOM A

**7:30 AM – 3:30 PM**

NAIS Expo Open
LBCC, HALLS A-B

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**BLOCK 1 8:00 – 9:00 AM WORKSHOPS**

**Designing Our Future with Rapid Financial Prototyping**

Do you want to host productive, generative discussions about your school’s future? To ensure ideas don’t stray too far from what is financially feasible, trustees should have an intuitive understanding of their school’s business model. Typically, financials are treated as a constraint. But using intuitive financial models can enhance discussion productivity by allowing trustees to rapidly test the financial feasibility of ideas. Join us to use interactive financial models to find looming financial problems, test solutions, discuss tradeoffs, and experience how intuitive financial models can empower trustees.

**PRESENTER:** Wade Vagle, Schools That Last

**TRACK:** GOVERNANCE

**ROOM:** 201 A

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**THURSDAY, FEBRUARY 28**

**Empowering the Authentic Child (in a World with an Identity Crisis)**

Overscheduled and disconnected, today’s kids experience increasing rates of anxiety, depression, and risky behaviors. The problem is children lack a fundamental understanding of their own identities and do not have time to explore their purpose. Share examples of programs and practices that emphasize and prioritize authenticity and creativity within the school culture and classrooms and engage in conversation that focuses on the learning experience as a vehicle toward the mastery of skills for the purpose of making meaning now and in the future.

**PRESENTERS:** Erin Thomas, Hawken School (OH); Jen Halliday, Friends Academy (NY)

**TRACK:** STUDENT EXPERIENCE

**ROOM:** 103 B

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**Enrollment Projections: Dartboard or Data**

Learn how The Shipley School has designed a data-driven projection and budgeting model that combines the resources of our enrollment and business offices in a collaborative and strategic manner. Enrollment projections are used in concert with financial aid budgeting by grade for both new and returning students as a tool to achieve desired enrollment by grade level as well as reach other mission-driven goals around diversity and the breadth and depth of the student body. Review the mechanics behind the work as well as the philosophy behind this combined approach.

**PRESENTERS:** Amy Clemons, Adam Wojtelwicz, and Sylvia Spector, The Shipley School (PA)

**TRACK:** MANAGEMENT

**ROOM:** 102 A
“Even a Brick Wants to Be Something”: An Architectural Approach to Administrative Writing
Delve into the topics of administrative composition and institutional advancement as a collaborative schema and learn why a school leader needs an effective approach to professional writing to fully embrace the potential of routine communication. Website blurbs and weekly letters/blogs to school families are underutilized opportunities to grow school identity and culture as well as develop additional venues for strategic messaging and relationship-building. Explore the challenges of administrative writing with an architectural mindset and get a process that underscores the potential to build school relationships using an institutional and individual approach.
PRESENTER: Colleen Potocki, Community School of Naples (FL)
TRACK COMMUNICATIONS AND ADVANCEMENT
ROOM: 201 B

From “A” to Mastery: Leading School-Wide Change in the Mastery Revolution
Examine how three schools, in three different stages, are leading strategic change in mastery-based learning. Explore Nueva’s development of a working prototype for the Mastery Transcript Consortium, Wildwood’s emphasis on student health and wellness, as well as mastery learning outside of the traditional classroom, and White Mountain School’s change leadership from research and articulation of essential skills and habits to formally and explicitly assessing them. Then find out how Global Online Academy supports and assists change initiatives focused on mastery learning. Conclude with a moderated panel exploring change leadership focused on mastery learning.
PRESENTERS: Michael Peller and Allison Letourneau, The White Mountain School (NH); Bonnie Lathram, Global Online Academy (WA); Stephen Dunn, The Nueva School (CA); Regan Galvan, Wildwood School (CA)
TRACK LEADERSHIP
ROOM: 101 B
Help Your Technology Director Become the Strategic Partner You Need
Effective technology leadership should involve transparency, not mystery. Some schools face challenges when senior administrators struggle to evaluate a technology program or engage in its transformation. In fact, building capacity and designing for the future are interconnected with effective technology leadership—which starts from the top. This hands-on workshop helps heads, assistant heads, CFOs, and other senior administrators become more engaged in strategic decisions involving the technology program and senior technology position. Learn how to assess, design, evaluate, remediate, and hire for the role and department—all critical tasks in reimagining independent schools.

PRESENTERS: Sarah Hanawald, One to One Institute; Gabriel Lucas, Educational Technology Recruiting

TRACK LEADERSHIP
ROOM: 103 C

Instructional Coaching in Independent Schools: Building Capacity from Within
Learn about the impact coaching can have within schools, from senior leadership to classroom teachers. Discuss how to leverage school culture to develop a vision and philosophy of instructional coaching within your specific school, as well as talk about coaching across all segments of school life as an optimal form of professional development. See how instructional coaching leads to improved teaching and learning practices and fosters a growth mindset within a school’s professional culture.

PRESENTERS: Lori Cohen, The Bay School of San Francisco (CA); Lisa Haney, California Teacher Development Collaborative

TRACK LEADERSHIP
ROOM: SEASIDE 1

Insta-Suspension #detention @expelled: Student Discipline in the Age of Social Media
As students increasingly socialize, interact, and learn using social media and electronic communication, schools face a new quandary of when, how, and to what extent they should regulate students’ electronic behavior and discipline accordingly. Analyze the legal pitfalls of schools overstepping in this area and the risks of schools neglecting to get involved. Discuss best practices for creating mission-aligned school policies and procedures to address student social media/electronic communication. Together, let’s analyze hypothetical situations in the areas of cyberbullying, sexting, catfishing, academic cheating, and more.

PRESENTERS: Donna Lazarus and Mark Brossman, Schulte Roth & Zabel LLP; Tara Christie-Kinsey and Maureen Burgess, The Hewitt School (NY)

TRACK MANAGEMENT
ROOM: 203 C

It’s on Us: How Student-Centered Equity Work Fails Us All
Who is responsible for equity work in schools? What does the answer to this question tell us about the health of our institutions? Straddle the cognitive dissonance of moving away from student-centered work toward student-supportive equity work that requires adult leadership. As the gatekeepers and caretakers of the institution, adults need to be more aware of our own multiple and intersecting identities in order to better support students through lesson plans, programming, and policy. To make for a rich dialogue and meaningful impact, we encourage those who do not formally practice equity work to participate.

PRESENTERS: Dwight Vidale, Riverdale Country School (NY); Emily Schorr Lesnick, University Prep (WA)

TRACK LEADERSHIP
ROOM: SEASIDE 5
**More Than a Permission Form: Effective Risk Management for Extracurricular Programs**

Extracurricular activities such as domestic and international trips, community service projects, independent study projects, and athletics are valued elements of the school experience. However, by their very nature, extracurricular activities can create additional liability exposure for any school. Discuss developing an effective risk management plan to limit liability exposure in extracurricular activities. An effective risk management plan involves more than just a permission form—it looks more broadly at the program as a whole to ensure the school is doing everything practicable to protect the safety and security of the students entrusted to its care.

**PRESENTERS:** Janice Gregerson and Caryn Pass, Venable LLP

**ROOM:** 102 B

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**Navigating the Role of the Independent School Institutional Researcher: Rigor, Relevance, and Relationships**

Uncover how institutional research at an independent school serves as both a catalyst and support for carrying out tangible objectives of the school. Consider your school’s data, location and systems of data collection and storage, analysis strategies, and interpretation for informed decision making. Get expert perspectives from an administrator and an educational researcher who have shaped the professional pathway of defining goals and objectives of institutional research.

**PRESENTERS:** Denise Uehara, Paris Priore-Kim, and Emily McCarren, Punahou School (HI)

**ROOM:** 104 A
No More Service Hours: A Collaborative Approach to Developing Student Leaders Who Lead Lives of Impact
Do you wish your students felt immersed in making an impact in the community instead of counting hours for service? Learn how The Hockaday School joined with United to Learn to build collaborative community partnerships that created a student culture that is fully invested in the community. Students from public and private high schools partner in a yearlong program using design thinking skills to co-create change in their community.

**PRESENTERS:** Laura Day, Hockaday School (TX); Katherine Tagtmeier, United to Learn

**TRACK** STUDENT EXPERIENCE
**ROOM:** 103 A

A Practical Guide to Creating an Outstanding Parent Experience
In today’s experience economy, parents are increasingly asserting their role as customers. Their experience at a school builds parent satisfaction and fuels positive word of mouth that drives recruitment and retention results. Schools that focus on the parent experience will realize marketing success and holistic school success. Examine specific and practical initiatives schools have successfully taken to create an outstanding parent experience as well as suggestions for programs and approaches to consider. Take this opportunity to exchange ideas and examples of initiatives you have taken at your school.

**PRESENTERS:** Chuck English, English Marketing Works; Steve Freedman, Hillel Day School of Metropolitan Detroit (MI)

**TRACK** COMMUNICATIONS AND ADVANCEMENT
**ROOM:** 104 C

Orienting New Faculty: A Snapshot of the Induction and Mentorship Programs at an Independent School
What makes a good induction program? How do you orient new and veteran teachers to the culture of your school? How do you ensure proper mentorship? How do you choose your mentors? Attend this interactive workshop—based on practitioner research completed in July 2018 for the University of Pennsylvania master’s in education and school leadership program—to explore the elements of induction and mentorship for new faculty at an independent school. The induction program includes elements such as new teacher orientation, new teacher meetings, scheduling matters, print materials, and mentorship, with an emphasis on introducing teachers to the culture of a new school.

**PRESENTER:** Nicholas Ponticello, Flintridge Preparatory School (CA)

**TRACK** LEADERSHIP
**ROOM:** SEASIDE BALLROOM B

Practicing (and Teaching!) the Art (and Science!) of High-Performance Collaboration
Collaboration is often highlighted as a key 21st century skill, vital for school leaders, teachers, and students we serve. However, what specific tools do we need to teach and practice top-notch collaboration? While there’s some “art” to collaboration, there’s also ample science. Find out how to activate both. Get an introduction to key concepts from managerial science, the study of the world’s most effective collaborative teams. Via hands-on activities, acquire a structure to identify, practice, and support effective collaboration. Gain concrete tools to become a more effective collaborator yourself and also to improve collaborative work in your school.

**PRESENTER:** Michelle Haner, French American International School (CA)

**TRACK** LEADERSHIP
**ROOM:** SEASIDE 7
**Preventing Rape Culture and Fostering a Culture of Consent**
The phrase “rape culture” elicits strong emotions. It describes an environment where rape is prevalent and sexual violence is normalized and excused as part of current culture. Learn steps high schools are taking to address views about rape culture, including policies and educational awareness on consent, dating violence, healthy relationships, sexual assault, bystander intervention, and anonymous reporting. See how schools are providing opportunities for student-led programs that empower students to use their voice to promote respect, healthy culture, and a positive school environment.

**PRESENTERS:** Linda Johnson, McLane Middleton; Jessica Herbster and Jenny Elliot, Phillips Academy (MA)

**ROOM:** 204

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**Restorative Justice: Can We Reframe Discipline in the Independent World?**
At San Francisco Day School, we believe all students have the right to learn in a safe, inclusive environment. Mistakes become opportunities for learning. In order to create a positive, inclusive culture, we use strategies that build on the school’s ethical values, engaging students as positive contributors to their community. Diversity directors work with the upper school head to build empathy, challenge biases, learn about social justice, and embrace diversity. Students learn to repair harm while understanding the impact of their actions. Hear how administrators and faculty reflect on challenges and successes in implementing restorative justice.

