YOUR SCHOOL

YOUR LEGACY

National Association of Independent Schools
# Schedule

## Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 6:30 PM</td>
<td>Registration Open</td>
<td>PCC, Broad Street Atrium</td>
</tr>
<tr>
<td>8:30 AM - NOON</td>
<td>School Visits</td>
<td></td>
</tr>
<tr>
<td>9:00 AM - NOON</td>
<td>Reflect, Refine, and Renew: Cultivating Resiliency as a Mid-Career Head</td>
<td>PCC, 112A/B</td>
</tr>
<tr>
<td>9:00 AM - 3:00 PM</td>
<td>Creating Momentum in Your School</td>
<td>PCC, 110A/B</td>
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<td></td>
<td>The Amazing Philly Race: Creating a Legacy of Humanity at Your School</td>
<td>PCC, 118C</td>
</tr>
<tr>
<td>1:00 – 3:00 PM</td>
<td>Beyond the Bell Tours</td>
<td>Meet at PCC, Broad Street Atrium</td>
</tr>
<tr>
<td>1:00 – 4:00 PM</td>
<td>Klingenstein Seminar Series</td>
<td>PCC, 119A/B</td>
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<tr>
<td></td>
<td>Data Use as a Window and Mirror</td>
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</tr>
<tr>
<td>1:00 – 4:00 PM</td>
<td>Optional Three-Hour Workshops</td>
<td>Various Locations</td>
</tr>
<tr>
<td>1:00 – 5:30 PM</td>
<td>Ensuring the Future: How Trustees Contribute to School Success</td>
<td>PCC, 125</td>
</tr>
<tr>
<td>5:00 – 6:00 PM</td>
<td>First-Time Attendee Reception</td>
<td>Marriott Downtown, Grand Ballroom Salon H</td>
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</tbody>
</table>

This Ticket Required symbol indicates that 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 13 for details.

All programming takes place in the Pennsylvania Convention Center (PCC), unless otherwise noted.
**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 – 7:00 AM</td>
<td>Run Meet in the Marriott Downtown Hotel Lobby</td>
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<tr>
<td></td>
<td>Yoga Marriott Downtown, 409</td>
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<tr>
<td></td>
<td>HIIT Marriott Downtown, Grand Ballroom Salon D</td>
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<tr>
<td>6:30 AM – 6:00 PM</td>
<td>Registration Open PCC, Broad Street Atrium</td>
</tr>
<tr>
<td>7:30 – 9:00 AM</td>
<td>President’s Breakfast and Annual Meeting Marriott Downtown, Grand Ballroom Salon H–J</td>
</tr>
<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 1 Various Locations</td>
</tr>
<tr>
<td>8:00 AM – 3:30 PM</td>
<td>NAIS Expo Open PCC, Hall E</td>
</tr>
<tr>
<td>9:00 – 9:30 AM</td>
<td>Break in the NAIS Expo PCC, Hall E</td>
</tr>
<tr>
<td>9:30 – 10:45 AM</td>
<td>Opening General Session With Jonathan Haidt PCC, Terrace Ballroom</td>
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<tr>
<td>10:45 – 11:00 AM</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 AM – NOON</td>
<td>One-Hour Workshop Block 2 Various Locations</td>
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<tr>
<td></td>
<td>Speed Innovating: Schoolwide Edition PCC, Arch Street Foyer</td>
</tr>
<tr>
<td>11:30 AM – 1:30 PM</td>
<td>Master Class With Jonathan Haidt PCC, 126A</td>
</tr>
<tr>
<td>NOON – 1:30 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
</tr>
<tr>
<td>1:30 – 2:30 PM</td>
<td>One-Hour Workshop Block 3 Various Locations</td>
</tr>
<tr>
<td></td>
<td>NAIS AC Powered by PechaKucha PCC, 119A/B</td>
</tr>
<tr>
<td>2:30 – 3:15 PM</td>
<td>Networking Break in the NAIS Expo PCC, Hall E</td>
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<tr>
<td></td>
<td>Book Signing with Jonathan Haidt NAIS Bookstore</td>
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<tr>
<td>3:30 – 5:00 PM</td>
<td>General Session: Three Perspectives on the Future of Education</td>
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<tr>
<td></td>
<td>PCC, Terrace Ballroom</td>
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<tr>
<td>5:00 – 5:30 PM</td>
<td>Book Signing with Irshad Manji and Yong Zhao NAIS Bookstore</td>
</tr>
<tr>
<td>5:00 – 6:30 PM</td>
<td>President’s Welcome Reception PCC, Hall G</td>
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**FRIDAY**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td></td>
<td>HIIT Marriott Downtown, Grand Ballroom Salon D</td>
</tr>
<tr>
<td>6:30 AM – 1:00 PM</td>
<td>Registration Open PCC, Broad Street Atrium</td>
</tr>
<tr>
<td>8:00 – 9:00 AM</td>
<td>One-Hour Workshop Block 4 Various Locations</td>
</tr>
<tr>
<td>8:00 AM – 3:30 PM</td>
<td>NAIS Expo Open PCC, Hall E</td>
</tr>
<tr>
<td>9:00 – 9:30 AM</td>
<td>Break in the NAIS Expo PCC, Hall E</td>
</tr>
<tr>
<td>9:30 – 10:45 AM</td>
<td>General Session With Angie Thomas PCC, Terrace Ballroom</td>
</tr>
<tr>
<td>10:45 – 11:00 AM</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 AM – NOON</td>
<td>One-Hour Workshop Block 5 Various Locations</td>
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<tr>
<td></td>
<td>Speed Innovating: Teachers’ Edition PCC, Arch Street Foyer</td>
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<tr>
<td>NOON – 12:30 PM</td>
<td>Book Signing with Angie Thomas NAIS Bookstore</td>
</tr>
<tr>
<td>NOON – 1:30 PM</td>
<td>Complimentary Lunch in the NAIS Expo</td>
</tr>
<tr>
<td>NOON – 3:15 PM</td>
<td>Master Class With Michele Mattoon PCC, 126A</td>
</tr>
<tr>
<td>1:30 – 2:30 PM</td>
<td>One-Hour Workshop Block 6 Various Locations</td>
</tr>
<tr>
<td></td>
<td>NAIS AC Powered by PechaKucha PCC, 119A/B</td>
</tr>
<tr>
<td>2:30 – 3:15 PM</td>
<td>Networking Break in the NAIS Expo PCC, Hall E</td>
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<tr>
<td></td>
<td>Book Signing with Jonathan Haidt NAIS Bookstore</td>
</tr>
<tr>
<td>3:30 – 4:45 PM</td>
<td>Closing General Session With Gretchen Rubin PCC, Terrace Ballroom</td>
</tr>
</tbody>
</table>
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’ve joined NAIS and 5,000+ of your fellow independent school educators to explore the conference theme *Your School, Your Legacy*.

A legacy is something we inherit from past generations and pass to future generations. In your work at school, you certainly build on what came before. But every day you are improving upon that legacy—whether you try a new brain-science-based approach to teaching, implement a new program addressing student wellness, enhance your enrollment strategy based on the realities of today’s market, or pilot a new financial model to increase efficiency and access. Your work is contributing to the legacy of your school. Beyond that, the work of independent schools as a whole is contributing to a broader legacy, impacting the very nature of education. As schools work to propel each learner to success, we are contributing to a continuous cycle of improvement in our society.

At the NAIS Annual Conference, you’ll engage with a wide array of speakers, workshops, and special events. Beyond that, you’ll find energy and inspiration in connecting and reconnecting with your colleagues in the NAIS community. We hope you will head back to your school armed with both the national perspective and many practical ideas to put right to use. And we hope you’ll leave with a greater sense of your part in the legacy of independent schools.

Thank you for being with us!
REMINDERS
Connect to WiFi
**NETWORK:** ISM2020NAIS
**PASSWORD:** nais2020

**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 2020 NAIS Annual Conference to your list of shows. Once you’ve installed the 2020 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
**Friday, 6:00 AM – 5:15 PM**
PCC, Broad Street Atrium

Coat Check
**Wednesday, 7:30 AM – 7:00 PM**
**Thursday, 6:00 AM – 6:30 PM**
**Friday, 6:00 AM – 5:15 PM**
PCC, Broad Street Atrium

**Nursing Mothers Room**
This quiet, peaceful space to meet the needs of nursing mothers is always available during the conference. The room includes a refrigerator, electric outlets, private spaces, and other accommodations.
**PCC, HALL E Foyer**

**Speaker Ready Room**
If you are presenting a workshop, please stop by this room to ensure that your presentation and any audio/video clips work properly or to test any connection cables you may use.
- **Wednesday, 8:00 AM – 5:00 PM**
- **Thursday, 7:00 AM – 5:00 PM**
- **Friday, 7:00 AM – 2:30 PM**
**PCC, 115B**

**Emergency**
In the event of an emergency, please contact the Command Station, via the beige house phone located throughout the convention center, at ext. 4911. Relay information to the Command Station. The Command Station will either contact the show EMS or the Philadelphia Fire Department Rescue Unit. It is important that you know where you are so medical attention may be rendered as quickly as possible.

**QUESTIONS? VISIT THE NAIS INFO BOOTH IN PCC, BROAD STREET ATRIUM.**
GENERAL SESSION

SPEAKERS

ALL GENERAL SESSIONS TAKE PLACE IN THE PCC TERRACE BALLROOM.

THURSDAY  9:30 – 10:45 AM
THE CODDLING OF THE AMERICAN MIND: HOW GOOD INTENTIONS AND BAD IDEAS ARE SETTING UP A GENERATION FOR FAILURE
JONATHAN HAIDT is a social psychologist who is one of the world’s leading experts on the psychology of morality. He is the author of The Righteous Mind and The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom.

FRIDAY  9:30 – 10:45 AM
THE HATE U GIVE: FINDING YOUR ACTIVISM AND TURNING THE POLITICAL INTO THE PERSONAL
ANGIE THOMAS was born, raised, and still lives in Jackson, Mississippi. Her award-winning, acclaimed debut novel, The Hate U Give, is a #1 New York Times bestseller and major motion picture. Her second novel, On the Come Up, is on sale now.

THURSDAY  3:30 – 5:00 PM
THREE PERSPECTIVES ON THE FUTURE OF EDUCATION
Come hear three mini-keynotes from IRSHAD MANJI, IDRISSE ABERKANE, and YONG ZHAO as they discuss their different perspectives on education and our world. All three speakers bring a unique point of view to education, informed by their expertise in ethics, sustainability, and business, respectively.

FRIDAY  3:30 – 4:45 PM
FOUR TENDENCIES: THE KEY TO BETTER HABITS
GRETCHE N RUBIN is one of today’s most influential and thought-provoking observers of happiness and human nature. She’s known for her ability to convey complex ideas with humor and clarity. She’s the author of the New York Times bestsellers The Four Tendencies, Better Than Before, and The Happiness Project.
SPECIAL EVENTS
PRE-CONFERENCE PROGRAMMING

WEDNESDAY

WORKSHOPS

ALL PRE-CONFERENCE WORKSHOPS TAKE PLACE IN THE PENNSYLVANIA CONVENTION CENTER (PCC).

NEW! Reflect, Refine, and Renew: Cultivating Resiliency as a Mid-Career Head
Wednesday, 9:00 AM – NOON
Ticket Required: $95
This workshop for heads of school with 5 to 15 years of experience will provide you with an opportunity to reflect on your practice and examine research-informed perspectives on educational leadership.
PRESENTERS: Anne-Marie Balzano, NAIS; Scott Bauer, University of Colorado, Denver
PCC, 112A/B

NEW! Creating Momentum in Your School
Wednesday, 9:00 AM–3:00 PM
Ticket Required: $150
In this workshop, you will participate in leadership teams to explore tools and frameworks that will help you understand and accelerate momentum in your school. Please read Turning the Flywheel: A Monograph to Accompany Good to Great before the conference if you plan to attend this workshop.
PRESENTERS: Tim Fish and Jackie Wolking, NAIS
PCC, 110A/B

Klingenstein Seminar Series:
Data Use as a Window and Mirror: The Call for Data-Driven, Evidence-Based Leadership in Independent Schools
Wednesday, 1:00–4:00 PM
Ticket Required: $25
In this hands-on seminar, explore the principles of data-driven leadership, and participate in a hands-on simulation of an evidence-based, data-informed improvement process in structured leadership teams. You will also consider the ethical implications of data use in schools and reflect on how data-informed leadership can serve as a window and a mirror in how independent school leaders interrogate and challenge inequality in elite spaces.
PRESENTER: Kenneth E. Graves, Klingenstein Center, Teachers College, Columbia University
PCC, 119A/B

NEW! Ensuring the Future: How Trustees Contribute to School Success
Wednesday, 1:00–5:30 PM
Ticket Required: $95
Examine current trends in good governance and ways boards can become learning organizations to better serve their schools’ missions. Explore how board culture informs strategic planning, the impact of change management on goal-setting, and the importance of self-assessment.
Note: This event is intended for people currently serving on boards.
PRESENTERS: Anne-Marie Balzano, NAIS; Jack Creeden, Whitby School (CT); Barb Rosston, Independent Consultant
PCC, 125

Three-Hour Workshops
Wednesday, 1:00–4:00 PM
Ticket Required: $95
The three-hour pre-conference workshops you know and love will occur throughout the conference center. Find workshop titles, descriptions, and presenters starting on page 20, online, and in the app.
NEW! School Visits
Wednesday, 8:30 AM – NOON
Ticket Required: Free
Transportation will be provided from the Convention Center. Meet in the PCC Broad Street Atrium at 8:30 AM for pickup.

The Philadelphia School
This prek-8 school of 475 students has multiage classrooms that are all team-taught. This is a project-based school that uses the city and a country classroom to engage students in citizenship and environmental stewardship.

Community Partnership School and Revolution School
Established in 2006 to provide children in low-income communities with an education that puts them on a path to lifelong well-being and success, this school creates conditions that support healthy and happy children who are well-positioned to make good on their dreams and aspirations. Revolution School is a new high school where students co-create their unique academic journey. The founding class began in September 2019.

Friends Select School
The only prek-12 Quaker School in Center City Philadelphia, Friends Select believes that education can be fascinating. In addition to seeing the school’s innovative curriculum and campus in action (including a rooftop turf field and STEAM lab), visitors will take a walking tour of Philadelphia landmarks between the Convention Center and the school.

William Penn Charter School
As one of the oldest Friends schools in the world (founded in 1689), Penn Charter has a long history of educating students in the city of Philadelphia. Things you might see include the work the school is doing in the Center for Public Purpose (there may even be an opportunity for you to engage in some work directly), the Teaching and Learning Center, and the Upper School Certificate Program.
NEW! The Amazing Philly Race: Creating a Legacy of Humanity at Your School

Wednesday, 9:00 AM – 3:00 PM

Ticket Required: $150

This team scavenger hunt uses elements of games, competitions, and design thinking to explore student and teacher engagement in new ways, learn new tools for collaboration, and reflect on our culture of rewards. Lunch is at Reading Terminal Market, and you have the opportunity to interview others and see some wonderful downtown Philly sites.

Please note: Be sure to wear weather-appropriate clothes and comfy shoes for this outdoor adventure!

PRESENTERS: Matt Nink, Erin English, Ingrid Valdez and Roxanne Kruger, GYLI PCC, 118C

NEW! Beyond the Bell Tours

Wednesday, 1:00 – 3:00 PM

Ticket Required: $40

Get acquainted with Philly as you learn about the people and places that are sometimes left out of the history books on these two-hour, two-mile walking tours in downtown Philadelphia.

MEET AT PCC, BROAD STREET ATRIUM

The Philly Classic

Hit all the main sites in historic Old City and Independence Park, but hear it all from the perspectives often left out of mainstream tourism.

PHL 101: History of Activism Tour

Get the lowdown on Philly mayors, activists, artists, and more. Hear about the conflicts and conundrums that are forming the city to this day.

First-Time Attendee Welcome Reception

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.

MARRIOTT, GRAND BALLROOM SALON H
SPECIAL EVENTS

THURSDAY & FRIDAY

Wellness Activities
Thursday, 6:00 – 7:00 AM
Friday, 6:00 – 7:00 AM
Mental and physical wellness is an important aspect of everyday life. The 2020 NAIS Annual Conference gives you the opportunity to participate in early morning yoga, a run group, or High Intensity Interval Training (HIIT).
RUN MEET AT MARRIOTT DOWNTOWN LOBBY
YOGA MARRIOTT DOWNTOWN, 409
HIIT MARRIOTT DOWNTOWN, GRAND BALLROOM SALON D

President’s Breakfast and Annual Meeting
Thursday, 7:30 – 9:00 AM
Ticket Required: $30
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.
MARRIOTT DOWNTOWN, GRAND BALLROOM SALON H–J

Speed Innovating
Schoolwide Edition Thursday, 11:00 AM–Noon
Teachers’ Edition Friday, 11:00 AM–Noon
Spend an hour hearing from some of the most innovative independent school educators from across the country in intimate, 15-minute mini-sessions. Thursday’s Schoolwide Edition focuses on school transformations and is geared toward heads of school, school leadership teams, and trustees. Speed Innovating: Teachers’ Edition on Friday focuses on exciting curricular innovations. Participation is first-come, first-served. See the full list of schools and sessions on pages 34 and 61.
PCC, ARCH STREET FOYER

NEW! Master Class With Jonathan Haidt
Thursday, 11:30 AM – 1:30 PM
Ticket Required: $95
Educators in the Crossfire: Investigating Conflict and Creating a Culture of Resilience
This session is aimed at administrators and teachers who sit in the crossfire of stakeholders who make conflicting demands. Topics include identifying your purpose and crafting a moral narrative about your school that can anchor your policies and responses to conflicts; identifying the various “moral matrices” and sacred values of various stakeholders; making “antifragility” a guiding principle of policies and pedagogy; and understanding the causes of teen anxiety and depression, investigating social media’s role in exacerbating issues, and inviting your Gen Z students to draft policies with you.
PCC, 126A

NAIS AC Powered by PechaKucha
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 43 and 71.
PCC, 119A/B

President’s Welcome Reception
Thursday, 5:00 – 6:30 PM
All attendees are welcome to join us for a casual and fun reception. Food, drinks, and entertainment will be provided. Meet new friends or connect with current or former colleagues in this inviting space.
PCC, HALL G

#NAISAC
NEW! Master Class With Michele Mattoon

Friday, NOON – 3:15 PM
Ticket Required: $95

Techniques for Building Belonging in the Classroom
Research shows that students who feel a strong sense of belonging among their peers and feel valued by their teachers are able to engage more fully in learning. However, a recent study indicates that one out of every five students report that they have a problem fitting in at school, and only half the students surveyed enjoy being at school. This master class will help you foster a belonging mindset and learn more about the impact belonging has on students’ academic achievement and general level of happiness. You will leave with immediately usable activities and protocols specifically created for this purpose.