**PRESENTERS:** Ruth Bissell, Loren Moyé, and Betsy Brody, San Francisco Day School (CA)

**ROOM:** 101 A

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**Thinking Beyond the Norm: New Approaches to Traditional Engagement Strategies**
Traditional prospect and donor engagement strategies are less successful in today’s changing philanthropic environment. New communication expectations, increasing international family populations, changing demographics of your parent population, and competing needs in your community can challenge efforts to cultivate support. Look beyond traditional and old-fashioned engagement strategies to connect with prospective donors, volunteers, and community members. Using case studies and group discussion, explore and define new ways to create that critical level of engagement you need for bold and transformational fundraising efforts.

**PRESENTERS:** Jacquie Antoun, Crean Lutheran High School (CA); Jennifer DeGrave, The Pegasus School (CA); Julie Siebel and Blake Reiser, CCS

**ROOM:** SEASIDE 4
Who Runs the World? Students! Seeking Successful Student-Administration Collaborations

Students are at the center of schools, but too often are the passive recipient of decisions made by people “above them.” By breaking down the traditional divide between students and administrators and welcoming students into decisions that affect them directly, Friends Select has created an increase in student satisfaction, a program more aligned with our mission, and policies responsive to the times we live in. Inviting students to the table for decision-making, policy discussion, program planning, and curricular review can sound intimidating. Come discuss how students can participate in the business of school, and walk away with an action plan for engaging students in relevant decision-making in your own school.

**PRESENTER:** Christopher Singler, Friends Select School (PA)

**TRACK:** STUDENT EXPERIENCE

**ROOM:** SEASIDE 3

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**9:00 – 9:30 AM**

Break

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**9:30 – 10:45 AM**

**OPENING GENERAL SESSION**

**ANDERSON COOPER with Reveta Bowers**

Musical performance by The Nueva School (CA) (walk-in)

Performance of Contemporary Dance, Idyllwild Arts Academy (CA) (pre-show)

Introduction by Mark Brooks, Center for Early Education (CA)

**LBCC, PACIFIC BALLROOM**

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**10:45 – 11:00 AM**

Break

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**11:00 AM – 12:00 PM WORKSHOPS**

**FEATURED WORKSHOP**

The Education Nexus: Secondary Schools, Universities, and the Future of Work

**MODERATOR:** Rich Odell, Heads Up Educational Consulting

**PANELISTS:** Kevin Ross, Lynn University; Tacy Trowbridge, Adobe; Colleen Glaude, Apple; Robert H. Huntington, Heidelberg University; Jonathan Holloway, Northwestern University

**LBCC, GRAND BALLROOM B**

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**FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.**
Location, Location, Location: Your City...Your School  
**PRESENTERS:** Mark Eastham and Sharon Arne, Stuart Hall School (VA)

“Making” Across the Curriculum  
**PRESENTER:** Jim Reese, Washington International School (DC)

Nurturing a Neuro-Diverse Learning Environment: Marketing, Recruiting, and Strategic Vision  
**PRESENTERS:** Joseph Loftin and Kara Loftin, Wasatch Academy (UT)

The RCDS Institute: An Innovation Incubator Empowering Teachers to Lead Strategic Initiatives  
**PRESENTERS:** Scott Nelson and Eliza McLaren, Rye Country Day School (NY)

10 Ideas for Schools in a Postnormal Era  
As a part of his exhibition Massive Change, designer Bruce Mau asked a question that might inform our work in schools: "What if we looked at the world as a design project—how might we begin to make it better?" Explore the idea that looking at education as a design project will help schools better serve their students and their communities. Using schools from across the United States as case studies, leave the workshop with new ideas and tools to use in your school as you face transformation challenges.  
**PRESENTERS:** Paul Kim, Colorado Academy (CO); Meghan Cureton, Mount Vernon Presbyterian School (GA); Tom Thorpe, Colorado Academy (CO); Kawai Lai, VizLit
Boards Without Boredom: Use Improv and Storytelling to Improve Governance, Communication, and Camaraderie
School governance is never a simple affair. An independent school board is tasked with coming together relatively irregularly, with diverse views and communication styles, and working quickly—yet effectively—with high levels of trust and constant idea generation to make crucial decisions. Yet, most professional development for boards is limited in scope, largely discussion based, expensive, and even... boring? Using applied improvisation techniques, boards can learn to collaborate more effectively; build trust, empathy, and open communication; gain cognitive flexibility and active listening skills; and become vibrant, confident storytellers who can convey the school’s mission in a compelling, authentic way.

**PRESENTER:** Melissa Holman-Kursky, The San Francisco School (CA)

**TRACK** GOVERNANCE
**ROOM:** SEASIDE 3

Creating a Mission-Driven Assessment System: Lessons from the CAIS Assessment Think Tank
Meaningful assessment is a defining challenge for educators, and how a school measures student outcomes reflects a school’s core values. The California Association of Independent Schools recently discontinued its requirement that schools administer any specific standardized test, and it created an Assessment Think Tank to challenge member schools to provide credible evidence of student outcomes. Delve into the think tank’s analyses of member schools’ assessment use and trends in assessment-related major recommendations from the accreditation process. Hear about three school communities’ efforts to create and sustain assessment systems that are locally meaningful and universally tenable.

**PRESENTERS:** Mariana Robles, California Association of Independent Schools; Jeneen Graham, Saint Margaret’s Episcopal School (CA); Janet Durgin, Sonoma Academy (CA); Steve Barrett, Wildwood School (CA)

**TRACK** LEADERSHIP
**ROOM:** SEASIDE 5

Current and Coming Legal Issues for Independent Schools
Cutting-edge risk and legal issues are on everyone’s mind these days. What kinds of work should schools do on sexual harassment? What is happening with pay equity? Does it affect the information you can collect? Student anxiety and other mental health issues are readily apparent in teens today, what do you need to be prepared for? And, what does the federal government have in store for us? Wage and hour regulations? More tax reform? Come join NAIS’s general counsel for her last NAIS Annual Conference to talk about these and other top trends facing independent schools now and in the year ahead!

**PRESENTER:** Debra Wilson, NAIS

**TRACK** MANAGEMENT
**ROOM:** 104 A
Healthy Relationships—A Proactive Approach to Sexual Misconduct Prevention and Education at School
The viral nature of the #MeToo movement took the public by storm in 2017-18, so it was not surprising that even schools were not immune to its effects. At Princeton Day School, this attention resulted in a call to action spearheaded by the students themselves. Administrative heads, faculty, staff, and students from multiple divisions of the school banded together to address, affect, and change school community and culture to promote safe and healthy relationships and extinguish practices of sexual harassment and misconduct. Learn how sharing the burden can really make things happen.

**PRESENTERS:** Maritoni Shah and Lisa Surace, Princeton Day School (NJ)

**TRACK:** STUDENT EXPERIENCE

**ROOM:** 104 C

How the Model Minority Myth Plays Out in Your School Community
Asian Americans compose the largest growing group of immigrants—and they are sending their children to our schools. People with Asian heritage occupy an interesting space in our society. Labeled as the “model minority,” they are unfairly generalized and stereotyped, rendering their actual experiences invisible or invalid. This status also pits them against other marginalized groups to prevent solidarity. Explore the complex and authentic aspects of what it means to be Asian American and extend that to better understand our students.

**PRESENTER:** Drew Ishii, Sage Hill School (CA)

**TRACK:** STUDENT EXPERIENCE

**ROOM:** 103 B
Leaders from Within: How Internal Succession Can Set Up Schools for Success

Though many schools rely on external candidates for headship, consider a new approach: Look internally before immediately assuming the solution for change is on the outside. Former heads Ronni McCaffrey and Stephanie Flanigan detail how they nurtured internal candidates for the job of head of school, ensuring their schools’ ability to continue their positive and innovative momentum. Current heads Josh Cobb and Julie Bragdon also tell their stories, explaining the definite benefits and potential challenges of moving vertically through an organization to headship.

PRESENTERS: Joshua Cobb and Ronni McCaffrey, Graland Country Day School (CO); Stephanie Flanigan and Julie Bragdon, Montessori School of Denver (CO)

TRACK: GOVERNANCE
ROOM: 204

Independent School at Half the Price? Open a Micro-School and Better Serve Your Community at the Same Time

Two heads of school in Seattle describe the process that led to Lakeside School opening its first micro-school in September 2018. Discuss why Lakeside decided to open a micro-school, the issues they faced in getting the school up and running, and their hopes for the future. If you are considering alternative ways to offer your education to more students in your area and return your tuition to what a family paid in 1965—when tuition was the price of a Ford, not a Porsche—then join us to learn more.

PRESENTERS: Bernie Noe, Lakeside School (WA); Sue Belcher, The Downtown School (WA)

TRACK: LEADERSHIP
ROOM: SEASIDE BALLROOM A

International School Market Update with U.S. Independent School Overseas Case Study

ISC Research reviews the international school market over the last 20 years, looking at which countries have grown many international schools and why. Explore the growing interest in U.S. independent schools overseas, in particular in having a sister school campus in China.

PRESENTERS: Richard Gaskell and Susan Krumrei, ISC Research; Ted Hill, Chadwick School (CA)

TRACK: COMMUNICATIONS AND ADVANCEMENT
ROOM: 201 A

Learning from Corporate America to Reimagine Marketing

Independent schools have finally begun to reimagine marketing as we reach out to leaders from corporate America to help with this process. Marketing may no longer be a dirty word, but are you ready for the next step? Embark on this journey that applies principles from corporate America to redesign marketing practices in the independent school world. Learn which lessons transfer well and which do not, with specific focus on identifying a unique value proposition, crafting an optimal advertising and communication strategy, redefining the role and structure of marketing and communications within the organization, and measuring success.

PRESENTER: Nija Meyer, Woodward Academy (GA)

TRACK: COMMUNICATIONS AND ADVANCEMENT
ROOM: 101 B
**Leveling the Playing Field: The Real Cost of Attending Independent Schools**
Offering financial aid to students and families with a demonstrated need has become standard practice in our schools. Explore the places where families are asked to contribute financially beyond tuition so their child or children are able to participate fully in school and discuss what schools should do when they strive for students receiving financial aid to experience inclusion. A case study approach demonstrates that schools should develop clear and manageable policies to support families with additional costs and look specifically at items included and excluded from tuition and how we have addressed them.
**PRESENTERS:** Robert Vitalo, Brandie Melendez, and Arunie Dias, The Berkeley Carroll School (NY)

**Limit Your Risk: Start Every Decision with a Business Case**
Data-driven decision-making at the governance level made simple. Learn how to develop a business-case template for your school and board that limits risk and is objective, evidence based, and repeatable. Case studies of successful decisions made using a business case illustrate a variety of ways to use this model. Take this opportunity to try using the business case with decisions your leadership team is currently considering in your school.
**PRESENTERS:** Brad Weaver and Julia Hochberg, Sonoma Country Day School (CA)

**Making the Case: Understanding Why Parents Choose Your School**
Are your school’s parents more interested in getting their kids into a top college or providing a holistic education for their children? Using an innovative methodology known as jobs-to-be-done, NAIS has identified the four key “jobs” parents are hiring independent schools to accomplish. Examine these jobs and discuss how to best explain your value proposition to parents seeking to accomplish each job.
**PRESENTERS:** Joe Corbett and Amada Torres, NAIS

**Passing Batons: How Three Heads Partnered to Create Successful Transitions for Their Schools**
Share the experiences of outgoing and incoming heads of schools and how they created strong partnerships that contributed to successful transitions for their schools. Discuss how they communicated consistently, effectively, and “just enough” as outgoing heads with their successors; took strategic action to set up their successors for success; and navigated expectations and opportunities as incoming heads in their new schools while setting appropriate and respectful boundaries.
**PRESENTERS:** Karen Eshoo, King School (CT); Chris Bright, Vistamar School (CA); Tom Main, Ridgefield Academy (CT)
Solicitation Savvy = Fearless Fundraising
Help your volunteers and staff learn the positive language and mindset for enjoyable, effective gift solicitation. Design a successful solicitation strategy, identify tips and techniques for training volunteer fundraisers, learn how to address donor objections, and work through a case study that provides an opportunity to put theory into practice.