PRESENTERS: Michele Mattoon, Luci Englert McKean, and Laura Beth Wayne, National School Reform Faculty
PCC, 126A

NEW! Traveling Stanzas
Leave your mark on the legacy of this year’s conference by taking part in Traveling Stanzas, a poetry project in partnership with the Wick Poetry Center at Kent State University and Hathaway Brown School (OH). You can take part in a couple of ways:
1. Create a blackout poem. Use sharpies to block out text—what you leave behind is your poem. Your poem can be hung up and displayed at the Traveling Stanzas exhibit in the Broad Street Atrium.
2. Submit a stanza for a collective conference poem. Tap the icon in the conference app or scan a QR code to submit your thoughts around the prompts shown. Some of the submitted language will be displayed around the conference and crafted into a group poem that will be read at the end of the conference.

VISIT THE TRAVELING STANZAS EXHIBIT IN THE BROAD STREET ATRIUM.

#NAISAC ON DEMAND

#NAISAC On Demand programming features 60 audio-synced slideshow workshop sessions and video footage of the PechaKucha sessions. 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 PCC Arch Street Foyer for more information or to purchase your on-demand package.
MAKE THE MOST OF YOUR CONFERENCE

IF YOU COME WITH COLLEAGUES...
Set a time in the morning when you and others from your school can plan how to spend your time at the conference and 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. Don’t miss Friday’s Master Class with Michele Mattoon and the National School Reform Faculty.

IF YOU WANT TO REFLECT AND RECHARGE...
Head to the NAIS Expo to get a chair massage in the Wellness Zone. Relax and reflect in one of the indoor park spaces set up around the Expo—you can use this space to write, read, or just enjoy a break from the hustle and bustle. Visit the Study Hall space in the NAIS Expo to process and debrief with colleagues.

IF YOU WANT TO MAKE AN IMPRESSION...
Tweet using the hashtag #NAISAC to share your thoughts, photos, or what you’re doing at your school.

IF YOU WANT TO LEARN MORE...
Download the NAIS Events app to see everything that’s going on at the conference in one place. Just add “2020 NAIS AC” to your installed shows. 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—check out the Member Resource Center in the NAIS Expo.
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EXQ Infinite know how for school
The NAIS Expo is your destination for 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.

**The NAIS Expo is your one-stop shop for the following:**

- Complimentary lunches
- Networking breaks
- The NAIS Park
- Study Hall
- The NAIS Makerspace
- The NAIS Member Resource Center
- Startup Alley
- Complimentary headshots
- Wellness Zone
- Charging stations
- Raffles, prizes, and giveaways!

Don’t forget to stop by the Member Resource Center (MRC) or NAIS Bookstore to pick up your free copy of *Independent School* magazine! The hot-off-the-press Spring 2020 issue puts governance into focus and provides the insights and context on key trends and issues that need to be on your radar. Stop by the MRC to share your ideas and 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.

Member Resource Center
Get plugged into the NAIS community by connecting with colleagues and staff. Explore relevant resources that can help your school overcome challenges and find solutions.

NEW! Study Hall
Looking for a place to meet with colleagues to process conference learnings? Feeling overwhelmed with all the new ideas you’ve heard? Visit our brand-new Study Hall space where you can grab a table and find some fun supplies. Study Hall is open during all Expo hours—don’t wait until Monday to start thinking about how to put your conference takeaways into action.

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.

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

VISIT THE 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.

PCC, BROAD STREET ATRIUM
WITH MORE THAN 145 WORKSHOPS TO CHOOSE FROM, IT CAN BE OVERWHELMING TO SELECT THE ONES YOU WANT TO GO TO. USE THESE TIPS TO HELP YOU MAKE THE MOST OF YOUR TIME AT THE CONFERENCE.

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.

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

THE 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 sessions may be of special interest to teachers.

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

Check Out PechaKucha and Speed Innovating
If you need a break from the one-hour workshop format, check out NAIS Powered by PechaKucha and Speed Innovating. Both options are offered on Thursday and Friday, and both will give you the chance to hear from many different people and perspectives in one hour.

Use the App
Download the NAIS Events app, and choose the 2020 NAIS Annual Conference. 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.
THREE-HOUR WORKSHOPS REQUIRE PRE-REGISTRATION AND COST $95 TO ATTEND.

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 AM – 6:30 PM</td>
<td>Registration Open</td>
<td>PCC, BROAD STREET ATRIUM</td>
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<tr>
<td>8:30 AM – NOON</td>
<td>School Visits</td>
<td>MEET AT PCC, BROAD STREET ATRIUM</td>
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<tr>
<td>9:00 AM – NOON</td>
<td>Reflect, Refine, and Renew: Cultivating Resiliency as a Mid-Career Head</td>
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<tr>
<td>9:00 AM – 3:00 PM</td>
<td>Creating Momentum in Your School</td>
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<td>The Amazing Philly Race: Creating a Legacy of Humanity at Your School</td>
<td>PCC, 118C</td>
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<tr>
<td>1:00 – 3:00 PM</td>
<td>Beyond the Bell Tours</td>
<td>MEET AT PCC, BROAD STREET ATRIUM</td>
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<tr>
<td>1:00 – 4:00 PM</td>
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**Optional Three-Hour Workshops**

**WO1. Advancement Essentials for Small Schools and Small Shops**
Making small school advancement make sense. It requires vision, confidence, collaboration, creativity, efficiency, and action plans that are both meaningful and practical. What priorities should sustain your advancement plan? How can you structure and communicate your advancement activities to keep the cart behind the horse? In this session we’ll figure out the best ways to combine these elements into a strong, sustainable, and cutting-edge program for your school.

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

**TRACK:** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 113C

**WO2. Building Innovation: New Models for Independent Schools**
Innovation and change are challenging but essential for today’s independent schools. If you are considering new approaches to “doing school,” this workshop is for you. Join school founders from the Innovative Schools Cooperative (ISC) in a highly interactive deep dive into innovative schools designed for the future. ISC leaders will share what has worked—and some of what has not—in their bold attempts to reimagine school. You’ll get help designing and developing your own innovative learning models and receive one-to-one feedback from experienced and successful trailblazers.

**PRESENTERS:** Thomas McManus, Revolution School (PA); Andrew Ravin, The Workshop Independent School (NY); Cate Han and Stacey Seltzer, Hudson Lab School (NY); Doug Schachtel, Portfolio School (NY)

**TRACK:** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 117
**W03. Calm Is Contagious: Partnering With Parents to Create a Non-Anxious Environment for Students**

Neuropsychologist Dr. William R. Stixrud began noticing that even high-performing students were coming to him for acute anxiety, feeling a lack of intrinsic motivation and complaining that they had no real control over their lives. Based on the findings of Dr. Stixrud’s bestselling book, *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives*, this workshop will address how we can actively help our students sculpt brains that are resilient, stress-proof, and eager to take on new challenges. You will learn the science behind the theory, participate in a strategy lab, and hear how The Archer School for Girls made eliminating toxic stress among students a priority for its entire community.

**PRESENTERS:** Bill Stixrud, George Washington University; Karen Pavlisca and Elizabeth English, The Archer School for Girls (CA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 122B

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**W04. Designing In-House Professional Development**

Teachers are always thinking, designing, and discovering. We are the type of lifelong learners we want our students to be. Why not tap into that learning? In this workshop, explore four professional development structures that affirm and make use of in-house expertise: the workshop, the council, the toolbox share, and the study group. Learn protocols that will enable you to use these structures at your school. Explore how to create a schoolwide PD plan that integrates the four structures, assess faculty and staff members’ needs and strengths, and address the vulnerability that peer-to-peer PD invokes.

**PRESENTERS:** Lauren Porosoff and Jonathan Weinstein, EMPOWER Forwards

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 116

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**W05. Educational Neuroscience and the Future of School Innovation**

A growing body of educational neuroscience research provides an underutilized lens through which teachers, school leaders, and trustees can elevate teacher quality, student outcomes, and the whole-child school experience. This research and promising new strategies offer a pathway for schools to become more brain-friendly, inclusive, and innovative. After participating in this workshop, you will return to your school with a science-based rationale for why school innovation should align with what we now know about how the brain learns, works, changes, and thrives.

**PRESENTERS:** Glenn Whitman and Ian Kelleher, The Center for Transformative Teaching and Learning at St. Andrew’s Episcopal School (MD)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 120B

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**W06. Five Steps to Mastery: An Implementation Guide for Mastery-Based Learning at Independent Schools**

Mastery-based learning is a system where all stakeholders (students, teachers, parents/guardians, administrators) know what students are expected to learn, have accurate information about their current understanding or skill level in relation to these targets, and—through feedback—understand how to improve in order to hit these targets. In this workshop, you’ll hear about Pilgrim School’s journey to mastery-based learning in grades K-12. Learn the steps to take in your own journey, moving from idea to implementation.

**PRESENTERS:** Ryan Grady, Sheryl Cohen, Nora Kiely, and LaToya Franklyn, Pilgrim School (CA)

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 122A
**WO7. Innovation and Transformation in Challenging Times**
Learn how bold action, brand clarity, and careful risk analysis enabled McLean School in Potomac, Maryland, to grow enrollment by 35% over six years, becoming the fastest-growing independent school in the Washington, DC, area. This growth reversed five years of enrollment decline. The school now enjoys enhanced brand strength, program breadth, school spirit, and employee morale. In this workshop, Board Chair Steve Anthony and Head of School Mike Saxenian will use a case study format, quantitative data, and participant discussion to explore the choices that drove the school’s success. Lessons will be useful for schools struggling to adapt to the changing industry landscape.

**PRESENTERS:** Michael Saxenian, Jeff Berman, and Steve Anthony, McLean School (MD); Valaida Wise, Johns Hopkins University

**ROOM:** PCC, 115C

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**WO8. Insights to Action: Why Donors Give to Independent Schools**
Using an innovative research methodology known as Jobs-to-Be-Done, NAIS identified the key reasons why donors give to independent schools and why they choose to donate to specific campaigns. In this workshop, you’ll explore this research and the context, motivations, and outcomes behind donations. Learn practical strategies for turning these research insights into action as you enhance your advancement strategy. Join us for this session if you want to analyze cutting-edge research on donor decision-making and learn concrete ways to improve your outreach to prospective donors.

**PRESENTERS:** Mark Mitchell and Joe Corbett, NAIS

**ROOM:** PCC, 126A

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As investment increases in professional development around diversity, equity, and inclusion, how are you assessing the skills and readiness of your white leaders? How does your institution define culturally responsive leadership, metrics of success, measures of accountability, and knowledge-to-skill transfer? Explore how to leverage mastery learning as a capacity-building modality, use rubrics to assess evidence of skill acquisition and meaning making, and visualize the learner profile of a culturally responsive white leader. Commit to “walking the walk”; learn to track the impact of your white leadership footprint and inform sustainable whole-school change.

**PRESENTERS:** Maria Graciela Alcid, Gann Academy (MA); Jack Hill, Cambridge Friends School (MA); Kawai Lai, VizLit.org; Alda Farlow, Buckingham Browne & Nichols School (MA); Lilia Cai-Hurteau, Phillips Academy Andover (MA)

**ROOM:** PCC, 120C

Organizations are the lengthened shadows of their founders. All institutions have a Genesis story, the myth and reality of why they were called into existence and why that mattered. The degree to which leaders fully understand the “arc of history and culture” is the degree to which any organization and its people survive and thrive. In this workshop, three school heads with three different school origin stories will share their school narratives. They will demonstrate the importance of preserving what matters while leading change and transformation. Organization/cultural consultant Debbie Freed will present her “historical-cultural mapping” storyboarding exercise to deepen this highly interactive workshop.

**PRESENTERS:** Debbie Freed, Organizational Development Consultant; Mark McKee, Viewpoint School (CA); Mark Stanek, Shady Hill School (MA); Jim Eagen, Synapse School (CA)

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM:** PCC, 118B

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**W11. Strategy Every Day: Launch “Agile Teams” to Build Capacity, Develop Leaders, and Execute With Power**

How can agile, cross-functional teams unleash talent and strengthen your school? In this workshop, you will explore an innovative approach to cultivating diverse, high-potential talent as you advance mission-critical work. Learn how one school reorganized talent as a way to grow leaders, align work to strategy, and bring a vision for learning to life inside the school community. Consider how your school might prototype new ways of organizing people to get big work done.

**PRESENTERS:** Stephanie Rogen, Greenwich Leadership Partners; Randall Dunn and Katie O’Dea, The Latin School of Chicago (IL)

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM:** PCC, 121B

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**W12. Tackling Grading: How Our Grading Can Be More Consistent and Equitable Schoolwide**

Grades inform monumental decisions about our students—course placement, interventions, promotion and retention, athletic eligibility, scholarships and financial aid, graduation, and college admission. They can also impact a student’s self-concept and psychological well-being. Yet grading practices in schools often vary widely from teacher to teacher and can be a source of intense stress for students and families. Even worse, many common grading practices, created during the Industrial Revolution, are imbued with institutional and implicit biases that undermine our equity work. In this workshop, learn about more equitable grading practices and how they have been introduced and embraced by teachers and schools.

**PRESENTERS:** Joe Feldman, Crescendo Education Group; Debby Previna, Georgetown Day School (DC)

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM:** PCC, 120A

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**W13. The Legacy of Female Leadership in Schools: Finding and Being Mentors, Sponsors, and Role Models**

The legacy of women in independent schools is still being written. There are many opportunities to be a student of leadership at every level in your school. Come to this workshop for honest conversation about ways women lead, cultivate a leadership style, and build teams. An experienced head of school, a new head of school, and two associate heads of school will share insights regarding what keeps us from our seats at the table, where to look for mentors and sponsors, and how to model female leadership for our students. Enjoy the camaraderie and kinship of the work we do!

**PRESENTERS:** Ruth Bissell, San Francisco Day School (CA); Nisa Frank, Prospect Sierra School (CA); Kathleen McNamara, The Seven Hills School (CA); Colleen Schilly, Hillbrook School (CA)

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM:** PCC, 121A
Based on the work of Leadership + Design and Annie Duke, this workshop will build capacity, create conversation, and make connections with the pedagogy behind Truth-Seeking Pods. Truth-Seeking Pods are small cohorts of leaders who gather weekly for three months to learn, laugh, and grow by utilizing exploratory, not confirmatory, feedback protocols. Learn the theory behind exploratory feedback and practice it in a curated Truth-Seeking Pod. Reflect on how this type of feedback could be integrated into your school. Consider where we hold our colleagues capable and where we avoid the types of conversation that pushes one to grow.

PRESENTERS: Ryan Burke, Leadership + Design; Jennifer Bowders, McDonogh School (MD); Brenda Leaks, Seattle Girls’ School (WA); Derek Krein, Tabor Academy (MA)

W15. Turning Wicked Team Problems into Leverageable Solutions
While some issues are problems with a definite answer, the more challenging issues are “polarities”—situations in which each side has its benefits and drawbacks. Attempting to address these issues with traditional problem-solving approaches only makes things worse. There is a significant competitive advantage for a leader who can distinguish between a problem to solve and a polarity to manage. In this session, explore Polarity Thinking and how to use this lens to effectively manage individual, team, and organizational challenges. Explore how to find leverageable solutions to your team’s most critical challenges.

PRESENTER: Marin Burton, Center for Creative Leadership

1:00 – 5:30 PM
17 Ensuring the Future: How Trustees Contribute to School Success
See full details on page 9.
PCC, 125

5:00 – 6:00 PM
17 First-Time Attendee Reception
MARRIOTT DOWNTOWN, GRAND BALLROOM SALON H
6:00 – 7:00 AM

**RUN** Meet in the Marriott Downtown Hotel Lobby
**YOGA** Marriott Downtown, 409
**HIIT** Marriott Downtown, Grand Ballroom Salon D

6:30 AM – 6:00 PM

Registration Open
PCC, Broad Street Atrium

7:30 – 9:00 AM

**President’s Breakfast and Annual Meeting**
Marriott Downtown, Grand Ballroom Salon H–J

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**Admissions and Communications:**

**Creating a Dynamic Partnership**
The working relationship between the communications office and the admissions office is critical. But all too often, these teams are not in sync. In this session, you will learn key skills to build positive team dynamics and effective work-flow processes using NAIS’s Jobs-to-Be-Done research and demographic and psychographic data to build the admissions funnel and achieve revenue goals.

**PRESENTERS:** Lauren Castagnola and David Tuttle, Westover School (CT)

**TRACK** COMMUNICATIONS AND ADVANCEMENT
ROOM: PCC, 109A/B

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**Building a Community of Inclusion**
Administrators representing three divisions from Lowell School in Washington, DC, will discuss how they have created and retained representation of faculty and staff of color, of LGBTQ identity, and of international identity in their school community. The presentation will feature information and efforts to attract, honor, and retain employees who represent various identities in independent school settings. If you are working to build equity and inclusion in your community or you want to deepen and expand the diversity representation at your school, this workshop is for you!

**PRESENTERS:** Jason Novak, Michelle Belton, Stefania Rubino, and Kavan Yee, Lowell School (DC)

**TRACK** LEADERSHIP DEVELOPMENT
ROOM: PCC, 120B

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**Building Our Legacy Through Culturally Responsive Leadership:**

**Leveraging the Capacities of Three Administrators of Color**
What does it mean to be a culturally responsive leader? Independent schools tend to focus on culturally responsive teaching, yet there is little focus on the leadership approach. Using research on culturally responsive school leadership, we will share the components of this framework and the ways we have used it to be culturally responsive leaders in our respective roles as division directors and dean. Through case studies, you will learn how the presenters have begun to shift culture by challenging dominant narratives and assumptions while centering the experiences and perspectives of historically marginalized students and families.

**PRESENTERS:** Rochelle Reodica, Danny Scuderi, and Victoria Huerta-Miller, Marin Horizon School (CA)

**TRACK** LEADERSHIP DEVELOPMENT
ROOM: PCC, 113B

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SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
Building Schoolwide Improvement With Long-Term Impact

This presentation will give you an overview of a high-impact initiative involving a sample of independent schools. The initiative developed a sustainable approach to instructional leadership by building strong pedagogical knowledge through leveraging existing expertise and networks within school communities. Case studies highlight the key variables in school reform: school leadership, effective teaching, and assessment that drives learning and supports schools to make measurable improvements in student outcomes. You will be provided with a range of strategies and resources for transforming instruction at your school.

**PRESENTER:** Lisa Ridings, Association of Independent Schools of New South Wales Ltd.

**TRACK** THE CLASSROOM EXPERIENCE
**ROOM:** PCC, 118B

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**Capital Campaigns: How to Create the Right Strategy and Tools to Ensure Your Success**

If you are in or planning a capital, endowment, or annual fundraising campaign, this session is for you. Learn why need isn’t enough to stoke donor support and how to strike the right balance between rationale, urgency, and emotion for a campaign that catches fire. We’ll share best practices and case studies for attracting the attention and commitment of your current families and alumni, and we’ll show how your next campaign can benefit from a clear strategy and smart communications. You will leave with new ideas, handy tools, and plenty of inspiration to make your next campaign the best yet.

**PRESENTERS:** Patrick Coyle, Georgetown Preparatory School (MD); Jennie Winton, Mission Minded

**TRACK** COMMUNICATIONS AND ADVANCEMENT
**ROOM:** PCC, 120A

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**Connecting the Dots of Technology Leadership: A Workshop in Leadership Structures**

Technology leadership in independent schools has evolved markedly over time. School leadership itself is changing, and the role that a technology leader should play is critical to the success of the school. In this workshop, you will explore the role that technology now plays in service of a school’s mission. In this workshop, which is geared toward heads and assistant heads of school, CFOs, and COOs, you will participate in a hands-on session to connect and collaborate as you consider your school’s organizational structures and how to leverage the impact of technology leaders.

**PRESENTERS:** John Yen, Polytechnic School (CA); Tom Adams, Key School (MD); Eric Karkau, Columbia Academy (TN); Lizbeth Johnson, Professional Children’s School (NY)

**TRACK** LEADERSHIP DEVELOPMENT
**ROOM:** PCC, 113A
**Constituent Boards of Trustees: Faculty, Students, and Parents, Oh My!**

In this session, you will analyze the challenges of the increasing trend of parent association members, religious organization members, heads of school, faculty, and students serving as trustees. We will discuss the pros and cons and the legal considerations to take under advisement before structuring an independent school board with such constituent trustees. You will consider the complexities of such trustees properly executing their fiduciary duties and the inherent issues of confidentiality and conflicts of interest. You will explore the appropriate limits of such trustee involvement as well as the use of executive sessions to manage sensitive issues.

**PRESENTERS:** Donna Lazarus and Mark Grossman, Schulte Roth & Zabel LLP

**TRACK** GOVERNANCE

**ROOM:** PCC, 112A/B

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**Creating a Culture of Sustained Professional Growth and Reflection Within the Evaluation Process**

By placing professional development at the epicenter of its evaluation system, Loomis Chaffee created a faculty culture in which growth is not only intentional but, more importantly, embraced. Encouraging and supporting faculty to pursue professional growth are at the heart of successful educational institutions. In this session, you will hear how one school overhauled its evaluation system to incorporate and require yearly professional growth opportunities, creating a culture of professional growth in which choice and voice are front and center.

**PRESENTERS:** Sara Deveaux and Andrew Matlack, The Loomis Chaffee School (CT)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 121C

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**De-Siloing and Design-Thinking: A Pathway to More Integrated Decision-Making**

Interdepartmental design-thinking committees bring together individuals from all parts of the organization. Classroom teachers from all divisions, admissions associates, development team members, business office personnel, athletic directors, technology experts, and facilities managers come together to solve real problems in the school by leveraging the design-thinking process. This program forces the “silos” we often work in to come down and increases empathy across the organization. You will gain an overview of the program (including its merits and the lessons learned from the pilot run), practice with the process via mini-design-thinking challenges, and take some time to reflect on the experience.

**PRESENTER:** Alli Williams, AIM Academy (PA)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 125

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**Educators as First Responders: Mental Health in the Classroom**

Adults who work and live in schools are “on the ground” with students, supporting their wide range of social-emotional needs. In this workshop for teachers, administrators, nurses, coaches, and residence life staff, you will discuss helping students with emotional challenges, including peer or family issues, anxiety, and depression. You will learn how to collaborate effectively with both colleagues and parents. Following a formal presentation, we will shift to participant questions and “case studies” from participants’ experiences in their schools.

**PRESENTER:** Deborah Offner, Consulting Psychologist

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 123

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FIND LEARNING OBJECTIVES AND MORE DETAILS ONLINE AND IN THE APP.
Grassroots PD: How to Create Programming Around Race and Equity for White Faculty and Staff

As educators, we know that the best learning takes place over time. In this session, you will learn how to create a grassroots professional development experience that spans the school year. To spark discussion, this session will use the case study of AWARE, a group for white faculty and staff to educate themselves around race and equity. Through the case study, you will explore structures, strengths, and challenges of the faculty-led PD model. The session will culminate with time to brainstorm and sketch a plan for your own grassroots PD experience around race and equity or another important issue.

PRESENTERS: Meg Johnson, The Klingenstein Center, Columbia University; Julie Lutton, Lakeside School (WA)

I’m Coming Out of the Basement! Academic Support in All Spaces for All Students

Our schools are increasingly attracting neurodiverse learners. The days of isolated academic support in a quiet location of campus are long gone. In this workshop, you will explore current research in supporting students, best practices in ensuring equal access to all learners, and strategies that can be used by all educators for all learners. With the ADA as a guidepost, this session will address the increasing percentage of students requesting and accessing accommodations and how your school can ensure that it is both meeting the needs of its students and maintaining integrity in the accommodation process.

PRESENTERS: Kate Collins and Jackie Bonenfant, Milton Academy (MA)

Independent Schools in the Times of Tax Reform, Activism, and Budget Cuts

It is a complex and ever-changing time for nonprofits—including independent schools. The 2017 tax law resulted in new and unusual taxes for nonprofits. The political environment has prompted increased activism and polarization in equal measure, leading schools to question how they can stay true to their mission and values while following the laws regarding nonprofit political activity. In the face of all this, states and cities are increasingly turning to the nonprofit sector to raise revenue from tax-exempt organizations. In this session, you will learn the basics of independent schools as 501(c)(3) nonprofits and explore the challenges and opportunities in the current climate.

PRESENTER: Whitney Silverman, NAIS
Leadership for Human Schools
Schools talk a lot about educating “the whole child,” but when faced with the demands of our national culture of achievement, market competition, and the pressures of the college search process, they often favor the “academic child” when making decisions about how to spend precious time and resources. In this session, you will hear how one school has successfully embarked on the path of being a “human school,” valuing the so-called “soft” skills—dispositions and knowledge having to do with emotions, relationships, and health—and spend some time thinking about how your school could as well.
PRESENTERS: Matthew Byrnes and Christopher Pannone, Wooster School (CT)
TRACK: LEADERSHIP DEVELOPMENT
ROOM: PCC, 117

The Marketing and Communications Student Internship: Incorporating the Student Perspective Into Your Marketing Initiatives
Who understands your school better than your students? Working with interns to generate marketing content, manage social media, and document school life is a win-win for school marketing professionals and students alike. Students learn the fundamentals of marketing and practice valuable workplace skills, while school marketers benefit from having access to students’ unique perspectives and voices to help them articulate what makes their school special. In this case study, you will examine Sonoma Academy’s successful Marketing and Communications Student Internship, a leadership program that has touched over 30 high school students since the program’s inception four years ago.
PRESENTERS: Lily Thompson, Janet Durgin, and Megan Malone, Sonoma Academy (CA)
TRACK: COMMUNICATIONS AND ADVANCEMENT
ROOM: PCC, 111A/B

#Metoo to #Howto: Empowering Teens to Build Healthy Intimate Relationships
Calls for consent, warnings, and consequences aren’t working. Research shows that cultures that put forward healthy relationships and caring conversations about sex see a marked reduction in risks and assaults associated with sexual behaviors. Framed by the research of Lisa Wade (American Hookup: The New Culture of Sex on Campus) and Gail Dines (Pornland: How Porn Has Hijacked Our Sexuality), this session will reflect on the way we currently talk with girls about sex and relationships—and how we can do better.
PRESENTER: Stephanie Ferri, The Archer School for Girls (CA)
TRACK: THE STUDENT EXPERIENCE
ROOM: PCC, 108A

Navigating the Haze—How Schools Cope With the Current Cannabis Culture
As schools struggle to keep up with current research and trends regarding THC and CBD, along with ensuring that their handbooks are evolving with this exploding industry, the question of legacy and how schools are writing, or perhaps rewriting, their history has become (or should be) a critical focal point. In this session, you will learn about quantitative and qualitative research on current trends in the teen cannabis culture, the impact these trends are having within independent schools, and, most important, what schools can do to educate leaders and faculty on how to deal with this escalating issue.
PRESENTERS: Jason Gregory, Vistamar School (CA); Charis Denison, Prajna Consulting; Nick Standlea, Test Prep Gurus
TRACK: THE STUDENT EXPERIENCE
ROOM: PCC, 115C
Re-Architecting Adolescence: The Case for Play

Play is essential for the development of the adolescent mind, yet we routinely restrict opportunities for tweens and teens to play when they may need it most. In this groundbreaking session, you will explore what happens when a vanguard team of architects and educational psychologists collaborate to research, design, and execute a new model to meet the deep social and imaginative needs of adolescents at play. You will learn how play can be incorporated into a variety of environments and how one Philadelphia-area independent school is reinventing recess by engineering a megalithic playscape for gifted adolescents.

PRESENTERS: Meredith Hafer, The Grayson School (PA); Brian Housand, University of North Carolina–Wilmington; Brandon Clifford, MIT

Real Talk With Women Administrators

Join us for freshly brewed tea and real talk by a panel of women administrators from underrepresented backgrounds who will share their experiences in leadership in independent schools. No woman should feel alone in the difficult yet rewarding work of leadership. You will hear how panel members found their way to leadership, the joys and struggles of being women leaders from underrepresented backgrounds, the challenges and successes of their roles, and the power of having a personal “board of trustees.” Time for questions will be provided.

PRESENTERS: Juna McDaid, The Potomac School (VA); Shoba Farrell, San Francisco University High School (CA); Lori Cohen, Bright Morning Consulting Inc.; Tamisha Williams, Lick-Wilmerding High School (CA)


The goal of The Enrollment Management Association’s biannual survey of independent school admission directors is to determine the industry’s current state and future needs and, when applicable, to compare the results across survey years. This trailblazing research has provoked significant national dialogue on the changing conditions of, and expectations for, independent school admission and enrollment professionals. In addition, results have provided illuminating insight into the structure, process, and enrollment operations of the independent school admission office—as well as the significant challenges faced by many schools in their efforts to reach their enrollment goals. This presentation provides enrollment leaders with key findings and themes from our research.

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

32 #NAISAC
Tend the Rituals of the Schoolhouse
From daily practices to annual celebrations, the rituals we enact play a profound role in defining school culture. They have power greater than words to message what we believe and value. But because of their power, they merit careful review. In this session, you will explore the impact of well-considered rituals and the danger of those we enact without thinking. You will learn which rituals serve learning, which reinforce a status quo that needs disrupting, which serve justice, and how a new ritual—whether small or large, individual or collective—might offer the transformation you and your school are seeking.

PRESENTER: Sheryl Chard, Sofia Center at Bosque School (NM)

Three Reasons to Replace Department Chairs With Instructional Coaches
Independent schools typically build middle-management structures in the mold of higher education by separating teachers into departments and hiring a chair to do departmental oversight and general administration. There are three primary reasons to break away from this mold and move from department chairs to instructional coaches. First, the department chair model does little to support faculty growth. Second, there is an effective alternative. And, third, it can save schools money by decreasing administrative costs while increasing faculty morale. In this workshop, you will learn how to start and develop a coaching model in your school and leave with next steps.

PRESENTERS: Bradford Rathgeber and Lynnae Boudreau, One Schoolhouse (DC)

Transforming the Narrative: One School’s Journey From Surviving to Thriving
Westover School has been the epitome of a storied New England girls’ boarding school—a rich history, beautiful campus, loyal alumnae, and a solid endowment—but in 2015, it was at a crossroads. The school faced a deficit, declining enrollment, a rising discount rate, and $30 million in deferred maintenance. Under the leadership of a new head and senior team, the school undertook an ambitious plan to transform in four years to reach financial equilibrium and establish momentum by all key metrics. In this session, you will explore key decisions, including a paradigm shift from “school as family” to “school as community.”

PRESENTERS: Julie Faulstich, Thomas Gorman, and Benjamin Hildebrand, Westover School (CT)

What’s Your School’s Future—Survive, Thrive, or ...?
Would you like more qualified applicants, ways for faculty and your school to make more money, better use of your facilities, substantive partnerships with universities and corporations, opportunities to get people over 50 and not affiliated with your school to start sending you checks, and more visibility for your school in the community? If your answer is “yes” to one or more of these questions, this one-hour workshop will be worth considerably more than the cost to attend.

PRESENTERS: Richard Odell, Heads Up Educational Consulting; Tim Viands, The New Grange School of Princeton, Inc. (NJ); Adrianne Finley Odell, Roycemore School (IL)
THURSDAY

EXPO 8:00 AM – 3:30 PM
NAIS Expo Open
PCC, HALL E

9:00 – 9:30 AM
Break in the NAIS Expo
PCC, HALL E

9:30 – 10:45 AM
OPENING GENERAL SESSION

JONATHAN Haidt
Musical performance by Kwaya Marimba, Friends School Haverford (PA)
Introduction by Lisa Sun, The Philadelphia School (PA)
PCC, TERRACE BALLROOM

10:45 – 11:00 AM
Break

BLOCK 2 11:00 AM – NOON WORKSHOPS

SPEED INNOVATING Schoolwide Edition
Hear from some of the most innovative schools across the country in intimate, 15-minute mini-sessions. Thursday’s sessions are focused on school transformations.
PCC, ARCH STREET FOYER

Increase Enrollment by Eliminating Your AP Program
PRESENTERS: Matthew Byrnes and Chris Pannone, Wooster School (CT)

“Put It in the Box”—How Systems Thinking Can Make Your Meetings Effective and Efficient
PRESENTERS: Laura Konigsburg and Courtney Baker, Turning Point School (CA)

Racial Autobiographies: How Unpacking for Clarity Helped Us Have a Courageous Conversation With Faculty
PRESENTERS: Jennifer Liu and Corbett Simons, Town School for Boys (CA)

Revisiting School Uniforms: A Template for Deep Student Engagement in Strategic Decisions
PRESENTER: Heather Avery, Lakefield College School (Canada)

Using Systems Thinking to Reimagine Student Support Programs
PRESENTERS: Ben Ketchum and Jan Reeder, Riverside Presbyterian Day School (FL)

What’s in a Grade? A Lesson in Supply-Side Thinking
PRESENTERS: Ryan Kelly and Sara Rubinstein, Carrollwood Day School (FL)
An Advisory Program for Today’s Student: Social-Emotional Learning, Equity, Mindfulness, and Executive Functioning Support

Are you looking for ways to update your traditional advisory model to fit the needs of today’s adolescents? Are you curious about how a shift in focus can be more responsive to students’ social-emotional needs? In a world with constant motion, learn how to ground your students for the day by creating a safe time and space for them to gather their thoughts, settle their bodies, reflect on issues beyond the classroom, and feel a sense of connectedness. Reinvigorate your advisory by exploring issues of equity and inclusion, using mindfulness as a stress management tool, and supporting students’ executive functioning skills.