**PRESENTERS:** Starr Snead, Advancement Connections; Shelley Reese, Park Street School (MA)

**TRACK:** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** 203 C

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Reimagining and Redefining Leadership
This year’s theme is a calling to reimagine independent schools. Tear down walls. Build capacity. Design your future. Join us for an informative and engaging workshop where four heads and an aspiring head respond to these calls. We are challenging the status quo of what independent school leadership often looks and feels like. Hear from diverse leaders (three white, female leaders and two male leaders of color) who are moving from hierarchical to distributive models in their organizations, endeavoring to create school cultures marked by inclusivity and transparent decision-making, and empowering their colleagues to communicate directly across differences.

**PRESENTERS:** Melinda Tsapatsaris, Westland School (CA); Phil Gutierrez, Mid-Peninsula High School (CA); Peggy Procter and Roger Bridges, Echo Horizon School (CA); Crystal Land, Head-Royce School (CA)

**TRACK:** GOVERNANCE

**ROOM:** SEASIDE 1

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The Power of the Board-Head Relationship
The board chair-head partnership has been a frequent topic of workshops, but we have overlooked discussing the key relationship of the head with the board. Find out how to build the key connections the head and chair must make with all other board members. Creating political capital with every member of the board is an investment of time and energy. The payoff is greater trust of the board in the head—and ultimately in the chair.

**PRESENTERS:** John Littleford, Littleford & Associates; Stuart Grainger, Trinity College School (Canada)

**TRACK:** GOVERNANCE

**ROOM:** 203 B

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Strategic Planning That Fosters Community, Builds Capacity, and Creates Culture
Though developing strategy is at the heart of good leadership practice for heads and boards, strategic planning can easily become a predictable exercise or an overblown process that confuses rather than clarifies. Learn how to create a strategic planning process that engages the community, builds leadership capacity, and shapes school culture—while still yielding an inspiring vision and a clear plan. Share guiding principles for an engaging community-wide process, along with specifics that make it work. Hear how the board and head can strengthen their individual capacity and build their partnership through the strategic process.

**PRESENTERS:** Melinda Bihn and Andrea Kennedy, French American International School (CA)

**TRACK:** GOVERNANCE

**ROOM:** 102 A

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**SESSIONS AVAILABLE IN AUDIO ON DEMAND.**

**SESSIONS AVAILABLE IN VIDEO ON DEMAND.**
Use Real Data to Develop Well-Being Interventions in High-Achieving Schools

Current research suggests that students’ well-being may be most effectively supported by nurturing their perceived emotional connectedness to the school community. Discuss the critical importance of grounding such efforts in deep understanding of the specific challenges faced by individual schools. Learn about an innovative school-based program created in response to state-of-the-art data collection efforts. Explore and offer feedback on programs. Leave with knowledge and tools to create first steps for collecting actionable data toward prioritizing health and wellness strategies at your school.

**PRESENTER:** Suniya Luthar, Arizona State University

**TRACK:** STUDENT EXPERIENCE

**ROOM:** 102 C

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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.

**The Gig Economy: What Questions Should Heads Ask?**

The gig economy has transformed how organizations in almost every industry globally manage their human capital. What does this mean for school heads? Explore how to meet the evolving needs of current and emerging families, as well as ways to attract and retain mission-aligned faculty in this shifting climate.

**PRESENTERS:** Sue Das, Brunswick School (CT); Michelle Giacotto, Seacrest School (CA); Jasmine B. Harris, The Lamplighter School (TX); Leslie Hosey, The Roeper School (MI); Delphine Michaud, International School of Brooklyn (NY); Pankti Sevak, Friends Seminary (NY); Lisa Shambaugh, St. Andrew’s Episcopal School (MD)

**TRACK:** LEADERSHIP

**ROOM:** 203 A

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**Nontuition Revenue Streams: Pre- vs. Post-Recession Analysis**

As tuition increases continue to outpace inflation, many schools have explored generating revenue from unique and nontraditional sources. In 2006, an NAIS survey analyzed such practices, but what are the post-2008 recession realities? Join us for a comparative analysis and update on nontraditional revenue stream trends and creative models.

**PRESENTERS:** Todd Ballaban, Charlotte Latin School (NC); Marek Beck, Whittle School (DC); Will Nord, St. Peter’s School (PA); Peter Locke, The American School in Switzerland (Switzerland); Justin Hajj, The Learning Project Elementary School (MA)

**TRACK:** LEADERSHIP

**ROOM:** 203 A
12:00 – 1:30 PM
Complimentary Lunch in the NAIS Expo

1:30 – 2:30 PM

How Getting Hit by a Car Made Me a Better Leader
Following a catastrophic accident, the speaker learned a few very important lessons that made him a better independent school leader.
PRESENTER: George Swain, New York State Association of Independent Schools

How to Tie a Turban—and Stand Up for Independent School Values
Independent schools are “values communities.” Identifying and standing up for personal values are powerful tools in helping students grow into good people doing great things.
PRESENTER: Siri Akal Khalsa, Northwest Association of Independent Schools

If the Answer Is Googleable, Is the Question Worth Asking?
Hear one educator’s take on why, in a sea of knowledge, preparing our students for the future ahead requires that we teach for understanding.
PRESENTER: Mike Matthews, Katherine Delmar Burke School (CA)

Leadership PROTIP: Listen, Listen, Listen (Three Ways to Get Heard—or Not)
Use three levels of listening to deepen your professional relationships. Get heard.
PRESENTER: Mary Menacho, The Education Group

What’s Your Affinity? Creating a Safe Space for Minority Groups in Independent Schools
By offering affinity groups, my school allowed students of color a space to be their authentic selves, share their voices, and feel more visible.
PRESENTER: Tameka Woodard, Charlotte Country Day School (NC)

ROOM: LBCC, 104 B

Come see these rapid-fire sessions in the popular PechaKucha format: 20 slides, 20 seconds per slide.

Blueprint for a More Sustainable School
If we don’t equip our students with the ability to think critically and proactively about the global concerns of sustainability, who will?
PRESENTER: Denise Yassine, Congressional School (VA)

Coming Out as Crazy: How Personal Disclosure Can Build Connections
Hear how being vulnerable with your personal story can allow you to bring your whole self to educate the whole child.
PRESENTER: Gretchen Martin, Gilman School (MD)
Assessing and Reporting on Our Values: Moving from Subject-Based to Competency-Based Reports

The Children’s School undertook a community-wide design process to create a new student progress report that is completely competency based rather than subject focused, aligning with the school’s key values. Walk through three distinct project phases: a six-month concept-to-launch phase, a first-year implementation phase, and a final phase of faculty and parent feedback and iteration for the following school year. Because the competency-based report doesn’t address content standards or specific skill areas, hear about several other types of complementary reporting structures the school developed that better lend themselves to these different types of information.

PRESENTERS: Allen Broyles and Nishant Mehta, The Children’s School (GA)

Courageous Authenticity—Reimagining Critical Conversations

One of the key qualities of a leader is the ability to handle critical conversations. To be effective, communication must be motivated toward the success of others and be delivered in a clear, honest, and direct way that reflects the school’s values and standards. But that’s easier said than done. Critical conversations test both our ability to communicate and to have a meaningful impact at the school. Go beyond the generalities and explore the elements of courageous authenticity. Get strategies on how to prepare for and deliver critical conversations through specific guidance and case studies.

PRESENTERS: Rose Helm, The John Thomas Dye School (CA); Rebecca Rowland, Campbell Hall Episcopal (CA); Michael Blacher and Elizabeth Arce, Liebert Cassidy Whitmore

Current Events and Starbucks Moments: Connecting Our School with Its Neighbors to Build Inclusive Communities

What if the recent Philadelphia Starbucks incident happened in your town? How would your school community respond? Many independent schools are doing groundbreaking work in addressing race relations, so how do we engage the wider community in these conversations? Hear presenters with experience connecting community organizations and schools share their model for creating a place for ongoing conversation and building skills for cultural competency. Walk away with tools for starting these partnerships and ideas for how to structure community conversations.

PRESENTERS: Deborra Pancoe, Friends Council on Education; Toni Graves Williamson, Friends Select School (PA); Mary Lynn Ellis, Abington Friends School (PA)
Grading Your Bank: How Schools and Banks Can Best Partner
Explore how your school and its bank can work best together to collaborate with your board, achieve financial milestones, and advance your mission. Leave with an understanding of what to look for in a banking partner, how banks can best serve schools and their communities, and ideas for a successful partnership that promotes financial sustainability at your school. Hear from Eric Silverman, trustee at Willows Community School, and First Republic Bank, which services more than 275 independent schools nationally.

PRESENTERS: Brent Wiblin, First Republic Bank; Eric Silverman, Willows Community School (CA)

Mosaic Curriculum Breaks Through the Wall of Exclusivity, Beginning a Journey of Inclusivity
In 2014, St. Philips Episcopal School began to take intentional steps to make the school community more inclusive and tangibly support its mission and Episcopal identity. The cornerstone of the work was the development and implementation of a school-wide inclusivity curriculum: Mosaic. Partnering with an outside consultant for guidance, the leadership, faculty, and staff engaged in a three-year inclusivity plan with the aim of raising awareness pertaining to inclusive behavior and creating the Mosaic curriculum for students. Discover how to implement Mosaic in your school.

PRESENTERS: Lili Space, St. Philip’s Episcopal School (FL); Koree Hood, THINKCLUSIVE

GDPR: E.U. Privacy Law Crosses the Atlantic
GDPR went into effect in 2018, yet over 75% of U.S. businesses affected by law are not in compliance. GDPR reaches across the Atlantic to impact independent schools, many of which are unprepared to address the requirements of a broad privacy law. European stakeholders—like alumni, parents, students, and board members—expect us to comply and honor individuals’ rights under GDPR, and many schools are choosing to offer such progressive privacy protections. If your school is not yet GDPR compliant, now is the time to assess the law’s impact and implement a plan to come into compliance.

PRESENTER: Cameron Shilling, McLane Middleton

The Decision Journey: Bridging the Gap Between Data Collection and Personal Connection
Today’s digital world encourages prospective families to demand access to all relevant information about your school—instantly. But millennial parents don’t want to be “sold to.” By carefully analyzing demographic and psychographic market studies, schools can strategically structure and prioritize content to align their messaging with prospective families’ most deeply held beliefs. Join us for a strategy session on how to leverage data to craft values-driven messaging and ensure authentic connection.

PRESENTERS: Dina Skrumbis, Sierra Canyon School (CA); Christina Albetta, CRANE

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.

THURSDAY, FEBRUARY 28
NAIS Strategy Lab: Lessons from the Field
Hear key learnings from a panel of school heads that have recently gone through NAIS’s Strategy Lab. Discuss the insights gleaned and strategic innovations resulting from NAIS’s newest research, tools, processes, and frameworks. Join this session if you’d like to learn more about how schools have strategically turned insights into actions, and want more information on NAIS’s Strategy Lab’s future self-help tools and workshops to support schools in dynamically changing environments.

**PRESENTERS:** Mark Mitchell, NAIS; Tommie Adams, Grosse Pointe Academy (MI); Jennifer Danish, Grace Episcopal Day School (MD); Mick Gee, Allendale Columbia School (NY); Vince Watchorn, Providence Country Day School (RI)

**TRACK** Leadership

**ROOM:** 203 B

Navigating Challenges Between Heads and Their Boards
Consider the dynamics between boards and heads of school and how both can use best practices to operate within their spheres, making the important decisions that face schools while not overstepping into areas where deference should be given to the other’s point of view. Tackle the ever-expanding challenges facing heads and their boards as parents have more access to information, often freely sharing that information and believing they should have a greater role in school affairs.

**PRESENTERS:** Susan Guerette, Fisher Phillips; Carrie Kries, Gladwyne Montessori School (PA)

**TRACK** Governance

**ROOM:** 103 A

Outside the Statistics: Sustaining a Long-Term Headship
Stable leadership is about keeping the community focused on mission and vision. Long-term leadership is the greatest factor in facilitating a school’s commitment to reach its full potential, establishing the bedrock for growth and success. Through a plethora of experiences and learned practices, illuminate the strategies needed to be an outlier and become a longstanding head with a substantial tenure. Using the first five years of the headship to lay a sturdy foundation, exercising both situational and transformative leadership, the subsequent years can result in strong board relationships, solid constituency alliances, and an abundance of success.

**PRESENTERS:** James Hickey, Austin Preparatory School (MA); Lawrence Sykoff, LSS Consulting Group, LLC

**TRACK** Leadership

**ROOM:** SEASIDE 5
The School Leadership Pipeline: Ensuring Robust Leadership Development at Independent Schools

The leadership pipeline is a powerful model for understanding leadership development and diagnosing where aspiring leaders of different backgrounds fall behind—and therefore at what stages interventions might be most effective. Learn about the concept of the leadership pipeline and how it applies to independent school leadership. Review data from the corporate, public school, and independent school sectors and discuss what interventions would be most appropriate to ensure aspiring leaders of different backgrounds persist through the pipeline. Finally, use the leadership pipeline lens to analyze leadership development in your school.

**PRESENTERS:** Amada Torres, NAIS; Liz Duffy, International Schools Services

**TRACK** LEADERSHIP

**ROOM:** SEASIDE 3

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The average NAIS endowment may be only $20MM, but for many NAIS schools that figure seems either out of reach or a dream fulfilled. Come find where your school fits in the big picture of annual funds, endowments, and financial aid. Learn research methods and findings from an analysis of 11 years’ worth of NAIS-collected data from 2003-13, which suggests that prioritizing annual giving over endowments may be better for most schools. Share insights from your experience and make suggestions for future research.

**PRESENTERS:** William Walton, Shalhevet High School (CA); Chris Cook, St. James’ Episcopal School (CA)

**TRACK** MANAGEMENT

**ROOM:** 103 C

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Priority Now: Prepping for the Unanticipated Future Communication Crisis

When a crisis suddenly occurs, are you ready to dive in and help leadership strategically think through the right response? Do you know what questions to ask and who best to solicit for answers? Are you savvy enough to juggle competing agendas related to who “needs to know” and when? Learn from two pros who’ve run the crisis gauntlet a few times how to be Scout-prepared, keep your cool when others can’t, and emerge as a true asset to your institution. Plus, get a virtual toolbox full of insider tips to prepare you for the inevitable!

**PRESENTERS:** Jill Shaw, Viewpoint School (CA); Dana Rakoczy, Sacred Heart Schools, Atherton (CA); Alex Perez, Menlo School (CA)

**TRACK** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** 102 A
Seven Steps to Building Administrative Teams That Maximize Productivity, Spark Innovation, and Create Joy
Where do the best ideas come from? How do you create a culture where everyone feels empowered to innovate? Get answers to these questions and an overview of seven actionable strategies that when consistently applied become a tour-de-force for building highly productive administrative teams that find joy in their work, uncover hidden value, and come up with innovative ideas that advance the organization. Walk away with strategies for identifying growth-oriented candidates in the hiring process, accelerating the organizational acculturation process through immersive on-boarding, and leveraging technology to promote innovation in creative ways.

PRESENTER: Tim Schwartz, Whitby School (CT)

Small Schools, Big Campus: Have It All Without Selling Your Soul
Hear the story of two small schools in Seattle that joined forces to build one modern campus with all the markers of a larger school’s facility: a gym, theater, commons, playfield, makerspaces, and library. This innovative partnership enabled both schools to have the financial capacity to own their own homes; sustain their commitments to small size and robust financial aid programs; and focus on teaching, learning, and building community. Uncover the complex legal and logistical challenges of launching a ground-up construction project to meet the needs of two individual school communities.

PRESENTERS: Patti Hearn, Lake Washington Girls Middle School (WA); Morva McDonald, Giddens School (WA)

Strategic Initiatives Framed as Essential Questions: Using Inquiry to Raise Our Sights
How might schools improve the impact of their strategic planning and goal setting? Is it possible that strategic plans written in the declarative form, as most are, limit aspirational possibilities? How can the strategic aspirations of schools be considered, framed, communicated, and modified to more fully engage constituents and broaden aspirational possibilities? Explore an inquiry-based and neurologically informed approach, influenced by design thinking, to institutional and personal goal setting.

PRESENTER: Mike Walker, San Francisco Day School (CA)
Think Your School Is Safe? Think Again! Conducting a Policies and Procedures Self-Audit

The recent focus on educator sexual misconduct and reports of student-on-student sexual assault has caused many schools to learn the hard way that their policies and procedures regarding student safety are not what they should be. Learn how to conduct a comprehensive, school-wide, student safety self-audit, including a review of relevant policies and procedures, and what awareness and training is needed so students and employees know the expectations of their behavior, where to go for help, and how the school will handle situations when they occur.

**PRESENTERS:** Linda Johnson, McLane Middleton; Matt Micciche, Friends School of Baltimore (MD)

**TRACK** MANAGEMENT
**ROOM:** 104 A

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Students as Instruments of Policy: Leaders Fostering School Change Through Youth-Participatory Action Research

Leaders seeking to bring about school change seldom involve students in the work. When it comes to examining school culture, addressing racism or classism, or conducting school re-accreditation, the voices of students are typically left out or included unsystematically. This is problematic; students experience and understand the culture leaders are trying to transform. Leaders at Miss Porter’s School, working collaboratively with professors and graduate students at the University of Pennsylvania’s Graduate School of Education, have developed a unique model for helping students conduct research on issues that concern them, enabling the school to set policy grounded in student experience.

**PRESENTERS:** Jessica Watkin and Katherine Windsor, Miss Porter’s School (CT); Peter Kuriloff and Charlotte Jacobs, University of Pennsylvania Graduate School of Education

**TRACK** LEADERSHIP
**ROOM:** SEASIDE BALLROOM B
Using Mindfulness Practices to Support LD Students and Teachers in the Classroom

How can we prepare students to navigate the increasing stresses of their lives, both inside and outside the classroom? As our understanding of the benefits of bringing mindfulness into schools progresses, our ability to support LD and ADHD students increases manifold. Gain strategies to help students regulate their focus, attention, and emotional well-being in the classroom. Learn current research and benefits of mindfulness techniques. In this hands-on session, discuss strategies utilized to support LD and ADHD students at Delaware Valley Friends School and get tools you can use in your school.

**PRESENTERS:** Elizabeth Kriynovich, Carole Chilton, Jackie Middleton, and Sue Russo, Delaware Valley Friends School (PA)

**ROOM:** 203 C

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**Who Knew We Were Reimagining All Along?**

Join three retired heads, with over a century of experience in independent schools among them, to reflect on opportunities in schools and careers that build or tear down walls. Within each of us is the capacity to reimagine the future and to effect positive change. To do so requires integrity, courage, and the ability to identify and assess critical junctures for individuals and institutions. Hear perspectives on the careers of three successful women leaders and engage in a Q&A session to help you examine opportunities moving forward.

**PRESENTERS:** Ruth Glass, Lake Tahoe School (NV); Joan Beauregard, Hamlin Robinson School (WA); Ellen Taussig, The Northwest School (WA)

**ROOM:** SEASIDE 7

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**You’ve Signed Your First Head of School Contract—Now What?**

Congratulations! You’ve landed your first head of school position, but there are so many questions. How to prepare for July 1? How to make the most of the NAIS Institute for New Heads? How to get to know your new community and help them get to know you? How to survive your first year with humor and joy? Take this opportunity to develop strategies for leading your own transition process. Through conversation and discussion of best practices gleaned from interviews, research, and personal experience, equip yourself to have a fabulous first year.

**PRESENTER:** Kate Morin, Mayfield Senior School (CA)

**ROOM:** SEASIDE 1
WEDNESDAY, FEBRUARY 27

2:30 – 3:15 PM
Networking Break and Meetups in the NAIS Expo

3:30 – 4:45 PM
GENERAL SESSION
FRANS JOHANSSON
Musical performance by Bentley Jazz Master Class, Bentley School (CA)
Introduced by Priscilla Sands, Marlborough School (CA)
LBCC, PACIFIC BALLROOM

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.

Professional Development: Limitations and Benefits for Faculty
How are independent schools successfully leveraging the professional development opportunities and budgets at their individual institutions? We surveyed heads of school and independent school faculty. Join us to share the data that inform what works, what doesn’t, and how to improve the model in your school.

PRESENTERS: Kate Adams, The Awty International School (TX); Kathleen McNary Pillsbury, Ethel Walker School (CT); Devon Davis, Madison Country Day School (WI); Jessica Warren, West Nottingham Academy (MD); Christy Lusk, The Bright School (TN)

TRACK LEADERSHIP
ROOM: 203 A

Maintaining Healthy Culture in a Divisive Political Climate
Since the 2016 election, what actions have heads of school taken to maintain a healthy school climate? Share research findings from our survey of a wide array of schools to examine possible shifts in school climate and get recommendations and approaches schools might adopt to address these shifts.

PRESENTERS: Jennifer Landis, Oak Knoll School of the Holy Child (NJ); Elise London, St. Mark’s School (MA); Melissa Myers, Sterne School (CA); Lisa Oberstein, The Caedmon School (NY); Kristen Sheehan, The Benjamin School (FL); Lisa Vardi, Bullis School (MD)

TRACK LEADERSHIP
ROOM: 203 A
FRIDAY, MARCH 1

6:00 – 7:00 AM
RUN MEET AT LBCC, MAIN ENTRANCE LOBBY
YOGA HYATT, SHORELINE A

6:30 AM – 1:00 PM
Registration Open
NAIS EXPO

7:30 AM – 3:30 PM
NAIS Expo Open
LBCC, HALLS A-B

BLOCK 4 8:00 – 9:00 AM
WORKSHOPS

FEATURED WORKSHOP
Sex Abuse: Supporting the Well-Being of Survivors, Students, and the Community

MODERATOR: John Palfrey, Phillips Academy (MA)
PANELISTS: Kathleen Buckstaff, author of Get Savvy and survivor; Janet E. Fine, victim advocacy expert; Mike Hanas, San Francisco Friends School (CA); and Jamie Forbes, consultant and survivor

LBCC, GRAND BALLROOM B

10 Lessons Learned from 10 Years in Online Education
Ten years ago at the NAIS Annual Conference in Chicago, four schools hatched the idea of creating the first independent school online. In those 10 years, more than 7,500 semesters of students and more than 3,000 educators have taken courses. And, importantly, we’ve learned a lot about innovation in the independent school community, the place of online education in financial sustainability of independent schools, and what face-to-face schools can learn from what works well online. Delve into our experience to help your school translate findings into action for both academic and finance/operations of your school.

PRESENTERS: Bradford Rathgeber, One Schoolhouse; Susanna Jones, Holton-Arms School (MD); Kathryn Purcell, Laurel School (OH)

TRACK LEADERSHIP
ROOM: SEASIDE 4

Accessible Innovation
From the story of this nine-year journey at Mount Vernon, discover how innovation is accessible to each and every school regardless of school environment, size, location, or financial position. Ranging from incremental to transformational innovation, gain practical to disruptive examples within the education sector. Discuss key components to navigate the turbulent waters of change while employing innovative strategies.