**PRESENTERS:** David Roth and Molly Love, McLean School (MD)

**TRACK** THE STUDENT EXPERIENCE
**ROOM:** PCC, 120A

Boys and Responsible Sexual Citizenship Today

Attention all educators of boys! Join us to learn how to make sure that the boys at your school have accurate and current information about sexuality—an essential topic for everyone in society. The workshop will discuss a new global study, “Responsible Sexual Citizenship in Today’s World: The Challenges Confronting Boys,” commissioned by IBSC and conducted by Professor Ada L. Sinacore at McGill University. Discover the right message to deliver to students and parents—and the best way to communicate it—so that boys will thrive at your school and into adulthood.

**PRESENTERS:** David Armstrong, International Boys’ Schools Coalition; Hal Hannaford, Selwyn House School (Canada); Kim Hudson, St. Christopher’s School (VA); Sherry Rusher, St. Albans School (DC)

**TRACK** THE STUDENT EXPERIENCE
**ROOM:** PCC, 113C

Coaching in Independent Schools: A Roundtable Discussion

Over the past decade, coaching has gained traction in education because of its positive impact on teaching practice, educator professional growth, student learning, and school culture. Indeed, a recent report calls coaching a “game-changer for schools.” In this workshop, you will attend a roundtable discussion that showcases the ways four independent schools are integrating coaching into their learning communities. Panel members will lead a conversation around the “Why, What, How, and So What” of coaching in schools.

**PRESENTERS:** Colleen Worrell, St. Mark’s School (MA); Allison Schultz, The Episcopal Academy (PA); Lou Scerra, Newark Academy (NJ); Chase Mitsuda, Punahou School (HI)

**TRACK** LEADERSHIP DEVELOPMENT
**ROOM:** PCC, 108A
Conversations That Replenish: Powerful Protocols for Women Heads of School to Renew Focus and Resolve Dilemmas

The role of the head of school has never been more demanding, complex, litigious, or lonely, and it is thus increasingly difficult to leave the legacy of which we are capable. The six presenters of this workshop, all current or former heads of school, have formed a group that offers fellowship, support, problem-solving, resource-sharing, and, ultimately, renewal. You will first observe and then use a transformational protocol wherein each head brings a pressing dilemma and comes away with a newfound perspective and clarity. We encourage women heads of school to join us for a taste of the renewal we have discovered.

**PRESENTERS:** Laura Danforth, The Masters School (NY); Tara Christie Kinsey, The Hewitt School (NY); Martha Haakmat, Haakmat Consulting LLC; Jenny Rao, Emma Willard School (NY); Allison Gaines Pell, The Wheeler School (RI); Meera Viswanathan, The Ethel Walker School (CT)

## Creating a Trusted Board Chair-Head Partnership to Lead Effective School Transformation

The relationship between the board chair and the head of school is one of the most critical factors for success in times of leadership transition and institutional change or transformation. Based on the presenters’ three-year real-world partnership as head of school and board chair, this workshop will give you an opportunity to learn practical techniques for immediate application, natural pitfalls to avoid, and strategies for ongoing success. By listening to the presenters’ story and reflecting on your own, you will uncover direct actions that can help you enjoy a positive and supportive partnership based on trust and mutual accountability, whatever the current or anticipated change initiatives or transitions at your school.

**PRESENTERS:** Nishant N. Mehta, The Children’s School (GA); Michele Reiner, Michele M. Reiner Consulting

**ROOM:** PCC, 121A
Defying Gravity—The Story of One School Facing the Reality of Its Demise Head-On

Even more so than their larger counterparts, small schools are at the mercy of fluctuations—in enrollment, voluntary giving, demographics, and the economy—exigencies that demand strategic preparation, adaptive leadership, and tactical response. Just as the continued flight of an airplane depends on the forces holding it aloft being greater than those pulling it down, the survivability of a small school depends on factors ensuring that its sustainability is greater than those that conspire to close it down. In this session, you will learn how one school faced this dilemma.

**PRESENTERS:** Katy Roybal, Trinity School (CA); Sarah Flowers, Ring Mountain School (CA)

**TRACK:** MANAGEMENT
**ROOM:** PCC, 122A

Developing Agency and Purpose in Children

There has been much research around the importance of helping students develop a sense of purpose and agency. How can you integrate teaching a sense of purpose into already busy school days? In this session, you will hear about Compositive Primary’s model to achieve this, and you will learn about developing inquiry arcs that integrate purpose and agency into all facets of the curriculum. A sense of purpose can be instilled at an early age, and even the youngest students can understand their role in the world and how they can make a difference.

**PRESENTERS:** Heather Mock, Meaghan Fitzgerald, and Amira Ababio, Compositive Primary (CO)

**TRACK:** THE CLASSROOM EXPERIENCE
**ROOM:** PCC, 108B

Equity and Inclusion: Bringing About Systemic Change From the Inside Out

Since we know that the culture of a school will trump what’s written in any strategic plan, this workshop focuses on how schools can shift the adult culture. You will learn about the efforts of Lakeside School to shift culture by adopting a distributed leadership model for our DEI work. Members of Lakeside’s DEI team will provide a case study of distributed leadership, examples of teacher-led professional development, and new evaluation methods. You will leave with tangible ideas for how to shift adult culture at your school.

**PRESENTERS:** Stephanie Wright, Bernie Noe, Debbie Bensadon, and Merissa Reed, Lakeside School (WA)

**TRACK:** LEADERSHIP DEVELOPMENT
**ROOM:** PCC, 121B

ERM Is Changing the Game: Values-Based Risk-Taking at The Pingry School

In 2016, Pingry identified Enterprise Risk Management (ERM) as a strategic priority and began to build a formal program. Partnering closely with consultants from Arthur J. Gallagher, the school built a robust process that enables it to look beyond the traditional definition of “risk” to identify and address strategic business decisions. In this session, you will learn how Pingry intentionally integrated faculty and staff at every step along the way in order to make ERM more valuable and sustainable. As a result, the process has been driven from the bottom up.

**PRESENTERS:** David Fahey and Olaf Weckesser, The Pingry School (NJ); Dorothy Gjerdrum, Arthur J. Gallagher Co.

**TRACK:** GOVERNANCE
**ROOM:** PCC, 120C
How To Create Your Own Feeder School
Babies are big business. This session will explore the advantages of creating your own feeder school to increase enrollment, improve financial sustainability, and reengage with young alumni in a meaningful way. During this session, we will walk you through the hurdles—both real and perceived—of opening programming for students and infants through three-year-olds to create artistic renderings or a business model of the possibilities. You will leave with real data and a step-by-step process for determining whether your school should capitalize on the safety and security of its campus to invest in these programs. This is a legacy worth exploring!
PRESENTERS: Samantha Campbell and Katie Sibson, Saint Paul’s School (FL)

Institutional Decision-Making: Demystifying and Improving an Essential Skill
Improving the decision-making of your leadership teams can have an immediate impact on the performance of your school. Demystifying how decisions are made based on a research-based rationale for your processes will improve outcomes and create increased support for the decisions you and your teams make. In this session, you will learn how two schools created models to guide and inform the decision-making of their leadership teams. Anchored in the neuroscience of decision-making, this session will provide you with information, tools, and models you can use to guide and make overt how the leadership teams in your school make programmatic, strategic, and complex decisions.
PRESENTERS: Michael Walker, San Francisco Day School (CA); Wanda Holland Greene, The Hamlin School (CA)

Making Mastery Matter: Empowering Educators to Learn and Teach in New Ways
When it comes to school change, what does it look like to move from vision to action? This workshop features the voices of leaders guiding their communities toward mastery learning. By showcasing work completed by the presenters’ schools, the workshop will introduce you to a variety of practical, effective strategies that empower educators to experiment with new approaches and reimagine the student learning experience. This rapid-fire round of presentations will conclude with a Q&A and a brief strategy design activity.
PRESENTERS: Eric Hudson, Global Online Academy; Hannah Nelson, Watershed School (CO); Meghan Cureton, Mount Vernon Presbyterian School (GA); Stephen Dunn, The Nueva School (CA)
Managing Schoolwide Ethical Conflict in the Age of Identity Politics

In this workshop, led by a head of school and a member of the board of trustees, you will learn about the development and implementation of best practices in crisis management and communications when a school faces community-polarizing ethical conflicts. Schools offer no shelter from the increasingly divisive national atmosphere, making preparation for such crises imperative. Using a particular event from The Steward School in Richmond, Virginia, as a case study, the session will explore what happens when different values, which at one time coexisted, went unnoticed, or were not articulated, come into conflict with one another.

**PRESENTERS:** Dan Frank, The Steward School (VA); Paul Yoon, Virginia Commonwealth University

**TRACK** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 109A/B

Position, Population, and Sustainability (or Why Net Tuition Revenue Is Not “the Only Number That Matters”)

Running a school is like running a state: What resources do you consume in the present rather than conserve for the future? Join a panel of heads, trustees, and foundation representatives to discuss challenges and opportunities for crafting a sustainable economic model for your school—and all schools. This session will include an extended Q&A and performance analytics for 800 independent schools.

**PRESENTERS:** William Kummel, Rational Partners; Dana Weeks and Joe Evans, Germantown Friends School (PA); Joe Davis, Malvern Preparatory School (PA); Clifford Haugen, BLBB Foundation; Dave Farace, McDonogh School (MD)

**TRACK** GOVERNANCE

**ROOM:** PCC, 113A

The Power of Place in Defining Your School’s Educational Niche

In a crowded and competitive marketplace, independent schools are constantly refining their value propositions for families and seeking to strengthen their unique identities. For many schools, the notion of “place” has become central to institutional identity. The Gunston School, Winchester Thurston School, and Friends School of Baltimore have successfully embraced place-based education, community partnerships, and experiential learning to create unique programs within their schools that support educational innovation, promote authentic learning, impact the community, and correlate positively with enrollment. Join us for an interactive and action-oriented session, and leave with a place-based plan for your own school.

**PRESENTERS:** Emily Beck and John Lewis, The Gunston School (MD); Adam Nye, Winchester Thurston School (PA); Matt Micciche, Friends School of Baltimore (MD)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 118C
A Proactive Approach to Student Sexual Misconduct: Policies and Procedures That Empower the Community

This session will address how to design student sexual misconduct policies that are legally compliant, consistent, and proactive. You will learn about the laws that should be at the core of such policies, from mandatory reporting to laws on sexting, as well as whether Title IX may apply to your school. And you will consider the risks associated with inconsistent policy implementation. In addition, even with strong, proactive policies, investigations into student sexual misconduct are inevitable; in line with our positive approach, you will explore trusted techniques for conducting a thorough, compliant investigation.

PRESENTERS: Candace McLaren and Kathryn Beaumont Murphy, Saul Ewing Arnstein & Lehr LLP

The Virtuous Cycle of Branding and School Excellence

The benefits of branding extend well beyond improvements in enrollment and fundraising results. Branding can have a catalytic impact on the excellence of the educational program and student experience, and that further enhances a school’s brand. Through a number of case studies, you will learn how the relationship between branding and school improvement establishes an upward spiral of excellence.

PRESENTERS: Chuck English, English Marketing Works; Brad Weaver, Sonoma Country Day School (CA)

What May We Do and What Must We Do? Responding to Common Student/Employee Health Concerns

This session is designed to identify the four most common health-related issues that schools need to address—mental health, medical marijuana and CBD products, emotional support animals, and immunizations—and establish a framework that schools can use to analyze each issue. You will review the relevant and current laws on the topics, as well as community and practical considerations that impact how schools address these important concerns.

PRESENTERS: Ashley Sykes and Grace Lee, Venable LLP
Why Donors Give to Independent Schools
Using an innovative methodology known as Jobs to Be Done, NAIS has identified the key reasons donors give to independent schools and why they choose to donate to specific campaigns. In this session, you will explore the context, motivations, and outcomes behind donations. This information can be brought back to your school to improve the solicitation process and help you communicate more effectively with prospective donors.

**PRESENTERS:** Joe Corbett and Davis Taske, NAIS; Vince Watchorn, Ghana International School (Ghana)

**TRACK:** COMMUNICATIONS AND ADVANCEMENT
**ROOM:** PCC, 124

Yin and Yang: Harnessing the Admissions-Academics Partnership to Build a Solid Future for Your School
Admissions and academics are yin and yang: inseparable halves that must work in tandem to successfully secure the longevity of our institutions. In this session, you will explore the interdependent dynamics between these departments and how the two can forge a complementary partnership, break down silos, and establish an open and honest platform for critical information exchange. You’ll receive helpful tools for student retention, including ideas for creating a “high-touch” culture that ensures that the experience from prospective student to current student is a positive and cohesive one.

**PRESENTERS:** Nija Meyer and Marcia Spiller, Woodward Academy (GA)

**TRACK:** COMMUNICATIONS AND ADVANCEMENT
**ROOM:** PCC, 120B

Your People Are Your Legacy: Intentionally Crafting School Culture Through Hiring Practices
Who you hire is arguably the greatest legacy you leave as a school leader. Families come and go, but independent school teachers frequently stay on for their careers—shaping school culture in their classrooms every day, and carrying that culture from year to year to generations of students. At this session, you will learn about tools and techniques that can help you assess every aspect of your hiring, onboarding, and retention practices for their ability to communicate your school’s values, intentionally shape its culture, create a more equitable and inclusive institution, and leave a lasting legacy.

**PRESENTERS:** Jim Foley, Liz Perry, and Amber Berry, St. Luke’s School (CT)

**TRACK:** LEADERSHIP DEVELOPMENT
**ROOM:** PCC, 121C

Your Strategic Plan: Visualizing, Operationalizing, and Reporting
Operationalizing a school’s strategic plan can seem daunting. In today’s competitive climate, boards want and need more information on the progress and completion of strategies and action steps. Harpeth Hall has developed a strategic planning dashboard that serves as a bridge between the administrators and the board of trustees. In this session, you will learn how this tool was developed and how the school uses it. You will leave with a template to adapt and use at your own school. This session is designed for heads and leadership teams.

**PRESENTERS:** Molly Rumsey and Jess Hill, Harpeth Hall School (TN)

**TRACK:** GOVERNANCE
**ROOM:** PCC, 112A/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.

**Sponsorship: Supporting Women in the Leadership Pipeline**

Schools understand the importance of mentoring future leaders. However, few studies indicate the value of sponsorship in becoming a school leader. This session will provide suggestions for aspiring leaders in acquiring a sponsor and for current school leaders in becoming a sponsor by sharing survey data and common practices.

**PRESENTERS:** Cyndy Jean, Hackley School (NY); Meredith Legg, Emma Willard School (NY); Margaret Lofgren, Foothill Country Day School (CA); Amy Torok Mendel, Kentucky Country Day School (KY); Cheryl Nkeba, Gilman School (MD); Johara Tucker, Head Royce School (CA); Tambi Tyler, Atlanta International School (GA)

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM:** PCC, 110A/B

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**Strategic Board Design for a More Equitable Future**

When recruiting/considering new trustees, schools often target candidates with an eye towards the three Ts and Ws (time/work, talent/wisdom, treasure/wealth). In order to better align our boards and governance with NAIS’s Principles of Good Practice for Equity and Justice, we must expand our understanding of what makes a qualified and effective governing body. Join us as we share board composition data from NAIS member schools and offer considerations to build boards that better reflect, represent, and steward our rapidly changing and increasingly diverse school communities.

**PRESENTERS:** Krista Demas, Shady Hill School (MA); Lise Goddard, Midland School (CA); Camille Seals, Agnes Irwin School (PA); Cheryl Ting, Redwood Day (CA); Liz Willis, Oakwood School (CA)

**TRACK GOVERNANCE**

**ROOM:** PCC, 110A/B

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**11:30 AM – 1:30 PM**

**Master Class With Jonathan Haidt**

**Educators in the Crossfire: Investigating Conflict and Creating a Culture of Resilience**

See full details on page 12.

**ROOM:** PCC, 126A

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**NOON – 1:30 PM**

Complimentary Lunch in the NAIS Expo

**ROOM:** PCC, HALL E
Positioned for Transitions: Fostering Gender-Inclusive Schools
By combining academic research with my personal experience supporting my spouse through a gender transition, I present a roadmap to gender-inclusive schools.
PRESENTER: Kelsey Schroeder, The Hamlin School (CA)

Removing Body Language Cues to Strengthen Brainstorming and Problem-Solving
Subtle body language cues can stifle collaboration. “Politeness” can interfere with efficient communication. Power imbalances kill creativity. Here’s how to fix it.
PRESENTER: Luci Englert McKean, National School Reform Faculty

The Risks, Rewards, and Responsibilities of Verbal Affirmation in Education
Praise is a powerful human weapon. Because it imposes our own ideas onto others’ bodies, educators must be ethical and linguistically skilled in its application.
PRESENTER: Liz Bruno, Hampshire Country School (NH)

So All May Learn: The Legal Arc of Inclusion
We need to know the story of education in America; otherwise the narrative of the fight for equity and justice will be told by others.
PRESENTER: Philippe Ernewein, Denver Academy (CO)

How Schools Can Support Faculty Mental Health and Wellness
This presentation will reveal how independent schools can prioritize faculty mental health and wellness, and why we must.
PRESENTER: Meg Haston, The Savannah Country Day School (GA)

How to Meditate When You Don’t Have the Time
Mindfulness and meditation can be a valuable component of educator self-care. While it isn’t easy, it is simple. It can be done any time and any place.
PRESENTER: Marc Balcer, The Shipley School (PA)

Leading With Empathy to Diffuse Conflict and Bring People Together
Conflict is a fact of life. By taking steps to refine our sense of empathy, school leaders can diffuse conflict and find common ground.
PRESENTER: George Swain, New York State Association of Independent Schools

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

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
Benefits and Boundaries: Heads of School Serving on Other Schools’ Boards

A head’s legacy is not necessarily confined to the school he or she led. Serving as a trustee for another school can create a significant and lasting partnership that benefits all involved. Heads bring unique experience and expertise that can provide vision and a steadying influence in times of crisis, when creating strategic plans, and in general advising. At the same time, those serving in that role need to be cognizant and respectful of appropriate boundaries. In this session, you will join two retired heads and the two active heads on whose boards they serve to participate in a conversation addressing blessings and cautions.