PRESENTER: Brett Jacobsen, Mount Vernon Presbyterian School (GA)

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
The City as Your Campus: A How-To Guide

In today’s interconnected world, schools are one part of a learning ecosystem that includes many other organizations and places. Winchester Thurston School puts our students at the center of Pittsburgh’s learning ecosystem through our nationally recognized City as Our Campus program. Established in 2003 and integral to our core academic curriculum, the program helps students engage, utilize, and study the community. Explore the impact of community-based learning and consider effective methods of engaging the community. Take home a toolkit of resources discovered during a recent research study conducted by University of Pittsburgh.

PRESENTERS: Adam Nye and Amanda Welsh, Winchester Thurston School (PA)

Track: Classroom Experience
Room: 101 A

Deep from the Heart of Texas: Reimagining the Head of School-Chief Diversity Officer Partnership

Let’s face it: Times have changed. Independent schools are being battered by today’s tumultuous socio-political/cultural climate. As our students struggle to construct meaning from all these mixed messages, particularly those that challenge our schools’ intent to raise responsible, respectful citizens, we must be steadfast in our commitment to equity and justice work, and key to the success of this work is the relationship between the head of school and diversity practitioner. Examine the rationality, positionality, and sustainability of the head-chief diversity officer relationship in building inclusive and equitable school communities at three Texas independent schools.

PRESENTERS: Gene Batiste and Mark Desjardins, St. John’s School (TX); Lee Hark and Karen Bradberry, Greenhill School (TX); Chris Gunnin and Yvonne Adams, St. Stephen’s Episcopal School (TX)

Track: Leadership
Room: 103 A

Brand Reimagined: Leading Your School Through a Brand Refresh

Know what makes your school special, but struggle to describe it in a succinct way? Join this fun and interactive workshop. 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. Hear the story behind San Francisco Day School’s rebranding, the leadership lessons gained, 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; Michael Walker, San Francisco Day School (CA)

Track: Communications and Advancement
Room: 102 A

Breaking Down Gender Walls: Designing Trans-Inclusive Policies, Procedures, and Pedagogies

Get specific, attainable, and relevant practices regarding trans identities and gender inclusivity that you can implement in both the short and long term. Share relevant personal experiences; explore the various implications of gender identity in a student’s life at school—from class curriculum to using the restroom to joining a sports team to applying for college; discuss the relevance and importance of explicit gender inclusivity for all students of all ages; and reflect and brainstorm about how to best support gender-diverse students in your particular school circumstances.

PRESENTERS: Elijah Thornburg and Laura Docter, Castilleja School (CA)

Track: Student Experience
Room: 103 B
Homework 2.0: Challenging Conventional Homework Practices
How can educators design engaging, relevant, and purposeful homework assignments that support student learning? Too often, when assessing the quality of a homework assignment, we conflate rigor with load. We presume the deepest learning results from the most time-intensive assignments. Cover the latest research on what makes for effective homework and debunk many of the pervading myths that guide our practice. Use case studies and real assignments to explore a deeper understanding of what constitutes effective homework as well as specific strategies to rethink homework policies and increase student learning while avoiding overload.

PRESENTERS: Stella Beale, Marin Academy (CA); Margaret Dunlap, Challenge Success

TRACK Classroom Experience
ROOM: 203 B

How I Use Skype to Blow out the Walls of My Classroom
Discover how to use Mystery Skype and virtual field trips to bring the world to your students! Learn how Mystery Skype brings geography to life and allows students to talk with children around the world and learn about each other’s country and culture. Find out how to host a virtual field trip through Skype with authors, scientists, park rangers, etc. Engage in either a Mystery Skype or a virtual field trip during our workshop so you can see how powerful these sessions can be.

PRESENTER: Mary Catherine Irving, McDonogh School (MD)

TRACK Classroom Experience
ROOM: 204

Financial Sustainability: How to Frame the Financial Sustainability Conversation with the Board
Much is being said about financial sustainability in a world where the cost of private education is rising significantly faster than family incomes. Schools are in the midst of a technology-spurred secular transformation, and innovation is key to surviving and thriving. Yet costs must be contained. How can a head of school identify funds permitting strategic program investments and experimentation? Hear how financial sustainability relates to mission, whose responsibility it is, and practical tips to frame and help lead your conversation with the board.

PRESENTER: Evelyne Estey, Estey Consulting LLC

TRACK Governance
ROOM: 104 C

Getting Your Trustee Committees out of the Weeds and into Strategic Conversations
Do you dread having to meet with your trustee committees? Do you spend way too much time preparing, only to have the conversation at the meeting go down a wormhole of details? Or have you developed strategies for working successfully and strategically with your committee? Interact with a head of school, CFO, and facilities director to share your ideas and headaches, starting with some school examples and then breaking into smaller group discussions with common concerns.

PRESENTERS: Gretchen Reed, Mo Copeland, and Jon Von Behren, Oregon Episcopal School (OR)

TRACK Governance
ROOM: 103 C
Leadership Under Fire: Lessons Learned from the 2017 California Wildfires

Hear heads of school from California share their crisis response efforts to the wildfires, floods, and mudslides that ravaged Sonoma, Napa, Los Angeles, and Santa Barbara counties in 2017. Joined by Chris Joffe of Joffe Emergency Services, these leaders impart lessons learned about communication, community engagement, and how to move forward in the face of a natural disaster that causes so much destruction and loss. Participate in a guided exercise to prepare to lead your school in the event of a natural disaster.

**PRESENTERS:** Rose Helm, The John Thomas Dye School (CA); Brad Weaver, Sonoma Country Day School (CA); Janet Durgin, Sonoma Academy (CA); Chris Joffe, Joffe Emergency Services; Mike Hall-Mounsey, Ojai Valley School (CA); Dan Schwartz, Blue Oak School (CA); Joel Weiss, Crane Country Day School (CA)

**TRACK** LEADERSHIP
**ROOM:** 102 C

The Mastery Model Sounds Great. So How Do We Get There?

Intrigued by the promise of the mastery model, but not sure how to get there? You’re not alone! While the mastery model offers hope for meaningfully redefining education in the 21st century, the path between here and there can seem murky at best. Yet, there is an achievable transition step that enlightens that path: implementing standards-based grading (SBG) and reporting. Explore one school’s transition from traditional grading practices to full implementation of SBG. Leave empowered to move in the right direction regardless of how far along the journey to assessment reform your school currently finds itself.

**PRESENTER:** Jason Carmichael, The New Community School (VA)

**TRACK** CLASSROOM EXPERIENCE
**ROOM:** 201 A

Out the Door: What We Can Learn from Abrupt Departures from Headship

This year, an unprecedented number of new heads in Independent Schools Association of the Central States schools followed predecessors who departed with notice of less than two months. We saw this abrupt departure phenomenon spike from 14% in recent years to a whopping 38% this year, and the emerging data for next year are trending in the same direction. Why is abrupt leadership transition a concern? What are the factors at play? How might we remedy them? Examine and discuss relevant data, theories, and recommended reading in an effort to answer these questions.

**PRESENTER:** Claudia Daggett, Independent Schools Association of the Central States

**TRACK** GOVERNANCE
**ROOM:** 102 B
Rethinking Classroom Design: What We've Been Doing Wrong (and How to Fix It)
How would you design a classroom if you had never seen a traditional school environment before? What kind of arrangement would you introduce to foster creativity, innovation, and collaboration among students? Chances are the space you’re envisioning right now does not resemble a classroom with rows of desks and stark hallways lined with lockers. Discuss the need for new and innovative classroom design and explore some of the most cutting-edge projects changing education today.
PRESENTER: Peter Hutton, Beaver Country Day School (MA)
TRACK: CLASSROOM EXPERIENCE
ROOM: 101 B

Running Game-Based and Gamified Schools and Classrooms
Kids show high engagement and resilience in games. In fact, research shows students can read grade levels above what they normally test when reading text in a game. Learn the core ingredients that make game-based learning and gamification elements work. Leave able to evaluate the quality of game designs and create your own digital game mechanics for nondigital experiences like school-wide Harry Potter houses. Explore the role of a playful narrative, like recasting school itself as a hero’s journey, narrative being the most important game dynamic in creating magical classroom and school-wide experiences.
PRESENTER: Christopher Chiang, Kehillah Jewish High School (CA)
TRACK: CLASSROOM EXPERIENCE
ROOM: SEASIDE 1

Tearing Down Walls: Building Leadership Capacity for Women
Designing for the future requires tearing down the walls that hold women back from leadership. Attend this panel discussion to reveal the unspoken factors holding back women, and gain best practices for building women’s capacity to lead. Explore topics such as unspoken bias, perceptions about women as visionaries, and the distinctive qualities women bring to leadership.
PRESENTERS: Lisa Lovering, Educator’s Ally; Nanci Kauffman, Castilleja School (CA); Jennifer Zaccara, Vermont Academy (VT); Aléwa Cooper, Greens Farms Academy (CT)
TRACK: LEADERSHIP
ROOM: SEASIDE 5

Thinking on Your Feet: Recruiting Today’s International Student
Who could have predicted the “Trump effect”? Admission leaders are constantly challenged to pivot in response to forces out of their control. Learn how to calibrate your efforts and appeal to today’s international student as you simultaneously confront issues like global nationalism, the strength of the U.S. dollar and its impact on tuition and ROI, aging and declining populations, political changes, and a rising wave of competition.
PRESENTERS: Aimee Gruber, The Enrollment Management Association; Jack Cummings, St. Johnsbury Academy (VT)
TRACK: COMMUNICATIONS AND ADVANCEMENT
ROOM: SEASIDE 3
Transition Planning for New Heads of School: It Should Not Feel Like a Blind Date!

Our schools are going through a period of rapid change in leadership—and this poses incredible opportunities. As change can also be needlessly disruptive, schools must do everything to facilitate a smooth transition process. Each school is unique, but the patterns that emerge during transitions are similar. Through research and practical experience as search consultant, trustee, search chair, senior administrator, and head of school, our team has developed a protocol around intentional transition planning, leveraging resources in creative ways that maximize the uniqueness of a community. Join us to consider how to be thoughtful and proactive in meeting the needs of new heads, setting realistic expectations about what it means to introduce a new leader to a close-knit community.

**PRESENTERS:** Amanda Riegel, Carney, Sandoe and Associates; Kimberly Ridley, Fayerweather Street School (MA)

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Yes, You Can! Reimagining Sexuality Education K-6

Engaging young children in conversations about sex, gender, and reproduction significantly impacts the course of healthy sexual development. It is vital, therefore, that families and schools proactively establish themselves in children’s lives as the primary reference points around these topics. This interactive workshop provides what teachers and administrators need to confidently integrate human sexuality education into your pre-K/LS curriculum. Audit your current programs, identify obstacles to change, and gain resources for implementing developmentally appropriate programming across pre-K-6. Hear one school share its process for reimagining health and sexuality education, including ongoing work with faculty and parents.

**PRESENTERS:** Deborah Roffman, The Park School of Baltimore (MD); Jill Romans and Holly Fidler, St. Paul Academy and Summit School (MN)

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**TRACK** STUDENT EXPERIENCE
**ROOM:** 203 C
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.

Next Generation Employee: Hiring for Cultural Competency
To succeed in a diverse and agile future, independent schools must hire employees who are not only knowledgeable and skilled in their specific job area but also culturally competent. Review instruments for assessing cultural competence and gain resources to help enhance your school’s hiring practices.

**PRESENTERS:** Christie Checovich, Bentley School (CA); Erin Harper, Providence Day School (NC); Netra Fitzgerald, Greenhill School (TX); Laura Fitzpatrick, Sandia Preparatory School (NM); Adriana Murphy, Friends Community School (MD); Kate Walsh, Our Lady of Good Counsel (MD)

**TRACK: LEADERSHIP**
**ROOM: 203 A**

Got Diversity? Recruitment and Retention Models for Faculty of Color
Schools spend a great deal of time working to diversify their student populations. Can the same be said about their faculties? Examine research into policies and practices of NAIS schools and their success with recruiting and retaining faculty of color. Learn about schools that use equitable and inclusive practices to achieve a diverse and thriving adult community.

**PRESENTERS:** Chris Cunningham, The Lawrenceville School (NJ); Rich Dempsey, Pomfret School (CT); Matt Johns, Commonwealth Academy (VA); Oscar King, Lick-Wilmerding High School (CA); Joe Kruetziger, Birch Wathen Lenox School (NY)

**TRACK: LEADERSHIP**
**ROOM: 203 A**
FEATURED WORKSHOP
DAVID GLEASON
Introduced by Ed Kim, St. Matthew’s Parish School (CA)
LBCC, GRAND BALLROOM B

SPEED INNOVATING Teachers’ Edition

BLOCK 5 11:00 AM–12:00 PM WORKSHOPS

Making the Constitution Real for Middle Schoolers
PRESENTERS: Amy Jaffe and Paul Johnson, Polytechnic School (CA)

Population Education: Hands-On Activities for People and the Planet
PRESENTER: Jill Solomon, Oakwood School (CA)

Social Justice in the Spanish Classroom
PRESENTERS: Coleman Rose and Sara Hodges, Lowell School (DC)

Strengthening Partnerships Through Podcasting
PRESENTERS: Bill Selak and Annie Makela, Hillbrook School (CA)

Teaching American History Through Local History Research Projects
PRESENTERS: Elizabeth Fernandez and LE Hartmann, Nightingale-Bamford School (NY)

Creating a Cross-Listed English/Science Climate-Change Course for Upper Schoolers
PRESENTERS: Rochelle Devault and Susee Witt, San Francisco University High School (CA)

Discovering History Through Campus Architecture
PRESENTERS: Caswell Nilsen and Peter Weis, St. Paul’s School (MD)

Empowering Students of Color in Discussion-Based Classrooms
PRESENTER: Adam Ruderman, Breck School (MN)

Feeling Tired? Some Gimmicks and Fun to Perk up Your Classroom
PRESENTER: Ted Van Thullenar, St. Paul’s Episcopal Day School (MO)

Improvis in the Classroom: Build Interpersonal Skills While Laughing!
PRESENTER: Melissa Holman-Kursky, The San Francisco School (CA)

Population Education: Hands-On Activities for People and the Planet
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Improvis in the Classroom: Build Interpersonal Skills While Laughing!
PRESENTER: Melissa Holman-Kursky, The San Francisco School (CA)

Athena: How Teachers at 50+ Schools Are Building a Network and Sharing Practices
The field of education has no professional memory. 10,000 teachers might teach The Great Gatsby, and none have any idea what the others are doing. Athena, an online platform supported by the Edward E. Ford Foundation, including a 2018 leadership grant, addresses this problem, enabling teachers to share practices among schools. Last summer, 50 teachers from over 40 schools in 17 states participated in a summer fellowship in which teachers aggregated classroom practices for the most commonly taught subjects in English, history, and humanities. Learn about what emerged and how to connect your teachers to this growing network.

PRESENTERS: Max Gordon, St. Paul’s School (NH); Peter Nilsson, Deerfield Academy (MA)

ROOM: 101B
California’s Social-Emotional Learning Assessment Pilot: Generating Shared Data to Improve Student Competencies and School Environments

In partnership with Panorama Education in 2018-19, the California Association of Independent Schools launched a statewide social-emotional learning (SEL) assessment pilot. Together, 38 schools worked as a networked improvement community to survey eight shared indicators of students’ SEL competencies (growth mindset, self-efficacy, learning strategies, grit) and students’ perceptions of supports in the school environment for their growth and well-being (teacher-student relationship, sense of belonging, engagement, rigorous expectations). Get insight into the pilot’s impetus and organization, and how schools used their SEL survey data to fuel school improvement.

**PRESENTERS:** Jennifer de Forest, California Association of Independent Schools; Joseph Harvey, Mark Day School (CA); Karen Strobel, Castilleja School (CA); Mitch Bostian, The Berkeley School (CA)

**TRACK:** CLASSROOM EXPERIENCE

**ROOM:** 204

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**Avatars and Altruism: Using Immersive Technology to Build Empathy**

Attend this hands-on workshop to learn about the importance of integrating character-based education into the K-12 curriculum. Using case studies at three different schools, explore how the use of immersive technologies can help students gain empathy. Try several high-tech and low-tech platforms (e.g., Google Cardboard, Oculus Go, HTC Vive) to experience several AR and VR programs firsthand and engage in a design-thinking exercise. Develop your own ideas for a lesson and/or program for your school. No prior experience with technology necessary.

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

**TRACK:** CLASSROOM EXPERIENCE

**ROOM:** 104 C

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**Breaking Down Barriers: The Marriage of Admissions, Student Support, and College Counseling**

Poly Prep Country Day School, an N-12 school in Brooklyn, increased net tuition revenue by 21% over two years while simultaneously increasing the number of students of color enrolled by 22% and sending a higher percentage of students to top 25 colleges and universities than any time in the past decade. Learn how Poly’s innovative enrollment management model eliminates traditional silos and leverages data and people to create a powerful feedback loop among admissions and financial aid, advancement, student support, and college counseling.

**PRESENTERS:** Kyle Graham, Nat Smitobol, and Jamie Nestor, Poly Prep Country Day School (NY)

**TRACK:** MANAGEMENT

**ROOM:** SEASIDE 3
Creating the Ecology for Creativity, Design Thinking, and Innovation

Great minds are born not simply of rote knowledge but from the continuous habit of curiosity and wonder. The world needs creativity and innovation to progress. Design thinking and problem-solving are the nexus between learning, feeling, and making. All of this happens in a connected ecology of spaces, technologies, mindset, programs, and instruction. Explore the instructional philosophy, tools, and technologies that nurture essential innovative thinking. Delve into strategies for building the creative, collaborative, and design-minded classrooms and design-thinking spaces—offering teachers of all ages and experience a powerful and persuasive perspective about thinking deeply and differently.

**PRESENTER:** Charles James, St. Andrew’s Episcopal School (MD)

**TRACK** CLASSROOM EXPERIENCE

**ROOM:** 203 B

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**Driving School Change Through Faculty Committees: Two Case Studies**

Most school leaders understand that effective and sustainable school reform relies on faculty leadership and buy-in. Empowering faculty committees to devise and lead school change efforts can generate positive outcomes and a democratic school culture. Hear how one K-12 school leveraged faculty committees for school change. Discover the committee’s process of problem-framing and solution options. Discuss committee composition, the committee charge, and how to create time for committees to meet. Hear about obstacles to progress and share your stories. Leave with tangible examples of faculty committee success, a network of faculty leaders, and energy.

**PRESENTERS:** Matt Neely, Jen Sciortino, and Mike Miley, Metairie Park Country Day School (LA)

**TRACK** LEADERSHIP

**ROOM:** SEASIDE 4

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**Faculty as First Responders: Keeping Students Safe in an Unpredictable World**

As reported by CNN, the first 21 weeks of 2018 brought with it 23 school shootings in which someone was hurt or killed in the United States. This averages to more than one shooting a week and is both unacceptable and avoidable. Join us in learning about the pitfalls of common active shooter protocols while gaining strategies and resources to implement the most effective procedures immediately.

**PRESENTERS:** Mandy Stepanovsky and Meg Hansen, Friends School (CO)

**TRACK** STUDENT EXPERIENCE

**ROOM:** 102 A
Governance and School Sustainability: How to Recognize and Counter Instability Markers in Your School

Boards and heads need information to ensure the ongoing sustainability of their school. High-performing boards (and their heads) have well-established and actively monitored key performance indicators on such significant markers as enrollment trends, inquiry-application-acceptance ratios, faculty and staff turnover, pupil-teacher ratios, and pupil-administration ratios. These numbers often open a window to the health of the school. Identify key data you must track to recognize the instability markers that could lead to disaster.

**PRESENTER:** Jim Christopher, Kenneth Gordon Maplewood School/Maplewood Alternative High School (Canada)

**TRACK** GOVERNANCE

**ROOM:** 201 A

Leaders of Other: Diversifying School Leadership for Success

Diversifying leadership is critical to school success, yet women, people of color, LGBTQ educators, single parents, and other nontraditional candidates continue to struggle to find their places as heads of school, trustees, and board chairs. Join us to combine the insights of five successful “leaders of other” with the growing research on how to overcome the barriers that nontraditional leaders face. Cover topics including leveraging personal difference into professional distinction, building strength through resilience, managing change through authenticity, and preserving personal health and well-being every step of your career path.

**PRESENTERS:** Siri Akal Khalsa, Northwest Association of Independent Schools; Kirk Wheeler, St. Thomas School (WA); Patti Hearn, Lake Washington Girls Middle School (WA); Morva McDonald, Giddens School (WA); Brenda Leaks, Seattle Girls’ School (WA)

**TRACK** LEADERSHIP

**ROOM:** SEASIDE BALLROOM B

Love Is Love—One Elementary School’s Commitment to Celebrating the LGBTQ Community

How can your school address traditional elementary school concerns regarding teaching about the LGBTQ community and the pride movement? Get an outline of our approach to teaching LGBTQ and gender spectrum vocabulary, and hear how our school’s diversity committee leads colleagues in a highly visible unit of study. Learn about the intentional ways teachers connect learning to social justice movements, personal connections within the community, and local and national LGBTQ changemakers and their allies. Gain insight into embracing tricky, difficult conversations at the elementary level about what it looks like to be a welcoming, inclusive community.

**PRESENTERS:** Britt Anderson, Abby Guinn, and Maria Montes Clemens, Prospect Sierra School (CA)

**TRACK** STUDENT EXPERIENCE

**ROOM:** 103 A

Our Teaching and Learning Center: Five-Plus Years of Innovation, Learning, and Community Building

Have you found it challenging to find the time and resources to provide faculty with the professional development they want and need? Are you interested in offering your teachers, staff, families, and students a vibrant, joyful place to learn from and with one another? If so, an in-house teaching and learning center would be a wonderful addition to your school. Learn how you can easily create and run a teaching and learning center and its many benefits. Engage in discussion and interactive protocols to envision how a teaching and learning center can work for your school.

**PRESENTERS:** Ruth Aichenbaum and David Brightbill, William Penn Charter School (PA)

**TRACK** LEADERSHIP

**ROOM:** 201 B
Peer First Responders: Training and Supporting Students to Promote Mental Health and Well-Being
Join school counselors and a student leader from Castilleja School to learn how and why we developed a program to increase open discussions about student mental health with the goal of promoting well-being and destigmatizing mental health issues. Share how the school's counseling and wellness departments partnered with students to create a program jointly owned by student leaders and staff. Get the nuts and bolts of starting such a program at your school, including training and supervision of students.

**PRESENTERS:** Terese Brennan-Marquez and Sophie Neve-Levoy, Castilleja School (CA)

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Political Classrooms and Student Groups: Possible or Restricted in Today’s Schools?
If we believe education can help change society for the better, how can classroom discussions and student groups function as learning experiences without dissolving into ideological and divisive forces in schools? In today’s highly charged political environment, can teachers and club advisers equip students with the skills needed to analyze complex and sometimes conflicting perspectives without alienating those who disagree? Explore current research, school policies, and real practices designed to promote civic discussions and ideological diversity using Hess & McAvoy’s (2015) model for the political classroom.