**PRESENTERS:** Ben Pettit and Ruth Glass, Sun Valley Community School (ID); Joan Beauregard, Educators’ Collaborative, LLC; Eric Thuau, French American School of Puget Sound (WA)

**TRACK** GOVERNANCE

**ROOM:** PCC, 111A/B

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The Board Chair-Head Partnership: Lessons Learned in a Crisis

The way in which a board chair and head of school partner in a crisis can mean the difference between success and failure. In this session, you will learn how Branson School managed a historic sex abuse investigation in a manner that achieved the best possible outcome for the survivors, the current school community, and the broader Bay Area community. The partnership between the chair and head was well-established prior to the crisis, and this proved invaluable in decision-making, implementing strategy, and working with the full board when the crisis hit.

**PRESENTERS:** Jim Hulbert, The Jane Group; Chris Mazzola and Claudia Lewis, The Branson School (CA)

**TRACK** GOVERNANCE

**ROOM:** PCC, 108B

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Blowing Up the Model: A New Paradigm for Small School Governance

Strong governance has been shown to be an important determinant of the success of independent schools. However, the lack of research on governance in small schools prompted the presenters to engage in research to determine whether the model for strong governance is different in small schools. In this session, you will hear about present research that presents a strong case for a redefinition of governance in small schools.

**PRESENTERS:** Valaida Wise, Johns Hopkins University; Brooke Carroll, Acies Strategies

**TRACK** GOVERNANCE

**ROOM:** PCC, 121A

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Breaking the Bonds of Bias in Hiring Practices

Our schools commit to being inclusive communities, but how do we reflect this commitment when hiring employees? How do we move beyond the established network to seek a broader pool of candidates? How do we retain employees from marginalized groups once they enter the school community? In this workshop, you will explore examples of tools that help examine your own biases and increase awareness of challenges to this goal. You will learn about resources that lead to hiring for equity and inclusion, engage in activities for reflection on the personal work needed, and review anticipated cultural shifts that help move toward more inclusive schools.

**PRESENTERS:** Deborra Sines Pancoe, Friends Council on Education; Toni Graves Williamson, Friends Select School (PA)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 118C
Building Bridges: Practical Tips for a Successful Head’s Transition
In an era of unprecedented turnover in headship, schools are faced with a significant challenge to help their communities through uncertainty. In this session, you will hear from an outgoing head of school, an incoming head of school, a board chair, and an association leader who will share their insights and practical tips for setting up a head’s transition that is not only successful but energizing for everyone involved. You will reflect on your own school context, as well as explore communication strategies, event ideas, sample timelines, and other considerations for ensuring strong governance before, during, and after a leadership transition.
PRESENTERS: Julia de la Torre, Laurence Van Meter, and Barbara Caldwell, Moorestown Friends School (NJ); Peter Baily, Association of Independent Maryland & DC Schools

Confronting Hate in Our Schools
In this workshop, you will explore a broad range of scenarios increasingly experienced by schools and reported in the media across the country, including the use of hate symbols, speech, and actions. We will talk about what each of us can do to help strengthen school communities where everyone feels safe and valued. In this session, you will learn about the recent escalation in white nationalist activity, why white nationalists recruit in schools, and how school leaders can help inoculate their communities against hate. You will leave with tangible ideas and action items to take back to your school.
PRESENTER: Jessica Acee, St. Mary’s Academy (OR)

The Challenge of Leadership in Independent Schools: EE Ford Foundation Study and Action Plan
The EE Ford Foundation is extending its efforts to fulfill its mission to improve secondary education and to encourage promising practices beyond making grants to schools and associations to include the examination of challenges identified in the independent school world. The session’s topic, leadership challenges for independent schools, is the initial focus. This workshop will also give you a brief introduction to the Foundation and its work, a description of the results of its efforts to date in this examination, and an opportunity to discuss related areas of interest.
PRESENTER: John Gulla, The Edward E. Ford Foundation

Data Analysis and Research Tailored to Your School’s Size, Budget, and Personnel
Data analysis and institutional research are increasingly helping schools inform decisions and drive strategy, but you don’t need to hire new staff or purchase new software to get started. In this session, you will learn from a variety of leaders about how they cultivated different data and research programs at their schools. The panelists include a school head, an institutional researcher, a director of data services, and a CIO. They will share their experiences on what motivated their schools to pursue research, the successes and challenges they have faced, and the impact research has had at their schools.
PRESENTERS: Jamie Britto and Louis Fierro, Collegiate School (VA); Eric Temple, Lick-Wilmerding High School (CA); Tye Campbell and Rachel Gorsky, Gilman School (MD); Jason Ramsden, Ravenscroft School (NC)
Disruptive Development: Coaching as a Tool for Culture Change

Instructional coaching, a practice grounded in improving student learning, is a powerful tool that can also be used to meet myriad needs beyond the classroom, from supporting equity work to helping teacher-leaders reflect on their own leadership practice. Lovett has used instructional coaching as a springboard to shift school culture around how both teachers and leaders grow, quickly moving from the seed of an idea to a full-fledged coaching program that has paid dividends well beyond what was anticipated. In this session, you will hear Lovett’s story and have time to consider ideas to take back to your own school.

PRESENTERS: Teddi Bair and Stacia McFadden, The Lovett School (GA); Marsha Little, Carney, Sandoe & Associates

Emerging Trends in Global Education

New data from both the Global Education Benchmark Group and NAIS indicate a number of emerging trends in global education programs at independent schools. Come explore this useful and accessible data, and discuss examples of how schools are tackling the issues highlighted in these trends, including off-campus risk management, international student recruitment, global program administrative structure, and competency-based program design. Together we can use these insights to better create, design, structure, manage, and assess our work to prepare students to be engaged citizens in an increasingly interconnected and complex world.

PRESENTERS: Clare Sisisky, Global Education Benchmark Group (GEBG); Nishad Das, Groton School (MA); Joe Vogel, Old Trail School (OH); Ioana Suciu Wheeler, NAIS

Five Essential Steps for Conducting an Investigation

Claims of misconduct abound. From allegations of harassment and bullying to cheating and sexual assault, schools are expected to assess and respond effectively to each claim. But more and more investigations themselves are being scrutinized. Rather than address the underlying misconduct, students and employees (and their attorneys) are taking issue with the school’s process. At this presentation, you will review a framework for conducting investigations that will ensure that the process a school follows is appropriate and that the focus remains on the conduct at issue and not the school’s response to it.

PRESENTERS: Michael Blacher, Liebert Cassidy Whitmore; Kimberly Cole, United Educators
Free to Be You and Me AND Competitive for College Admission?

As experiential education and mastery-based learning (and possibly transcripts) become more than just ideas and buzzwords, college counselors are tasked with finding the best fit for each student’s academic abilities, interests, and college aspirations in a system that has no established pathway. In this session, you will explore topics related to progressive education and college counseling, including recommendation letters, testing, profiles, and relationships with colleges.

**PRESENTERS:** Cristan Harris and Renee Bischoff, Hawken School (OH); Gavin Bradley and Paul Joffe Gallagher, The Nueva School (CA); Dorothy Jones, The Bay School of San Francisco (CA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 113C

Getting Strategic About Advancement and Enrollment Goals

Hillbrook School, a JK-8 school in Los Gatos, California, increased annual giving by more than 60%, increased parent participation to 99%, and increased enrollment by 23% over the last four years. The school fostered this growth by creating strategic plans for enrollment management, development, and marketing. In this session, you will learn how the school implemented action plans that are rooted in the overarching strategy of the enrollment management, development, and marketing teams, including how to identify metrics to measure progress and to pivot in real time to achieve goals. You will explore how to strengthen your own strategic efforts.

**PRESENTERS:** Joe Connolly and Mark Silver, Hillbrook School (CA)

**TRACK** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 120A

From Strategic Planning to Strategic Foresight: A Leaner, More Flexible Process

The accelerating pace of innovation in this century has given rise to a new oxymoron: permanent change. Strategic plans that are marathons in size, scope, and process will impede responsive and flexible thinking and action. Google manages a three-year financial plan but operates with one-year strategic plans, having replaced traditional multiyear plans with a “culture of ongoing strategic thinking.” What would such a culture of ongoing strategic thinking look like in an independent school setting? In this workshop, you will explore the answers to that question and learn about models of strategic foresight that have been successful in recent years.

**PRESENTERS:** Douglas Lyons, Connecticut Association of Independent Schools; John Fixx, The Country School (CT)

**TRACK** GOVERNANCE

**ROOM:** PCC, 109A/B
A Golden Moment for Women’s Leadership in Schools

We are on the cusp of unprecedented new opportunities for women to make their mark as independent school leaders. Projections are that nearly 70% of current sitting heads will retire over the next decade, and competition for outstanding school leaders will be increasingly robust. Meanwhile, search committees are already demanding more diverse candidates, and search consultants are eager to bring more women candidates to schools. Hear a distinguished panel of women school heads share their leadership journeys and offer practical guidance from their experiences. A search consultant will describe the search and application process.

**PRESENTERS:** Ann Teaff, Bill Christ, and Karen Whitaker, Carney, Sandoe & Associates; Kimberly Field-Marvin, Louise S. McGehee School (LA); Wanda Holland Greene, The Hamlin School (CA); Marcia Spiller, Woodward Academy (GA)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 122A

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Growing Capacity From the Inside Out: Integrating Diversity, Equity, and Inclusion Into Your School Culture

This presentation will outline the intentional steps of one institution to set the priorities that led to a strategic plan with concrete diversity and inclusion goals along with metrics. You will examine how this approach required both top-down and bottom-up support in order to move toward an institutional model of professional development that grows the cultural competency skills of faculty and staff, along with a measured approach to sustain long-term learning and inclusive change.

**PRESENTERS:** Christen Tedrow-Harrison and Heather Gray, Francis Parker School (CA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 115C

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Leave a Legacy as Unique as Your School: Powerful Strategies for Alumni Engagement

This workshop provides K–12 heads and assistant heads; trustees; and advancement, development, and communications practitioners with strategies for effectively engaging alumni in building and sustaining a positive school community and a lasting legacy. Using quantitative and qualitative data gathered from five NAIS regions (New England, East, Middle Atlantic, Southeast, and the West), the presenters will review trends and successful strategies that encourage alumni volunteerism, donations, and participation in schools with different demographic representations, history, and missions with the ultimate goal of building a lasting legacy.

**PRESENTERS:** Melissa Myers, Sterne School (CA); Lisa Vardi, Bullis School (MD); Jennifer Landis, Oak Knoll School of the Holy Child (NJ); Elise London, Moses Brown School (RI); Lisa Oberstein, Hackley School (NY)

**TRACK** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 120B
Multi-School Organizing: Distributed Leadership for Impacting School Culture Change, Social Justice, and More

Professional learning communities are increasingly online, enabling educators to make meaningful connections beyond their locales. Conversations about policies and initiatives have benefited from platforms including Twitter, mailing groups, and Slack communities.

In this session, you will hear from the presenters who have achieved gains in social justice initiatives and facilitating school culture change as they share stories and provide practical tips that address the following questions:

- How can schools participate in discourse that extends beyond their walls?
- What brings virtual communities together and helps them thrive?
- How might independent schools leverage shared knowledge to reimagine policy, cultural challenges, and decision-making?

**PRESENTERS:** Matthew Reininger, Trinity School (NY); JP Connolly, Avenues: The World School (NY); Reshan Richards, New Canaan Country School (CT); Kenny Graves, Ethical Culture Fieldston School (NY); Erica Corbin, Chaplin School (NY); Justine Fonte, Dalton School (NY)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 112A/B

Preparing World- and Workforce-Ready Graduates—Immersion, Experiential, and Workforce Learning in Our Schools

The Fourth Industrial Revolution is radically changing the future of work. How do educators design creative and effective approaches to prepare students for this new world? Western Reserve Academy and Episcopal High School, two historically traditional schools, are meeting the challenges of preparing our students to be agile and continuous learners with innovative immersion, experiential, and workforce learning. In this workshop, you will explore unique approaches to the future of careers and work for today’s students. Two well-established independent school programs will be presented as examples of secondary programming that seeks to prepare students for a dynamic post-collegiate world.

**PRESENTERS:** Jeremy Goldstein, Episcopal High School (VA); Matthew Gerber, Western Reserve Academy (OH); Jefferson Burnett, NAIS

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 125

Putting Your Brand to Work: How to Keep Your Message Alive in the Marketplace

You’ve completed a branding exercise, and you have messaging that authentically represents who you are as an institution. Maybe you’ve even updated your viewbook, ads, and website, but now what? The biggest pitfall after you have participated in a branding exercise is that the work often stops there. In this session, you will learn creative ways to put your brand to work and keep your message alive in the marketplace in order to continually draw right-fit families and fundraising dollars.

**PRESENTERS:** George Zeleznik, The Crefeld School (PA); Nancy McDonald, Leapfrog Group

**TRACK** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 120C

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**#NAISAC** 49
School Policies: Aligning Your Documents With Legal Trends, Best Practices, and Your Mission

In this session, you will review key considerations when developing, updating, and auditing the universe of your school’s written policies, including employee and student/family handbooks, as well as stand-alone policies, such as those concerning immunization. Such considerations will include developing legal trends, national practice trends, and practical tips for approaching the development or review of your policies. By interweaving legal and practical trends, this session will also touch on some of the developing areas of law impacting NAIS schools nationwide. The session will conclude with a Q&A.

**PRESENTER:** Megan Mann, NAIS

**TRACK** MANAGEMENT

**ROOM:** PCC, 124

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? In this session, you will get answers to these questions plus 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 onboarding, and leveraging technology to promote innovation in creative ways.

**PRESENTER:** Tim Schwartz, Whitby School (CT)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 123

Where Are the Good Administrators? Cultivate Your Garden by Growing Leadership Capacity in Your School

There’s a moment of panic when we learn that a beloved school administrator has decided to retire. How will we find someone as capable, who “gets” our culture, who will fit in with the school community and work well with our administrative team? In this workshop, you will explore the development of a leadership pipeline in an independent school that begins the first week a new teacher is on campus. You will learn how one school has built leadership capacity within the community and discuss what could work at your school.

**PRESENTERS:** Anita Tychsen and Lisa Ockerman, Pine Crest School (FL)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 121C

Your Leadership Wheel

Use the Leadership Wheel to discover where you are strong and where you want to grow as a leader. With peers and on your own, you’ll develop a personal plan for building your leadership savvy in a way that is just right for you, your time, and your resources. Come get curious about the leader you can be!

**PRESENTER:** Mary Menacho, California Association of Independent Schools

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 108A
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.

Best Practices for the Use of Non-Need-Based Aid
This workshop will present research focused on the effects of schools’ adoption of non-need-based aid as an enrollment management strategy. We will illustrate concerns that emerge from the use of this type of aid and recommend principles of good practice for schools that choose to use non-need-based aid.

PRESENTERS: Kelley Nicholson-Flynn, Riverdale Country School (NY); Craig Cetrulo, St. Andrew’s School (FL); Carter Abbott, The Pingry School (NJ); Amanda Hale, The Lexington School (KY); Andy Zimmer, Emerson School (MI); Jennifer Moore, Rabun Gap-Nacoochee School (GA)

TRACK MANAGEMENT
ROOM: PCC, 110A/B

“You’ll Figure It Out”: Transitioning to Administrative Roles
Independent school administrators often start their careers as classroom teachers. Identifying and encouraging teachers to apply for administrative roles is a way for schools to acknowledge potential and retain talented faculty members. How can schools best support and mentor promising new administrators to maximize success in their new roles?

PRESENTERS: Beth Choiniere, St. Johnsbury Academy (VT); Jonathan Downs, Millbrook School (NY); David Landis, Rabun Gap-Nacoochee School (GA); Sophie Lau, Shady Side Academy (PA); Joshua LeRoy, Cardigan Mountain School (NH)

TRACK LEADERSHIP DEVELOPMENT
ROOM: PCC, 110A/B

THREE PERSPECTIVES ON THE FUTURE OF EDUCATION
Musical performance by The Haverford School Notables, The Haverford School (PA)
Introduction by Rich Nourie, Abington Friends School (PA)

PCC, TERRACE BALLROOM

5:00 – 6:30 PM
President’s Welcome Reception
PCC, HALL G
FRIDAY

6:00 – 7:00 AM
RUN Meet in the Marriott Downtown Hotel Lobby
YOGA Marriott Downtown, 409
HIIT Marriott Downtown, Grand Ballroom Salon D

6:30 AM – 1:00 PM
Registration Open
PCC, Broad Street Atrium

BLOCK 4 8:00 – 9:00 AM WORKSHOPS

Active Assailant Risk Management—Strategies for Managing Your School’s Risk
The dramatic increase in school-related shootings and assaults has forced schools to reevaluate and update their risk management policies and procedures. In addition to preventive safety programs, insurance products to support this risk exposure are becoming an integral part of schools’ risk mitigation efforts. In this session, you will hear about best practices methodologies for establishing school safety and prevention programs, as well as how active assailant insurance works and integrates with the school’s insurance and risk management program.
PRESENTERS: Ronald Wanglin, Jamie Gershon, and Cheryl McDowell, Bolton & Company; Lisa Turchan, The Buckley School (CA); Chris Joffe, Joffe Emergency Services
TRACK MANAGEMENT
ROOM: PCC, 120A

Avoiding Teacher Turnover: Using JTBD to Attract and Retain Top Talent
Using an innovative methodology known as Jobs to Be Done, NAIS has identified the key reasons teachers have for teaching in independent schools and why they choose to teach at specific schools. In this session, you will learn about these reasons, exploring the context, motivations, and outcomes teachers seek within their profession and schools. You can take this information back to your school to improve the hiring process and to help you recruit and retain talented teachers.
PRESENTERS: Carol Bernate and Amada Torres, NAIS
TRACK MANAGEMENT
ROOM: PCC, 121B

Beyond Making Money: The Relationship Between School Culture and the Bottom Line
Connecticut has fewer students these days. The aging of the baby boomers is coinciding with Connecticut having the third highest rate nationwide of people leaving the state. Despite this, Watkinson School’s star is rising, and this momentum is impacting both admissions and fundraising. Head of School Teri Schrader and Director of Communication Jenni French will share strategies that have fueled Watkinson’s success. Meeting in small groups, you will share how your school culture is—or isn’t—benefiting admissions and fundraising success. The presenters will compare select dilemmas raised in the small groups to Watkinson’s recent success and suggest possible course corrections.
PRESENTERS: Jenni French and Teri Schrader, Watkinson School (CT)
TRACK COMMUNICATIONS AND ADVANCEMENT
ROOM: PCC, 125

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
**Build More Resilient and Gritty Kids by Implementing Growth Mindset**

Do your students give up too easily? Are they afraid to approach a difficult challenge because they are worried that they might not “look smart”? You will learn the difference between a fixed mindset and a growth mindset, how process praise can turn “pedestal kids” into gritty kids, and the common language that can be adopted in a classroom to encourage a growth mindset and to teach students that failure is not a permanent condition. You will leave with many no-cost strategies that can be implemented tomorrow and dozens of concrete ways to encourage more effort and build resilience in your students.

**PRESENTER:** Mark Minkus, Community Day School (PA)

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 111A/B

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**Building Bridges for Change by Blending SEL With Academics**

When social-emotional learning (SEL) is integrated into the curriculum, it sets the stage for each child to tap into his or her full potential. In this workshop, you will explore insights into how social-emotional learning and academics can be fully integrated into a project-based learning curriculum. In this hands-on, interactive workshop, you will hear from presenters who share examples of projects and curricular construction tools from Synapse that reflect and support the goal of building a bridge between SEL and academics.

**PRESENTERS:** Katie Morgan, May Duong, and Stephanie Seto, Synapse School (CA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 118A

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**Courageous Conversations: Creating Brave Spaces to Talk About Challenging Topics**

Gun control? Race? Gender? Sexuality? Immigration? Students want to talk, and they want to listen. In response to student demand for dialogue skills and a brave space to use those skills, the presenters created Courageous Conversations, an after-school event that gives students an opportunity to discuss challenging topics and current events in a way that fosters active listening and productive participation. This presentation will give you the tools to create a similar space in your own school.

**PRESENTERS:** Kerri Schuster and Kelly Weber, Sacred Heart Academy Bryn Mawr (PA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 122A

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**Building Leadership Capacities Within Schools**

Most, if not all, educators harbor strong leadership abilities. Being in front of a classroom requires teachers to draw on strengths and leadership qualities publicly. Over time, many teachers will want to advance in their careers. Newer administrators may also want to take on increased responsibilities. For schools to thrive, senior administrators and heads of school must always build teams of leaders and nurture leadership throughout the faculty and staff. In this session, you will hear from panel members who present research, tell stories, and lead interactive activities, spurring thought and action on how school leaders can cultivate and inspire leadership.

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

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 120C
Digital Well-Being: An Innovative and Research-Based Approach for Schools

Although digital tools hold great promise for transforming education, today’s students face a multitude of challenges, ranging from hate speech and cyberbullying to social comparison, that stem from being “always on.” In this age of unprecedented technological change, schools need an innovative approach such as Digital Well-Being. This session will outline the research and present an innovative framework to help students build the skills and dispositions to manage their personal health, safety, and relationships, as well as build their resilience in digital settings. You will hear workshop leaders present guiding principles on how to implement a sustainable, schoolwide approach to Digital Well-Being.

PRESENTERS: Scott Erickson, Phillips Brooks School (CA); Linda Burch and Rebecca Randall, Common Sense Media

The Evolution of an Institution’s Engagement With Racism

By shifting from intellectual engagement about racism to a more holistic exploration of the ways racism influences our emotions, bodies, and minds, Lick-Wilmerding High School is moving our community toward greater recognition of how racism shows up in our school and in ourselves. Through group dialogue and artistic expression, you will learn strategies for engaging your community in ways that originate within and reverberate outward toward building meaningful relationships. The workshop will give you space for personal reflection and a pathway toward emotional resiliency.

PRESENTERS: Eric Temple, Tamisha Williams, and Nikkia Young, Lick-Wilmerding High School (CA)

Finding the Balance: Supporting Students With Mental Health Issues While Simultaneously Supporting Everyone Else!

This session will help you determine when and how your school can accommodate students, communicate the need for various accommodations to faculty and other members of the community, and reduce the risks of litigation along the way. You will hear about some of the more challenging scenarios that schools have faced and where they might be able to draw the line in cases where resources are limited.

PRESENTERS: Susan Guerette, Fisher & Phillips, LLP; Carrie Kries, Gladwyne Montessori (PA)
Gamification: The Expansion Pack

If you’re interested in gamification but have been struggling to make it work, you don’t need to attend another workshop designed to convince you that there is merit in gamification. You want to master design techniques so you can increase classroom engagement on your terms. In this session, you will learn the underlying theories that make games work, taking your gamification to a whole new level. We will explore four basic concepts that can be easily incorporated into lesson planning to increase student engagement with course materials. As part of this presentation, we will evaluate the effect of these principles on participant volunteers.

**PRESENTER:** Joe Cox, Lutheran High School South (MO)

**TRACK:** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 112A/B

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**Head of School Turnover: Insights and Implications From the NAIS–UPenn Research Collaborative**

Over the last 18 months, NAIS has partnered with the University of Pennsylvania to better understand the perceived increase in head of school turnover. In this session, you will hear from members of the research team as they share the findings of this multitiered study, as well as potential implications for independent school sustainability, governance, and leadership resources.

**PRESENTERS:** Anne-Marie Balzano, Jay Rapp, and Margaret Anne Rowe, NAIS; Earl Ball and Michael Johanek, University of Pennsylvania

**TRACK:** GOVERNANCE

**ROOM:** PCC, 122B

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**Immersive Learning Across Disciplines With Virtual and Augmented Reality**

Augmented and virtual reality are technologies that are innovating teaching and learning by engaging students through immersive experiences, making content accessible, and providing emerging platforms for student-generated content. In this workshop, you will explore digital reality experiences and leave with lessons you can implement immediately, along with a framework for working with faculty through interdisciplinary collaboration. The presenters will share the story of how they’ve integrated these digital realities into the curriculum, reaching across disciplines to create learning experiences for students to access content, visualize complex and abstract ideas, construct knowledge, and generate new content.

**PRESENTERS:** Mary Ann Stillerman and Cristi LeBron, The Walker School (GA)

**TRACK:** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 113A
Leading Across Schools: Co-Creating a Competency Roadmap
How might schools co-create roadmaps to evolve assessment practices that can be scaled and shared? In this session, you will examine how six school leaders joined forces to share best practices. You will learn how schools, in different stages of evolving assessment practices, are leading strategic change initiatives toward mastery-based teaching and learning. Initiatives range from creating competency-based courses and matching competency assessment with traditional letter grades to piloting the Mastery Transcript and even creating a new ungraded high school. The session concludes with a moderated panel exploring change leadership focused on mastery learning. You will leave with protocols for developing cross-school conversations on teaching and learning.

PRESENTERS: Regan Galvan, Vistamar School (CA); Mike Peller, The White Mountain School (NH); Derek Kanarek, Catlin Gabel School (OR); Julia Griffin, The Mastery School of Hawken (OH); Zac Carr, The Nueva School (CA); Terry Yamamoto-Edwards, Punahou School (HI)

Learning That Sticks: Bringing High-Quality Project-Based Learning Into Your Classroom
Classroom projects are nothing new, but they are often relegated to the periphery of curricula as extension work or take-home assignments. In contrast, project-based learning (PBL) is a rapidly growing approach to student-centered pedagogy that places projects firmly at the center of units of study. While there are numerous iterations of PBL, the Deeper Learning model provides a simple framework encompassing critical student competencies. In this workshop, you will gain an introduction to the Deeper Learning model of PBL (developed at San Diego’s High Tech High), practice designing a project in collaborative groups, brainstorm ways to apply this model in your own school, and receive resources to start your own Deeper Learning practice.

PRESENTER: Christopher Buonamia, The Town School (NY)

A Legacy for All Students: Reimagining Public, Private, and Community Partnerships and Frameworks
Grounded in the belief that we are all responsible for educating all children, this workshop session will challenge you to rethink and reimagine public/private partnerships. You will hear about a group of educators who work across all educational systems to transform education in Hawai’i. Facilitators will share examples of different public/private frameworks that leverage community and cultural resources, expertise, and knowledge. After viewing artifacts of Hawai’i’s collaborative journey, you will have an opportunity to identify potential partnerships and develop strategies to maximize and leverage your community resources and strengths.

PRESENTERS: Christel McGuigan and Leigh Fitzgerald, Mid-Pacific Institute (HI); Evan Beachy, Kamehameha Schools (HI); Kapono Ciotti, The American International School in Egypt (Egypt)
Leveraging Accreditation to Identify and Advance Strategic Priorities

If only this accreditation process could be more strategic! In this session, you will learn how one school masterfully harnessed what was learned through drafting a self-study, analyzing the visiting committee report, and reflecting on the accreditation process as a whole to advance strategic initiatives in the school. You will hear a head of school, a director of strategic initiatives, and a visiting committee chair share their unique perspectives on both the process and the outcomes. As many schools move away from cumbersome, multiyear strategic planning exercises to become more nimble and responsive to rapid cycles of change, the potential for alignment is even greater.

**PRESENTERS:** George Swain, New York State Association of Independent Schools; Paul Burke and Nikki Vivion, The Nightingale-Bamford School (NY); JoAnn Douglass, Buffalo Seminary (NY)

**TRACK** MANAGEMENT
**ROOM:** PCC, 108B

Navigating Gender and Sexuality in PreK–12

Students naturally explore a range of identities, expressions, and roles as they navigate the social and academic world in PreK–12. This session provides (1) a conceptual model for understanding biological sex, gender, and sexuality and (2) contemporary terminology for exploring these essential parts of human identity. You will be invited to generate questions related to the Why? What? Who? When? and How? of engaging with these issues. You will apply the concepts and language presented to school-based scenarios. Your school mission will be your primary reference point for this work. Bring humility, curiosity, and a sense of humor!

**PRESENTER:** Jennifer Bryan, Team Finch Consultants

**TRACK** THE STUDENT EXPERIENCE
**ROOM:** PCC, 117

Personal Learning Groups: Identify, Focus, and Build Your School’s EDIJ Work

Schools need help knowing where to go next in their equity, diversity, inclusion, and justice (EDIJ) work. The presenters provide an empowerment model to meet colleagues at their starting point and to develop personal learning networks and the necessary resources to go forward. This workshop will walk you through Part One (know your social identifiers—which garner the most privilege and which bring the most bias) and Part Two (focus on your work at school, create your personal learning network, and receive targeted resources), and it will give you the scaffolding to engage in Part Three (“put your needs in front of the group”—use norms to ask colleagues for support and feedback). You will leave with models and resources for further progress.

**PRESENTERS:** Jennifer Adams, Harpeth Hall (TN); Jen Cort, Jen Cort Educational Consulting

**TRACK** THE STUDENT EXPERIENCE
**ROOM:** PCC, 113C
Real Talk Done Right: Engaging Our School Communities in Critical Conversations to Foster Inclusion

The words “equity” and “inclusion” are in many mission statements, but few schools have programming that engages dialogue for equity and inclusion. In this session, diversity practitioners from three independent schools in Seattle—Lakeside, University Prep, and Overlake—discuss their programs for conversations about race, class, and gender that foster cultural competence. You will leave this session with a toolkit of lesson plans, programs, and processes that may engage your community in school programming that promotes inclusion, counters implicit bias and stereotype threat, and empowers the adult community to ensure that each student is seen, heard, and valued.

**PRESENTERS:** Debbie Bensadon and Stephanie Wright, Lakeside School (WA); E-chieh Lin, University Prep (WA); Mahtab Mahmoodzadeh, The Overlake School (WA)

**TRACK** THE STUDENT EXPERIENCE
**ROOM:** PCC, 116

Strategies to Develop Global Competence in Students and Educators

Research shows that global competence is vital for students’ success in a changing world. But what exactly is global competence, and how do we know whether our students are graduating with the skills necessary to thrive and flourish in a globalized society? In this workshop, you will learn about strategies to integrate global education across the curriculum. You will hear from an independent school about its internationalization methods and partnership with McKinsey and Company to develop an assessment tool for global competence.

**PRESENTERS:** Ioana Suciu Wheeler and Jefferson Burnett, NAIS; Trish Anderson, Pace Academy (GA)

**TRACK** THE CLASSROOM EXPERIENCE
**ROOM:** PCC, 109A/B

Up and Down: Two New Heads Talk About Their First Year

In this session, you will hear two heads of school discuss the surprises they encountered during their first year of a new headship, addressing these questions: (1) What did you expect; what did you find; why the disconnect; how has it mattered? (2) What were the strengths and weaknesses of the leadership team; what had you been prepared for and how did the reality differ; why, and what have you done about it? (3) What could have been done—by you, by the trustees, by the search consultant—to minimize the surprises? Trustees, search consultants, coaches, and current and aspiring heads are invited to join in the conversation.

**PRESENTERS:** Terrence Briggs, Bowditch & Dewey, LLP; Kimberly Ridley, Fayerweather Street School (MA); Lisa Sun, The Philadelphia School (PA)

**TRACK** LEADERSHIP DEVELOPMENT
**ROOM:** PCC, 120B

#NAISAC 59
Who Are We? Perspectives on Balancing High School and the College Process

Increasingly, independent schools are expected to “deliver” elite college acceptances for students, often in contradiction of thoughtful, developmentally focused mission statements. The tension between school marketing and expectations about college outcomes has never been a more profound challenge, and students are caught in the middle. How might we begin to extract ourselves from this war of expectations and reframe the conversation? In this workshop, you will interact with experienced professionals to approach the question from different perspectives, hoping to unpack some of the competing variables as you work to serve your students and families thoughtfully and with both personal and institutional integrity.

PRESENTERS: Archie Douglas, Bentley School (CA); Mark Davis and Sonia Bell, St. Luke’s School (CT); David Gleason, Private Practice

TRACK THE STUDENT EXPERIENCE
ROOM: PCC, 115C

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.

Educator Resilience in Times of Rapid Change

What are the implications of bolstering resiliency in educators? We hope to better understand how the capacity to bounce back in the face of change and adversity might impact teachers, staff, and administrators in a variable education landscape.

PRESENTERS: Lisa Baker, Bancroft School (MA); Betsy Doss, Keys School (CA); Megan Cover, Tower Hill School (DE); Carrie Steakley, St. Mary’s Episcopal School (TN); Hillary Freeman, The Nueva School (CA); Kate Halsey, Phoenix Country Day School (AZ)

TRACK LEADERSHIP DEVELOPMENT
ROOM: PCC, 110A/B

Leader to Leader: Building Relationship at the Top

It is vital for an incoming head of school to develop effective relationships with the board chair and other trustees in their inaugural years so they can successfully lead the school community. We surveyed heads of school to discover effective strategies they used to build productive partnerships.

PRESENTERS: Melinda Zacher Ronayne, Interlochen Center for the Arts (MI); George Russo, The Buckley School (CA); Christina Gwin, Castilleja School (CA); Sharon DuPree, Hope Partnership for Education (PA); Anna Carello, Beauvoir, the National Cathedral Elementary School (DC)

TRACK GOVERNANCE
ROOM: PCC, 110A/B
FRIDAY

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

EXPO
8:00 AM – 3:30 PM

NAIS Expo Open
PCC, HALL E

9:00 – 9:30 AM
Break in the NAIS Expo
PCC, HALL E

9:30 – 10:45 AM
GENERAL SESSION

ANGIE THOMAS
Musical performance by Baldwin Belles and Baldwin Bronze, The Baldwin School (PA)
Introduction by Michael Gary, Friends Select School (PA)
PCC, TERRACE BALLROOM

10:45 – 11:00 AM
Break

BLOCK 5
11:00 AM – NOON WORKSHOPS

SPEED INNOVATING  Teachers’ Edition
Hear from some of the most innovative schools across the country in intimate, 15-minute mini-sessions. Friday’s sessions are focused on curricular innovation.
PCC, ARCH STREET FOYER

10 Steps to Becoming Reading Culture Influencers: How the English Department Spearheads a Love of Reading
PRESENTERS: Sherry Forste-Grupp and Melissa Sullivan, The Baldwin School (PA)

A Class on Class: Facilitating Conversations About Class and Money in Independent Schools
PRESENTERS: Andrea Pien and Zoe Bender, The Bay School of San Francisco (CA)

Decolonizing Education: An Interdivisional Approach to Developing Global Competence, Critical Literacy, and Relevant Curriculum
PRESENTERS: Shaakira Raheem and Georgia Warner, Sidwell Friends School (DC)

Ecological Art and Activist Artists
PRESENTER: Marie Huard, Greene Street Friends School (PA)

The Importance of Risky Play for Our Children: Inspiring Leadership in Elementary Grades
PRESENTERS: Jay Parker and Sarah Crowley, Calvert School (MD)

SESSIONS AVAILABLE IN AUDIO ON DEMAND.
SESSIONS AVAILABLE IN VIDEO ON DEMAND.
Approaching Resilience in Independent Schools With Data

Students at high-achieving schools are often particularly successful, but they may also experience the negative effects of stress, anxiety, and depression. At this session, you will learn about the modifiable aspects of student life that can be used to improve well-being and how evidence-based methods of data collection have been used to inform school programs. You will explore a case study example of how school administrators have used data to improve student health, consider the benefits of taking a data-driven approach, and discuss the potential challenges of program implementation.