**PRESENTERS:** Jack Creeden, independent consultant; Pete Nordlund, Chadwick School (CA)

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Reboot Your Digital Marketing Strategy: Research-Backed Tips for School-Wide Success
Find out why your school needs to shake up its marketing strategy in favor of a new inbound marketing plan guided by the latest research in what works. Look at external factors impacting schools—like economic and demographic shifts—and how inbound tools like site personalization, email workflows, and constituent video testimonials can reap the kind of measurable results you need for success. Peer schools inspire with tips you can use now.

**PRESENTERS:** Jon Moser, Finalsite; Pat Bassett, Head’s Up Educational Consulting
Responding to Complaints of Student and Employee Misconduct in the #MeToo Era

The #MeToo movement has broad-reaching effects for schools in both the employment and student context. As schools strive to tear down barriers, they face challenges in navigating the competing interests of conducting fair investigations of complaints, respecting privacy and other individual rights, responding to community demands for transparency and accountability, and fostering open dialogue around inclusivity. Discuss best practices for balancing these competing interests, including investigation techniques and common hurdles, respecting the rights of and being sensitive to the needs of all parties, and effectively managing school community expectations in the #MeToo climate.

**PRESENTERS:** Tekakwitha Pernambuco-Wise, Sea Crest School (CA); Linda Adler and Grace Chan, Liebert Cassidy Whitmore

**TRACK** MANAGEMENT

**ROOM:** SEASIDE 1

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Reimagine Your Strategic Plan Implementation with Design Thinking

A strategic plan communicates what your school values most, and so should the process for its implementation. Discover how one school used design thinking and its inherent focus on developing empathy for end users (the students) as a reimagined approach to implementing a strategic plan. From ethnographic interviews and shadow days to ideation and prototype testing, learn the process for creating innovative action steps that achieve strategic goals. Find out how applying design thinking in your school deepens relationships with students, builds buy-in across your school community, and centers strategic plan implementation on what truly matters most—your students.

**PRESENTERS:** Ryan Dahlem and Will Moseley, St. Margaret’s Episcopal School (CA)

**TRACK** LEADERSHIP

**ROOM:** 203 C

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Reimagining Campus Master Planning

If the physical environment is a child’s third teacher, as Reggio Emilia founder Loris Malaguzzi proposed more than 70 years ago, what sort of built ecosystem best supports 21st century learning? And even assuming you have clarity on that question, how can you take transformative ideas about your campus from vision to reality? Explore practices used by a 230-year-old school to transform its physical infrastructure to create spaces that are flexible in usage, where students work collaboratively to construct knowledge, technology provides a portal to the world, and the outdoors is an extension of the classroom.

**PRESENTERS:** Matt Glendinning, Moses Brown School (RI); Ray Bourcier, DEC Consulting Company

**TRACK** MANAGEMENT

**ROOM:** 102 C
Sink or Swim: Why Black Children in Independent Schools Need Our Awareness and Support
Many black families send their children to independent schools in the belief we can offer high-quality education, yet black children often encounter greater odds of emotional discord and academic failure in our predominantly white institutions. Candidly discuss the multidimensional challenges facing black children in independent schools: ubiquitous stereotyping, racial dissonance, and disproportionate disciplinary measures. Explore how administrators and teachers can better support the needs of black children and their families within independent school communities and, ultimately, clear pathways to opportunity and success for black children in our schools.

**PRESENTER:** Candice Powell-Caldwell, Horace Mann School (NY)

**TRACK** STUDENT EXPERIENCE

**ROOM:** SEASIDE 5

- Supporting Faculty, Staff, and Parents to Talk About Differences with Young People
  If we are to reimagine our schools to reflect the just and equitable world we want it to be—not what it is—we need to tear down walls and build capacity, not only with students and teachers, but with parents as well. Participate in training that two schools in Los Angeles did with their faculty and staff—and their parent bodies. Learn about the research and engage in deep personal identity work regarding how to have difficult and honest conversations about differences with young people.

  **PRESENTERS:** Melinda Tsapatsaris and Min Pai, Westland School (CA); Rasheda Carroll, Wildwood School (CA)

  **TRACK** LEADERSHIP

  **ROOM:** 101 A

- Vaping, Binging, and Baking—Addressing Student Substance Use and Abuse
  The federal government reports the number of students using e-cigarettes has increased substantially. The District of Columbia and 23 states currently have laws legalizing marijuana in some form. Given this, schools must know their options when responding to these widespread risks. How do you address a student with a substance abuse problem or a positive test result? How do you regulate e-cigarettes and marijuana if use is not restricted by current laws? How do you handle alcohol use at extracurricular events? Explore best practices and legal risks schools face in addressing student vaping and drug and alcohol use.

  **PRESENTERS:** Suzanne Bogdan, Fisher Phillips; Whitney Walters-Sachs, Pine Crest School (FL)

  **TRACK** MANAGEMENT

  **ROOM:** 102 B
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.

Diversifying the Head of School Pipeline
If most senior administrators are white, how can we diversify the head of school pipeline? Currently, people of color account for less than 15% of senior administrators. Identify and examine schools that have found ways to build diverse senior administrative teams.

PRESENTERS: Nathalio Gray, The Branson School (CA); Mike Boyer, The Miami Valley School (OH); Brian Oliver, Maumee Valley Country Day School (OH)

TRACK LEADERSHIP
ROOM: 203 A

Taking the Pulse on Homework
What does the latest research on the effectiveness of homework tell us? Are schools considering their philosophies and practices on homework? Study survey data regarding independent school attitudes toward homework and review case studies of schools that have made shifts in their homework policies.

PRESENTERS: Eric Augustin, Colorado Academy (CO); Paul Bonnel, French American International School (CA); Matthew Cutler, Harvard-Westlake School (CA); Ford Dieth, St. Martin’s Episcopal School (LA); Brian Ogden, The Bishop’s School (CA)

TRACK LEADERSHIP
ROOM: 203 A
Puppetry as Interdisciplinary Connector
The art of puppetry connects the humanities and the arts to new technology initiatives as it helps students understand what it means to be human.
PRESENTER: Cheryl Capezzuti, Fanny Edel Falk Laboratory School (PA)

Shakespeare’s *Romeo and Juliet*
Adages as Translated into a Visual Representation
Discover how this concept-based art and English class lesson enriched the student experience in understanding Shakespeare’s adages in *Romeo and Juliet.*
PRESENTER: Lorna La Riviere, Brunswick Middle School (CT)

Sharing the Wealth
Being the difference in the community is what sets independent schools apart from the rest. See how we do it at Dawson.
PRESENTER: Le’Aqua Shoates, The Alexander Dawson School at Rainbow Mountain (NV)

Why Every Course Should Integrate Social Media
Schools must embrace social media instruction to teach digital citizenship, media literacy, and digital portfolios—skills our students need to succeed beyond school.
PRESENTER: Nate Green, Flint Hill School (VA)
An Approach to Student Wellness Where Students Thrive and Rigor Deepens
With mounting evidence that our students are managing greater stress, anxiety, and mental health challenges, we all seek solutions to improve student wellness in our schools. With a tendency in schools to assume there is a fixed choice between rigor and wellness, we propose a different way of looking at a solution—one where “smart rigor” can deepen and students can thrive. Learn from research-based findings that broaden the definition of student success from Stanford’s Challenge Success and a case study from an independent school exploring how student wellness can be enhanced within a rigorous school setting.

PRESENTERS: Catherine Hall, Noble and Greenough School (MA); Denise Pope, Stanford University

Anxiety in the Classroom: Developing a Toolbox of Practical Interventions
Often we send students out of the classroom when they become flooded with anxiety, unable to focus and work. From test anxiety to a resistance to engage in the work, students create maladaptive habits to manage the intensity of their emotions. Uncover interventions and strategies to use in the classroom to effectively decrease anxiety in the moment, so students can refocus on classroom content. Leaning on the biological, cognitive, and sociocultural perspectives, apply interventions to case studies of students struggling with poor performance due to emotional dysregulation.

PRESENTERS: Jen Sciortino and Lauren Gehman, Metairie Park Country Day School (LA)

Bring Reggio Emilia-Inspired and Emergent Inquiry Approach to the Junior Years
For teachers considering bringing inquiry, emergent curriculum, and the principles of a Reggio Emilia-inspired teaching approach to grades 5-7, find out how to apply values such as the image of the child, working with documentation, the classroom environment as a third teacher, student voice and autonomy, and materials and multiple languages with a rigorous academic program that engages with big ideas and authentic, real-world problems.

PRESENTERS: Bart van Veghel, Kerri Embrey, and Kathleen Grzybowski, The Bishop Strachan School (Canada)
A Case for Belonging: Anti-Bias Education to Create Belonging and Equity in the Classroom
A student will walk into a classroom and assess: Will my identity and my efforts be seen? Do I belong here? When the answer is no, a student’s ability to learn and succeed are negatively impacted because their basic needs are not being met. This can manifest as identity-based exclusion and disruptive, mean, and teasing behavior and lead to a school failure identity for the student. How do we create belonging and equity in the classroom? Learn about anti-bias education theory and practices as tools to create belonging and equity in the classroom.

**PRESENTER:** Rebecca Slaby, AMAZE

**TRACK:** STUDENT EXPERIENCE
**ROOM:** SEASIDE BALLROOM B

Changing Admissions and Financial Aid Focus from Student Headcount to Net Tuition Revenue
Learn from a 21-year former business officer about the value and importance of shifting from a student headcount focus for admissions and financial aid to a net-tuition revenue (NTR) focus. Receive and review templates that allow a school to annually monitor and track its NTR, both per student and grade. Identify important financial aid metrics you should track and monitor year by year, with recommendations on how to identify and slow down or turn around negative trends.

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

**TRACK:** MANAGEMENT
**ROOM:** 103 B

Designing Your Female Leadership Journey in Independent Schools
Many opportunities exist to be a student of leadership at every level in your school, but women face unique challenges. Come for honest conversation about ways women lead, cultivate a leadership style, and build teams. Hear insight from an experienced head of school and division head on tearing down the barriers that keep us from our seat at the table, building new paradigms for school leadership, and designing a future for students where models of female leadership are the norm rather than the exception. Come enjoy the camaraderie and kinship of the work we do!

**PRESENTERS:** Colleen Schilly, Hillbrook School (CA); Kathleen McNamara, The Seven Hills School (CA)

**TRACK:** LEADERSHIP
**ROOM:** 103 A
Dig Deep. Be Brave. Unearth the Greatness That Lies Within Your School!

Every independent school has one very special thing in common—children. But we are not always willing to see the other thing our schools share in common—flaws! Stellar school options surround us, and parents question whether or not to sign their enrollment contracts. Take a deep dive into your school’s operations, policies, and procedures and be willing to truly see those aspects of your school that are begging to be examined. Fill your toolbox with strategies you can put to immediate use upon return!

**PRESENTER:** Carrie Kries, Gladwyne Montessori School (PA)

**TRACK** MANAGEMENT
**ROOM:** 203 C

Engage with an Innovative, Dynamic, Developmentally-Appropriate Health and Wellness Curriculum—Bring It to Your School!

As health and wellness educators, there is much we want students to know! We use our limited time to cover as many bases as possible, only to find there is more we want to do. Come hear about our experience building a nationally recognized, developmentally appropriate PK-8 health and wellness curriculum. As reflective practitioners, we develop curriculum to meet student needs across a variety of areas, innovative in anticipating coming trends and challenges students will face. Through shared experience, thoughtful discussion, and targeted resources, get the tools to develop an excellent health and wellness program tailored for your students.