**PRESENTERS:** Suniya Luthar and Nina Kumar, Authentic Connections; Lars Kuelling, The Harley School (NY)

**ROOM:** PCC, 122B

Disabilities: Simplifying the Employee and Student Accommodation Process

Service dogs, emotional support animals, learning differences, diabetes, anxiety, ADHD, seizure disorder, surgeries, and heart problems—today’s environment for understanding and accommodating disabilities can seem daunting. This session will provide you with a workable process to help make sense of how to address these complicated issues.

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

**ROOM:** PCC, 121C
Evaluate Your Affordability and Build Your Prospects With NAIS Tools and Resources

See how Data and Analysis for School Leadership (DASL) and MarketView, NAIS’s premier data tools, can assist your school in building, maintaining, and ensuring your affordability. Starting with stories from your peers, you’ll see what issues they have wrestled with around affordability, how they used NAIS tools to get insight, what strategies came from that work, and how those strategies have played out for their schools. Whether affordability is a focus because of concerns about enrollment, inclusivity, or staying competitive, this session will provide practical tools and concrete next steps you can take.

PRESENTER: Hilary LaMonte, NAIS

Financial Management for Developing and Enhancing a School’s Endowments

The endowment is the most important asset in ensuring a school’s financial sustainability. Albert Bellas will discuss a financial management protocol that assists in developing, maintaining, or enhancing a school’s endowment. After a discussion of current endowment misconceptions, you will learn how to create a comprehensive financial protocol that (1) defines the school’s endowments; (2) identifies the basic financial challenges confronting all schools; (3) creates critical ratios necessary to assess the school’s current financial position and its peer group status; (4) integrates the school’s operating budget, new program needs, capital projects, fundraising capacity, financing alternatives, and endowment into a predictive model; (5) assesses financial alternatives for new programs or capital projects; and (6) provides a matrix to evaluate the long-term implications of financial decisions as they impact the school’s endowments to ensure financial sustainability.

PRESENTERS: Albert Bellas, Stephen B. Wells, and Timothy J. Lindsay, The Solaris Group LLC; Mary Carrasco, Sidwell Friends School (DC)

From Idiosyncratic to Systematic: Architecting a More Disciplined Faculty Hiring Process

The hiring process in independent schools—as elsewhere—is often opaque; insufficiently structured; and prone to unintentional redundancies, fruitless interviews, and explicit and implicit biases. This can result in strikingly different experiences for candidates and, more important, problematic hiring outcomes. In this session, you will learn the process that The Pingry School undertook to identify and resolve the tensions in its hiring process, and you will take a deep dive into its smarter design, which has accelerated the learning about candidates through a consistent, comprehensive, bias-sensitive, and information-seeking approach.

PRESENTER: Delvin Dinkins, The Pingry School (NJ)
How Innovative Schools Address Social-Emotional Health and Social Media

Bring your device to this interactive talk as you navigate the do's and don'ts of complex social situations facing students. You will learn actionable takeaways for empowering students, parents, and educators to navigate social media and technology positively. After three years of working with 60 independent schools, The Social Institute’s Laura Tierney will share a digitized, gamified social media curriculum, created with 40,000 students, that is reshaping the way students learn social-emotional skills. Co-presenters Doreen Kelly (head of school at Ravenscroft), Colleen Ramsden (associate head of school at Ravenscroft), and Kim Perlman (head of upper school at Gaston Day) lead this sustainable program at their respective schools.

PRESENTERS: Laura Tierney, The Social Institute; Doreen Kelly and Colleen Ramsden, Ravenscroft School (NC); Kim Perlman, Gaston Day School (NC)

TRACK THE STUDENT EXPERIENCE
ROOM: PCC, 108A

Howdy, Partner: 10 Tips for a Successful Head-Board Chair Relationship

The rate of headship transition appears to be on the rise. Often, the head’s exit is the result of a failed relationship between the head and the board chair. In this session, you will hear from two association executives, former heads of school now serving as counsel to heads and boards, about the essential steps to take to maximize the likelihood that the head-chair partnership will be strong and enduring. You will learn about relevant national and regional data, hear wisdom gleaned from experienced heads and independent school consultants, and contribute your own ideas in interaction with presenters and participants. Recommendations for further reading will be provided.

PRESENTERS: Claudia Daggett, Independent Schools Association of the Central States; Mark Crotty, Northwest Association of Independent Schools

TRACK GOVERNANCE
ROOM: PCC, 113A

Increase Student Engagement... With a Question!

Learn how an inquiry learning model is being used to focus on the types of questions teachers ask in the classroom and how they are enhancing teaching and learning at a Philadelphia independent school. In this session, you will learn how Catalyst@PennGSE and St. Peter’s School are teaming up to share the ways that questioning in the classroom can challenge, increase engagement, and drive students toward deeper-level thinking and learning.

PRESENTERS: Will Nord, St. Peter’s School (PA); Rachel Ebby-Rosin, University of Pennsylvania

TRACK THE CLASSROOM EXPERIENCE
ROOM: PCC, 124
Interest Circles: A Tool to Transform Parent Experience
Over the past decade, schools have experienced a downward trend in parent volunteerism and involvement in traditional parent association activities. This has resulted in burnout for current volunteers and decreased parent investment in the school. Poughkeepsie Day School alleviated this problem by launching Interest Circles, a program based on shared interests that provides an excellent opportunity for parents to dive deep into areas of the school they are passionate about. This session will help you understand how to increase parent involvement at your school, with the added value of enhanced student programs, improved alumni relations, and increased awareness of your school and its mission by the greater community.

PRESENTERS: Christina Powers and Ben Chant, Poughkeepsie Day School (NY)

Listen Up: Using Student Voice to Improve Well-Being and Increase Engagement in Learning
What are your students saying that you haven’t heard (yet)? In this session, you will learn how to listen more deeply to students’ experiences in order to make data-driven changes that increase well-being and academic engagement. This interactive workshop highlights one school’s journey to elevate student voice and authentically include students in the change process. You will explore multiple methods for collecting student voice data and using it to engage all stakeholders to identify and implement meaningful changes to school culture and instructional practices. The session will be led by students and administrators from Kent Denver School and their partners from Stanford’s Challenge Success.

PRESENTERS: Eric Chandler, Emerson Damiano, and Vanessa Chavez, Kent Denver School (CO); Jennifer Villeneuve and Jon Kleiman, Challenge Success, Stanford University

Let’s Get Personal: Professional Learning to Support Teacher Growth
In a time when our lives continue to become more personalized, our professional learning experiences for educators have not kept pace. In too many schools, teachers continue to participate in one-size-fits-all “sit-and-get” professional development sessions. In this session, you will explore innovative practices in professional learning to design more personalized experiences that empower teachers. Together, we will apply personalized learning principles of voice, co-design, social construction, and self-discovery to design personalized professional learning models. Planning tools, models, and collaborative time will be provided to leave you feeling empowered to put your plan into action.

PRESENTERS: Jill Cross, TMI Episcopal (TX); Allison Rodman, The Learning Loop

### Session Details

**SESSIONS AVAILABLE IN AUDIO ON DEMAND.**

**SESSIONS AVAILABLE IN VIDEO ON DEMAND.**

**TRACK COMMUNICATIONS AND ADVANCEMENT**

**ROOM: PCC, 111A/B**

**TRACK LEADERSHIP DEVELOPMENT**

**ROOM: PCC, 120C**

**TRACK THE STUDENT EXPERIENCE**

**ROOM: PCC, 125**
Looking to Enhance Your Curriculum?
Take a Walk Through Your School’s Neighborhood With Us
Are you an educator who strives to create more experiential learning? Do you enjoy finding ways to make content more relevant? If so, you are like us—two educators at Friends Select School—who enjoy pushing the boundaries of teaching and learning. Over the years, we have discovered a plentiful and priceless resource that your school also has—a neighborhood. Whether urban, suburban, or rural, your neighborhood provides powerful lenses through which you can teach. We have found our lens in the city of Philadelphia, and we’d like to help you find yours too.

PRESENTERS: Natalie Mayer and Margaret Smith, Friends Select School (PA)

TRACK THE CLASSROOM EXPERIENCE
ROOM: PCC, 115C

No Grades? No Problem!
Inside a Gradeless School
Whether you’re an administrator interested in exploring a gradeless future for your division or school or a classroom teacher looking to pilot a gradeless classroom, in this session, you will learn how the middle school at Poughkeepsie Day uses a multilayered and individualized approach to feedback in order to enhance student agency, increase equity, and support student growth. Through the innovative marriage of time and space, dynamic feedback, narrative reporting, and an emphasis on reflection, PDS has a system that works. The session will also cover the challenges the school faced with this approach and the response to those challenges.

PRESENTERS: JJ Morrissey, Jake Lahey, and Gabe Smiley, Poughkeepsie Day School (NY)

TRACK THE CLASSROOM EXPERIENCE
ROOM: PCC, 122A

Out of Your Comfort Zone and Into a New Kind of Classroom
How do you make every class real-world relevant? Learn how one school thrust 400 students and 100 faculty into a new frontier of experiential learning. More than a travel program, The Hun School’s new three-week intensive semester took students out of the classroom and into the origins of the hottest cultural debates and global problems—in places like Arizona, Montana, Memphis, France, and Ghana. In this session, you will hear from the brave visionaries who launched NextTerm as well as the faculty and students who went from skeptics to believers in Year One.

PRESENTERS: Ryan Hews, Davirah Timm-Dinkins, Ted Shaffner, and Devon Pasieka, The Hun School of Princeton (NJ)

TRACK THE CLASSROOM EXPERIENCE
ROOM: PCC, 113C
The Pathway to a Long-Standing Headship: Transformational Leadership
Growing data suggest that fewer school heads these days experience a tenure lasting more than 10 years. The average tenure of school heads is decreasing as turnover is increasing. Short tenures limit the ability of heads to be impactful in a consequential way. Schools with long-term heads have more time and opportunity to generate considerable success during their tenure. In this workshop, you will explore data collected from heads and trustees regarding trends, practices, and characteristics that support or detract from transformational tenures. The research will bring fresh perspectives regarding the characteristics that sustain transformational leadership that cannot occur in the short term.

Presenters: James Hickey, Austin Preparatory School (MA); Lawrence Sykoff, Ranney School (NJ)

Supporting Student Advocacy on Generational Justice Issues: A Case Study on Climate Action
Have you been inspired by the School Strike for Climate/March for Our Lives events but want to do more with students than protest? Join two high school climate advocates and their sustainability educators as they outline a case study that examines a process through which student passion can be channeled to make a real and lasting impact on generational justice issues. In this workshop, you will learn how to empower students to make an authentic appeal to state and national elected officials.

Presenters: Kelly Castañeda, Nancy Metzger-Carter, Christian Hernandez, and Kate Rooney, Sonoma Academy (CA)
**Timeless and Timely Messaging: How to Honor Where You’ve Been and Celebrate Where You’re Headed**

While history can serve as a powerful unifier for internal stakeholders who take pride in traditions, external audiences don’t feel the same nostalgic pull. To resonate with prospective families, you must authentically frame history and tradition as powerfully relevant to today’s students. The Peck School of Morristown, New Jersey, melded a proud sense of tradition with vivid, of-the-moment storytelling to meet admissions goals and support a wide array of institutional priorities. Join Andy Delinsky, head of school, and Shelly Peters of CRANE for big-picture strategies and hands-on tips you can deploy to honor your school’s past while ensuring its future.

**PRESENTERS:** Shelly Peters, CRANE | Atlanta; Andy Delinsky, The Peck School (NJ)

**TRACK:** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 120A

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**Trends in School Crises: What to Expect and How to Prepare**

What are the challenges most likely to crop up in your school in the next year? Are you prepared? Learn about the latest trends in school crisis work so you can lay the groundwork now to avert disaster and respond appropriately when problems do arise. Discover key warning signs to look for and ways to measure the biggest issues of the coming year. You’ll leave with a framework for managing any crisis and tools to help you address the biggest issues of the coming year. The session will conclude with an interactive tabletop exercise.

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

**TRACK:** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 118B

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**Trumped? When Culture and Strategy Conflict, Which Trumps?**

All of us—heads, trustees, administrators, and faculty leaders—have seen our carefully thought-through plans wrecked when they came into contact and conflict with a culture within our school that sees every idea as a challenge. At this session, we will unpack the elements of planning to see what we can do to address these cultural issues effectively.

**PRESENTERS:** Terrence Briggs, Bowditch & Dewey, LLP; Michael Walker, San Francisco Day School (CA); Debra Wilson, Southern Association of Independent Schools

**TRACK:** MANAGEMENT

**ROOM:** PCC, 109A/B
We Admitted a Diverse Student Body, Now What? Addressing the Needs of African American Students

Independent schools have worked to increase the representation of students of color; yet less attention has been devoted to creating culturally inclusive school contexts. In this multimodal presentation, you will learn about findings from a qualitative study that examined the social and cultural experiences of African American students and families in independent school settings. You will explore the implications for working more effectively with culturally and linguistically diverse students and their families. This session will include a PowerPoint presentation, a detailed model for promoting the socio-emotional and academic functioning of African American students, and relevant resources.

**PRESENTERS:** Norma Day-Vines and Valaida Wise, Johns Hopkins University

**TRACK** | THE STUDENT EXPERIENCE

**ROOM:** PCC, 108B

What’s Your Story? Teaching Power, Privilege, and Poverty Through Counterstory

In this workshop, you will learn how to help students examine positions of power derived from privilege in order to understand that passivity and complacency are equivalent to active oppression. One way to effect change is through the application of Counterstory methodology in education; this is a tool for exposing, analyzing, and challenging the privilege and dominance subsumed by normative, socially dominant narratives—narratives of race, class, gender, and other core categories that underlie the exercise and maintenance of social power relations. You will explore the concept of Counterstory as a framework for liberation and to promote equity, inclusion, and social justice.

**PRESENTER:** Cora Antonio, Bellarmine College Preparatory (CA)

**TRACK** | THE STUDENT EXPERIENCE

**ROOM:** PCC, 117

Wonder Workshops: An Opportunity for Students of All Ages to Learn Together

What do you wonder about? This simple question is the driving force for learners. Using the most compelling evidence in Mind Brain Education, Wonder Workshops were created to provide students of all ages the opportunity to work together collaboratively and actively on a variety of creative themes. At this workshop, you will learn about one school’s journey toward living the “Think, Make, Improve” philosophy. Student work will be on hand to celebrate the challenges and joys of growing such a program. Resources will be provided and time given for a whole-group share of ideas, plans, and best methods in multiage, multigenerational learning.

**PRESENTERS:** Hilarie Hall, Jordan Love, and Justin Pyles, St. Andrew’s Episcopal School (MD)

**TRACK** | THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 116

#NAISAC 69
**You Want to Be a School Head? What You Need to Know NOW About Advancement**

Being a head of school today means being able to cultivate relationships with donors and ask for gifts. These are not necessarily skills you have learned as a teacher or administrator. This session will review the fundamentals of advancement work and provide suggestions about how you can start getting some hands-on experience now, either at your school or through other community organizations. You will leave the session with a professional development plan for gaining advancement experience.

**PRESENTERS:** Kendall Cameron, West Nottingham Academy (MD); Christine Jefferson and Michael Gary, Friends Select School (PA)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 121B

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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.

**All of Us Here: Welcoming Latinx Families**

Latinx currently represent the largest, youngest, and fastest-growing ethnic group in the United States. This significant demographic shift, however, has yet to manifest fully in independent schools, where Latinx represent one of the smallest ethnic demographics. This presentation will look into the barriers that inhibit Latinx representation in independent schools.

**PRESENTERS:** Ira Dawson and Rick Holifield, The Walker School (GA); Tim Lear, The Pingry School (NJ); Paris McLean, Princeton Academy of the Sacred Heart (NJ); Jeff Morrison, Trinity School (GA)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 110A/B

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**Culture Is King: Setting Up New Head Success**

Due to the high turnover of heads in recent years, we investigated whether the culture of a board influences the success of a new head of school. We will add to the current research that NAIS is doing concerning this topic to help ensure that new heads find success.