**PRESENTERS:** Liz LaRocque, Kate Oznick, Tina Fox, John O’Neill, and Leesa Mercedes, Belmont Day School (MA)

**TRACK** CLASSROOM EXPERIENCE
**ROOM:** 102 A

Developing Self-Sufficient Teenagers Through Academic Coaching

Are we raising a generation of dependent teens who over-rely on adults to structure their time, hold them accountable, and reward their efforts? Through academic coaching, educators foster growth of self-sufficient teenagers by pairing adults with struggling teens. Using active listening and open-ended, powerful questions, academic coaches guide students to identify obstacles, envision goals, initiate action steps toward goals, and be accountable. Coaches partner with students to develop strategies to address disorganization, weak study skills, and poor time management. Learn coaching basics and then role-play using these skills.

**PRESENTER:** Susan Biggs, Flint Hill School (VA)

**TRACK** STUDENT EXPERIENCE
**ROOM:** SEASIDE 3

Developing a Gender Identity Curriculum in the Primary Grades: Designing Proactive and Responsive Collaborations

Explore the collaborative curriculum development that led 15 primary classrooms (age 3-9) to a better age-appropriate understanding of gender identity. Learn about possible challenges, pitfalls, and successes as you explore the relationships built between the upper division students and their younger “buddies” because of new understandings. Learn how leadership and collaboration can create buy-in among parents, support teachers’ growing comfort when leading conversations or lessons about gender identity, and eventually lead to cultural change in a school community.

**PRESENTERS:** Margaret Bradford and Pamela Atteberry, The Evergreen School (WA)

**TRACK** CLASSROOM EXPERIENCE
**ROOM:** 102 A
Leading Planned Change: How to Build Leadership Capacity Across Your School

School leaders and administrative teams, examine the key processes and theories of effective collaboration, decision-making, and action planning. Experienced administrators know that while not all change is planned, much of it can and should be. Explore research-proven leadership strategies associated with building leadership capacity to support school change and improvement.

**Presenters:**
- Scott Bauer, University of Colorado, Denver
- Anne-Marie Balzano, NAIS

**Track:** Governance

**Room:** Seaside Ballroom A

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**Letting Their Lives Speak: Harnessing Student Activism and Amplifying Their Movement**

A better world tomorrow starts in schools today. To do this it is imperative that independent schools develop active citizens as well as engaged scholars. Study various models for how to inform, support, and inspire students to find their voice and strengthen their role in the community. With examples from independent and public middle and high schools that leverage strategic partnerships as a backbone, learn to develop your own strategy to teach and develop youth citizenship.

**Presenters:**
- Guybe Slangen, San Francisco Friends School (CA)
- Blake Kohn, National Network of Schools in Partnership
- Diego Duran-Medina, Shorecrest Preparatory School (FL)
- Monique Daviss, El Sol Science and Arts Academy (CA)

**Track:** Student Experience

**Room:** 104 A

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**Practical Advice for All Teachers Supporting Students with Learning Disabilities, ADHD, and Executive Dysfunction**

While it’s unrealistic to believe every independent school classroom can meet the needs of every student, teachers can be better informed, strategize well, communicate effectively with other professionals, and execute academic programs that support an increased array of dynamic learners. Through simulations and discussions, hone your understanding of learning disabilities, executive dysfunction, and ADHD by exploring technical and operational definitions. These new understandings aid in a thorough discussion of practical advice aimed at identifying, teaching, and supporting impacted students, families, and faculty.

**Presenter:** Eldrich Carr, Springer School and Center (OH)

**Track:** Classroom Experience

**Room:** 101 B
Reimagining Your Differentiated Value: Disruption and the Fourth Industrial Revolution
Using a strategic thinking framework, look at how artificial intelligence, robotics, and other disruptors are reshaping the education and workplace ecosystem, creating an opportunity for independent schools to prepare future-ready students while reimagining their differentiated value, business, and education models along the way.

PRESENTERS: Jefferson Burnett, NAIS; Kawai Lai, VizLit

TRACK: GOVERNANCE
ROOM: 201 A

Schools That Thrive: How Great Strategic Design Focuses on Learners!
Reinvent how you design strategy by focusing on exceptional quality and outcomes for the learner experience. Explore how two schools repositioned themselves and developed a winning value proposition with a strategic design process focused on the user experience. By engaging in the process as learners, they made bold choices that focused their people, programs, and resources on what matters most—and now reap the rewards.

PRESENTERS: Stephanie Rogen, Greenwich Leadership Partners; Jody Soja, Indian Mountain School (CT); Diana Owen, Pine Point School (CT)

TRACK: LEADERSHIP
ROOM: SEASIDE 1

Reimagining Curriculum: Valuing Depth over Breadth Through a Transition to Semester-Long Courses
We dreamed of a school where our students were engaged by exciting and innovative courses relevant in an age of automation and search engines. However, the road from British literature, American history, and art to voices on the fringe, politics and the media, and graphic design required tons of structure-building, schedule modifications, partner-building, parent communication, and assessment of academic regulations. Walk through the strategies we used to build this curricular model and where we hope to go from here, with student curiosity as our compass and a four-dimensional education as our mission.

PRESENTER: Robert Taylor, Austin Preparatory School (MA)

TRACK: CLASSROOM EXPERIENCE
ROOM: 102 B

A Primer on Crisis Management and Business Continuity for Independent Schools
As more schools adopt an enterprise risk management approach, principal areas of focus are crisis management and business continuity. Explore the various components of this complex subject: identifying and managing risk, governance, enterprise-wide risk analysis, business continuity planning, insurance and risk management considerations, and an example of plan design schools can adopt to begin your own analysis. Get strategies for implementation, the recovery and resumption phase of your operations, and validation of your plan.

PRESENTERS: Ronald Wanglin, Cheryl McDowell, and Jamie Gershon, Bolton & Company; Lisa Turchan, The Buckley School (CA)

TRACK: GOVERNANCE
ROOM: 102 C

FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
The Times They Are A-Changin’:
State Trends and National Impacts
While the focus tends to center on policies coming out of Washington, states and cities around the country are changing the game. There are many trends to follow, including laws prohibiting salary history inquiries, requiring paid leave, combating sexual harassment, and changing how background checks are conducted. With these developments, independent schools face new challenges and obligations as well as opportunities to bring greater transparency, equality, and safety to staff and students alike. Whether these changes have come to a state near you or are on the horizon, there is much to learn from our laboratories of democracy.

PRESENTER: Whitney Silverman, NAIS

Unpacking “Rape Culture” in the Aftermath of #MeToo
Only recently has U.S. society begun to treat sexual harassment/assault with the utmost seriousness it deserves. Three significant developments prompting this change provide unparalleled opportunities for vital discussions in our classrooms: high-profile cases of sexual assault within high school and college populations; a crucial shift in the standard for determining sexual consent, from the absence of “no” to the presence of an unequivocal verbal “yes”; and the systematic unmasking, in the wake of #MeToo, of each of the toxic beliefs that underpin, reinforce, and provide justification for rape culture. Get exercises for use in grades 5-12.

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

Why Guess If You Don’t Have to?
Measuring Student Leadership in K-12 Settings
Student leadership matters. But how does a third, seventh, or 11th grader define leadership? What skills are relevant and valued at different ages? To date, there have been no validated leadership assessments for K-12 students, so student leadership development has been a patchwork of assumptions and educated guesses. Learn about the new Leadership Indicator for Students (LIS) and the positive relationship between student leadership and student engagement outcomes. See how to use data-driven leadership development methods in an independent school and learn how to use the LIS to inform student leadership development planning in your school.

PRESENTERS: Preston Yarborough and Micela Leis, Center For Creative Leadership; Ann Brock, Charlotte Latin School (NC)
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.

Walking the Talk: Leading Strategically with a DEI Lens
Come learn about the key characteristics and best practices used by boards of trustees that effectively prioritize, support, and invest in diversity, inclusion, and equity.

**PRESENTERS:** Charlotte Brownlee, Cate School (CA); Paola V. Clark, Notre Dame de Sion School (MO); Chia-Chee Chiu, Ethical Culture Fieldston School (NY); Mahtab Mahmoodzadeh, The Overlake School (WA); Melissa Mischke, Phillips Exeter Academy (NH); Katy Roybal, Trinity School (CA)

**TRACK** LEADERSHIP
**ROOM:** 203 A

Faculty Wellness Programs: Survey of Scope and Impact
The Substance Abuse and Mental Health Services Administration describes eight dimensions of wellness: physical, social, emotional, environmental, occupational, intellectual, spiritual, and financial. Discuss the scope and effectiveness of wellness programs offered by independent schools and identify elements common to successful programs.

**PRESENTERS:** Ryan Dahlem, St. Margaret’s Episcopal School (CA); Ken Mills, Ransom Everglades School (FL); Mike Montgomery, Open Window School (WA); Matthew Peer, Darlington School (GA); Julian Taylor, Chadwick International School (Republic of Korea)

**TRACK** LEADERSHIP
**ROOM:** 203 A

2:30 – 3:15 PM
Networking Break and Meetups in the NAIS Expo

3:30 – 4:45 PM
CLOSING GENERAL SESSION

**SIMON SINEK**
Musical Performance by Sage Hill Singers, Sage Hill School (CA)
Introduced by Mark McKee, Viewpoint School (CA)

**LBCC, PACIFIC BALLROOM**
EXHIBITORS

SEE PAGE 14 FOR ALL THE FUN PROGRAMMING HAPPENING IN THE EXPO, INCLUDING FREE LUNCHES!

CHECK OUT THE CONFERENCE APP FOR COMPANY DESCRIPTIONS AND CONTACT INFORMATION.

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LOCATION: HYATT REGENCY LONG BEACH, REGENCY BALLROOM F

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LOCATION: HYATT REGENCY LONG BEACH, REGENCY BALLROOM A-C

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Educational Directions is a boutique executive search firm focusing on head of school and senior administrative searches offering highly personalized service combined with innovative recruiting practices. Educational Directions is an acknowledged thought leader for independent school heads and trustees. EduDx publishes The Blue Sheet and The Green Sheet at jobs.edu-directions.com.

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Friday, 8:00 AM – 4:00 PM

**LOCATION:** HYATT REGENCY LONG BEACH, BEACON ROTUNDA

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**LOCATION:** HYATT REGENCY LONG BEACH, SEAVIEW BALLROOM A

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**HOURS OF OPERATION**  
Wednesday, 1:00 – 4:00 PM  
Thursday, 8:00 AM – 5:00 PM  
Friday, 8:00 AM – 5:00 PM

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**PLEASE NOTE**
NAIS does not schedule appointments; please contact the firm directly to schedule interviews.
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The NAIS Annual Conference is the result of in-depth collaboration, advice, and commitment of resources by hundreds of individuals and numerous organizations in the independent school community. NAIS wishes especially to recognize the significant contributions of the following:

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2019 NAIS ANNUAL CONFERENCE THINK TANK

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California Association of Independent Schools

Priscilla Sands
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2020 NAIS Annual Conference Think Tank

Ken Aldridge, Wilmington Friends School (PA)
Stephen Druggan, Springside Chestnut Hill Academy (PA)
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Julia de la Torre, Moorcrest Friends School (PA)
Dana Weeks, Germantown Friends School (PA)

These school groups have enlivened the conference through their performances:
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Arlene Hogan, Head of School
Ken Berman, Director of Jazz Studies and Instrumental Music, Visual and Performing Arts Department Chair
Cate School (CA)
Ben Williams, Head of School
John Knecht, Director of Instrumental Music
Idyllwild Arts Academy (CA)
Pamela Jordan, Head of School
Ellen Rosa-Taylor, Dance Department Chair
Jonathan Sharp, Director of Artistic Outreach
The Nueva School (CA)
Diane Rosenberg, Head of School
Jim Munzenrider, Middle and Upper School Music Teacher
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Tina Wood
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NAIS Expo
Workshops
Featured Workshops
PechaKucha
Other Programming
as Listed

Pacific Ballroom
Hall B
Hall A
Seaside Rooms
(see next page)
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