**PRESENTERS:** David Long, The Galloway School (GA); Andrew Bishop, The Alexander Dawson School (NV); Jason Kern, All Saints Episcopal School (TX); Jayme Johnson, St. John’s Episcopal School (TX)

**TRACK** GOVERNANCE

**ROOM:** PCC, 110A/B
FRIDAY

NOON – 1:30 PM
Complimentary Lunch in the NAIS Expo
PCC, HALL E

NOON – 3:15 PM
Master Class With Michele Mattoon
Techniques for Building Belonging in the Classroom
See full details on page 13.
PCC, 126A

BLOCK 6 1:30 – 2:30 PM WORKSHOPS

PECHAKUCHA
PCC, 119A/B

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

An Inclusive History of the Study of Greco-Roman Classics
This mini-unit is part of a Latin 3 Honors course. It explores race and the history of “Classics” and classical education in America.
PRESENTER: Melanie Subacus, The Episcopal Academy (PA)

The Invisible Gorilla
Play, movement, mindfulness: These are essential human needs that can be met and designed for in schools. So why is it hard to do so?
PRESENTER: Chris Cunningham, The Chestnut Hill School (MA)

Invisible Habits: How Might We Change the “Rules” of School?
What rules do we follow that we don’t realize exist? There are these invisible forces that control us. How might schools reimagine learning?
PRESENTER: Bill Selak, Hillbrook School (CA)

Lessons That Stick: Creating a Curriculum That Includes Diverse Perspectives
Here’s how to design a curriculum that accurately and effectively teaches students content that includes the perspectives of people of color.
PRESENTER: Aundrea Tabbs-Smith, Waterside School (CT)

The Magic of Letter-Writing in the Classroom
Whether having his students write letters of gratitude or writing weekly letters to his students, Will McDonough outlines the value of letter-writing in schools.
PRESENTER: Will McDonough, New Canaan Country School (CT)

Making Good Trouble: Teaching Subversive Arab Texts in a Western Context
Ghada Al Abbadi reflects on teaching Arab texts on the Palestinian-Israeli conflict in two high school courses: World Literature and Arabic Literature in a Global Context.
PRESENTER: Ghada Al Abbadi, The Miami Valley School (OH)

When You’re 40, What Will You Remember From Fourth Grade?
What do you remember about lower school? Was there a teacher who left a meaningful impact on you? How can you leave behind a legacy?
PRESENTER: Annie Errickson, San Domenico School (CA)
After the Diversity Training: Assessing, Supporting, and Sustaining Instructional Fidelity in the Culturally Responsive Classroom

How do we bridge the gap between professional development offerings and the meaningful translation of theory and research into innovative curriculum planning and inclusive pedagogy? In this session, you will learn how one instructional leadership team is developing tools to formally establish cultural competency as a critical instructional component, describe ideal practitioner implementation, and offer a framework to strategically document observable teacher behaviors and deepen emerging proficiencies.

You will gain familiarity with assessment tools and implementation strategies, engage in self-reflection to identify both personal and institutional strengths/growth areas, and work collaboratively to explore the potential impact of instructional fidelity frameworks on your school community.

**PRESENTER:** Penn Pritchard, AIM Academy (PA)

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 121C

Am I Lost, or Am I Searching? Reflective Exercises for Journeys of Transition

If you’re embarking on a transition or just dreaming of “what ifs,” this workshop will help change those moments of doubt into fertile, life-changing reflection when you ask searching questions that really matter: Who do I want to be? What is my authentic voice? What truly calls to me? Drawing on the work and wisdom of educators and poets Parker Palmer, Judy Brown, David Whyte, and even Confucius, this workshop will use guided, personal reflection in partnership with thoughtful, small-group conversation to help you listen carefully to your inner self and shift your mindset from “lost” to “searching.”

**PRESENTERS:** Shu Shu Costa, Moorestown Friends School (NJ); Deborra Sines Pancoe, Friends Council on Education

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 118B

Creating an Effective Support and Evaluation Process for a New Head of School

In this interactive workshop, you will hear about the journey of The Philadelphia School (TPS) to create a formal head of school evaluation process. In anticipation of the arrival of a new head, TPS spent a year creating a process focused on the support, growth, and development of a new head. Learn how the board governance committee led the work in creating this evaluation process that includes creation of a head of school support and evaluation committee, interviews of direct reports, use of BoardSource’s Head of School Assessment for Independent Schools, and a head of school self-reflection.

**PRESENTERS:** Lisa Sun and Derek Jokelson, The Philadelphia School (PA)

**TRACK** GOVERNANCE

**ROOM:** PCC, 120B
Creating Inclusive Environments for Transgender and Non-Binary Students in Middle and Lower School

You consider your school to be an inclusive space, but you want to do better with supporting transgender and non-binary students in your lower and middle schools. Where do you start, and what can your school do to include students of all gender identities? What are the first steps, how do you educate your faculty and community, and what role can students play in these efforts? How can you respond effectively to resistance and pushback? In this workshop, the Friends Council on Education brings you a panel of experienced Friends school educators to share their extensive work in creating safe and supportive environments.

PRESENTERS: Betsy Torg, Friends Council on Education; Kiri Harris, Greene Street Friends School (PA); Kimberly Clarkson, Moorestown Friends School (NJ); Rachel Kane, Sidwell Friends School (DC)

TRACK: THE STUDENT EXPERIENCE
ROOM: PCC, 124

Design Thinking in Early Childhood: They Can Do It, Too!

The idea of tackling Design Thinking with young children can make even a seasoned teacher sweat. But early childhood is a natural time to encourage Design Thinking and innovation. This hands-on workshop will help you guide young students through design challenges to develop perseverance and problem-solving skills. Takeaways include sample lessons that offer an easy way to get started, with opportunities for expansion and different pathways for solutions.

PRESENTER: Leigh Keener, Episcopal Collegiate School (AR)

TRACK: THE CLASSROOM EXPERIENCE
ROOM: PCC, 125

Digital Humanities Are the New STEM: The Marriage of Liberal Arts, Technology, and Educational Design

As the STEM trend slowly plateaus, humanities teachers are the marshals of the new economy. The liberal arts are in demand for college and careers because Digital Humanities blend the best of publishing, dialogue, and transliteracy. Do schools really need a “tech integrator” or “computer instructor” anymore? Those titles rely on last-decade understandings of how teachers actually use technology. A digital framework of English and social studies sees integration, feedback, and sharing as interwoven in student learning. In this session, you will explore 20 examples of coding, social media, and technological tools that reimagine what liberal arts looks like in an always-on world.

PRESENTERS: Mercer Hall, Patricia Russac, and Natasha Chadha, Buckley Country Day School (NY)

TRACK: THE CLASSROOM EXPERIENCE
ROOM: PCC, 113C

The Educator as Learner: Teaching and Leading in a School That LEARNS

How do adults learn best? How does this learning impact how they develop as teachers? How do schools need to change in order to support educator-learners more effectively? In this session, you will learn how to cultivate and actively design a school that LEARNS. This workshop shifts from professional development to a focus on professional learning.

PRESENTER: Nicole Furlonge, The Klingenstein Center, Columbia University

TRACK: LEADERSHIP DEVELOPMENT
ROOM: PCC, 108A

#NAISAC 73
The Enrollment Experience Reimagined: From Admissions to Ex-Missions and Beyond

Enrollment extends well beyond signing a contract and sending in a deposit. Are you mindful of your families’ “enrollment experience”? What strategies do you employ to ensure that families feel valued throughout the process, from admissions to ex-missions and beyond? How do you convey to your families that they are authentically important to you? In this interactive session, you will receive specific tools, all grounded in “customer service” and best practices, that will make a lasting impact on your families, increasing retention across grade levels in a sustainable way.

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

**TRACK** MANAGEMENT

**ROOM:** PCC, 121B

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Equity and Inclusion Leadership for the 21st Century

The conversation about diversity in schools has changed over the past two decades. It is no longer just about food, fabric, and festivals—it is about sustaining communities that value inclusion, equity, and justice. This shift also means that the skills required of diversity leaders have changed to be more data-driven, scholarship-based, and managerial. In this session, you will learn about the skills that are needed for effective equity and inclusion leadership and those that are needed to support equity and inclusion leadership.

**PRESENTER:** Stephanie Bramlett, Phillips Exeter Academy (NH)

**TRACK** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 120C

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Finally! Faculty Growth and Evaluation That Works

Every school must be able to answer the question, “How do we ensure that we have a great faculty to deliver our mission with excellence and ultimately increase student performance, satisfaction, and enthusiasm?”

Many schools use traditional teacher evaluation systems to accomplish this goal, but these methods often fail to accurately identify effectiveness in the classroom or drive professional development. In this session, you will learn about a new paradigm of evaluation and professional growth and leave with a new way to enhance student performance.

**PRESENTERS:** Mike Gwaltney, Rocky Hill School (RI); Barbara Beachley, ISM

**TRACK** MANAGEMENT

**ROOM:** PCC, 118A

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Fostering Civic Engagement in a New Generation of Students

Many schools have recognized the critical need to foster a sense of civic engagement in our students. The Seven Hills School has introduced a series of annual Civic Engagement Seminars that will immerse students in exploring root causes and potential solutions to some of the most challenging issues facing our world today. This collaborative, hands-on workshop will give you a better understanding of the landscape of civic engagement initiatives in independent schools. You will leave with a toolkit of ways to effect programmatic change at your own school.

**PRESENTERS:** Matthew Bolton and Nick Francis, The Seven Hills School (OH)

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 113B
**A Healthy Approach to College Admissions: What Administrators, Educators, and Trustees Need to Know**

The college admissions process can be a major source of stress and anxiety for students and may contribute to overload and exhaustion. How can administrators, educators, and trustees support the work of the college counseling office to debunk unhealthy myths about college outcomes? In this research-based workshop, you will examine whether your current school mission, values, and practices align with the school’s messages about college success. You will learn strategies to create a unified school culture that values student health, engagement, and a balanced approach to the college search process that supports student readiness for life in college and beyond.

**PRESENTERS:** Gabrielle McColgan, Castilleja School (CA); Denise Pope, Stanford University

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 120A

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**Improv Comedy in the Classroom: The Transformative Power of “Yes, And”**

This session is an immersive, hands-on workshop demonstrating how the techniques used in improv comedy can aid in classroom management, relationship building, project brainstorming, and much more. You’ll leave this high-energy session with a toolbox of new ideas that you can bring into your classroom or office right away.

**PRESENTER:** Tyler Benedict, The Miami Valley School (OH)

**TRACK** THE CLASSROOM EXPERIENCE

**ROOM:** PCC, 122A

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**Interim Head of School: An Emerging Need for Independent Schools**

Transitions in the leadership of independent schools seem to be occurring with a regularity that invites consideration of engaging an interim head of school. An experienced interim head of 12 engagements will target two groups: trustees considering an interim head and heads of schools considering taking on the role. In this session, you will explore the challenges and benefits of having or being an interim head, with the takeaway of understanding how a year of interim leadership can provide an opportunity to inventory practices, personnel, and procedures in preparation for naming a permanent head of school.

**PRESENTER:** Timothy Burns, The Tatnall School (DE)

**TRACK** GOVERNANCE

**ROOM:** PCC, 111A/B
Learning Walks—Connecting Teachers and Advancing Your Mission

Do your teachers feel disconnected from their colleagues? Are you trying to find ways to align your curriculum and community expectations schoolwide? Learn how to implement a Learning Walk or Educational Rounds program at your school. This workshop will give you an opportunity to imagine how connecting teachers and administrators across divisions, content areas, and grade levels can develop a culture of unity, transparency, and alignment. You will be provided with templates, examples, and the logistical overview of a program that can be developed to meet the specific needs of your school.

**PRESENTER:** Amanda Carter, Noble Academy (NC)

**TRACK:** LEADERSHIP DEVELOPMENT

**ROOM:** PCC, 112A/B

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**The Planning Is Finished, Now What? Aligning Strategy and Practice**

So much energy and capital are expended by boards and school heads on the creation of a strategic plan. Yet, many plans then languish under their own weight, the daunting task of implementation falling prey to the day-to-day challenges in schools. In this workshop, you will focus on the management of plan implementation once the governance work is largely finished. Using case studies, participants’ anecdotes, and research on best practices, this workshop will provide you with approaches for ensuring that aspirational strategic priorities in your school are realized.

**PRESENTERS:** Kendall Cameron, West Nottingham Academy (MD); Vince Watchorn, Ghana International School (Ghana)

**TRACK:** MANAGEMENT

**ROOM:** PCC, 121A

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**Revive... Don’t Reinvent: Revitalize Your School’s Brand Without Revamping Its Culture**

Branding is about making emotional connections and telling compelling stories. It doesn’t have to feel like a blind leap from a cliff that requires you to leave behind the values, culture, and history of your school. It is entirely possible to redefine your unique school in a fresh, exciting, and distinctive way while remaining authentic to who you are and what you stand for. This workshop is not a step-by-step rebranding “how-to” but rather a collaborative approach to determining what your school expects from your rebranding and how to galvanize your community as ambassadors in the process.

**PRESENTERS:** Laura Konigsberg and Courtney Baker, Turning Point School (CA)

**TRACK:** COMMUNICATIONS AND ADVANCEMENT

**ROOM:** PCC, 108B
Scaffolding Leadership Development in High Schools

Student leadership plays a critical role in our high school programs, but how do you cultivate this skillset/mindset among students? In this session, you will discover how carefully scaffolded experiences in the ninth through 12th grades can foster critical skills and student self-awareness. Come ready to assume the role of student and engage in self-assessment, interactive simulations, and thoughtful reflection. Together we’ll explore the ways we can teach leadership to high school students of all ages. We will model activities and programming from our ninth and 12th grade Peer Leadership Program and 10th grade leadership course.

PRESENTERS: Meredith Godley and Christopher Kimberly, Moorestown Friends School (NJ)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 115C

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Stories Matter: Using Literature as the Catalyst for Meaningful and Mindful Student Activism

What if students read and analyzed their local communities the same way they read and analyze Shakespeare? What if they leveraged this critical analysis to brainstorm, develop, and execute purposeful solutions to neighborhood challenges? In this workshop, you will learn about the New Community Project, a year-long social impact course that uses the study of literature as the foundation for social activism. Along with reading traditional texts, students partner with a local nonprofit organization, which they analyze as a “living text.” By juxtaposing “living texts” with traditional texts, the New Community Project inspires students to learn, practice, and build solutions around the language of empathy.

PRESENTER: Chidi Asoluka, Horace Mann School (NY)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 123

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Somebody Else's Shoes: Promoting Empathy in a Disconnected Age

A substantial and growing body of research suggests that a child’s emotional intelligence (EQ), the ability to accurately identify emotions and adroitly navigate emotion-governed interactions, strongly predicts success in a number of life areas, notably including school. In this session, you will participate in a lively dialogue about what every educator should know about the “anchor” EQ disposition of empathy—the ability to feel with another—and its development, expression, and viability in the digital age. You’ll leave with a renewed commitment to carefully tend to the empathic lives of learners and to employ empathic responses to strengthen relationships and improve academic and socio-emotional outcomes.

PRESENTER: Bart Bronk, University Liggett School (MI)

**TRACK** THE STUDENT EXPERIENCE

**ROOM:** PCC, 122B
Sustaining Independent Schools Online and On Campus in 2020 and Beyond

Demographic changes, affordability challenges, and evolving family expectations mean that independent schools need to streamline their marketing strategies on- and off-line to stay competitive. At this session, you will join Pat Bassett and Jon Moser to learn the tools you need for success with a look at trends driving changes in the classroom, in hiring, and in parent engagement. You will explore innovative ideas for growing revenue; new ways to share your value online with right-fit families; how personalizing the family experience can set you apart; and how marketing tools like inbound marketing and artificial intelligence can boost productivity and save your budget.

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

Tech With Heart: Using Technology to Bring Compassion Back Into the Classroom

Academic-related anxiety is common in high-achieving and struggling classrooms alike. How can teachers calm students’ fears and empower them as learners? In this session, you will learn how to leverage technology to empower student voice, ease anxiety, and create compassionate classrooms. By intentionally integrating technology into lessons, teachers can create more time for one-on-one interaction, quickly see where students are struggling, and give all students (even the introverts and those who need more time to process) the opportunity to share their voice. This session will highlight how to embrace edtech to humanize modern learning and help all learners thrive.

PRESENTER: Stacey Roshan, Bullis School (MD)

The Whole Child for the Whole Arc: Seven Years From Skills to Mastery

Believing that students learn and perform best when they work toward public demonstrations of what they know and what they love, Watkinson School has constructed a program of interlocking, developmentally appropriate exhibitions at grades 8, 10, and 12. In this workshop, you will learn about the school’s logical progression from middle school through high school graduation, in which students practice and hone their mastery of written self-reflection, digital design and execution, and verbal and nonverbal presentation skills. This arc moves students through skills-based demonstrations in eighth grade; metacognitive self-reflection in 10th grade; and individually designed, juried, hour-long senior exhibitions.

PRESENTERS: Christina Bernbach and Ryan Reese, Watkinson School (CT)
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.

Benefit Models and Faculty Retention and Recruitment Priorities

Compensation and benefits are the leading costs for employers and, in independent schools, these costs usually account for 75% to 85% of operating expenses. See how the benefit priorities of multiple generations of faculty influence the structure and cost of benefits for independent schools.

PRESENTERS: Kerry Adams, The Gregory School (AZ); Peter Behr, The Kinkaid School (TX); Joshua Pretzer, Culver Academies (IN); Christine Saunders, Friends Academy (NY); Jason Smith, Brownell Talbot School (NE); Brian Smith, Steamboat Mountain School (CO)

TRACK MANAGEMENT
ROOM: PCC, 110A/B

Change Management in School Leadership

Independent schools have differentiated themselves by providing mission-driven programs, student-centered learning initiatives, and competitive salaries and benefits. Is it enough? Through action research, we have gathered data on how school leaders are responding to immediate challenges with an eye on the long-term viability of their schools.

PRESENTERS: Ryan Allen, University of Chicago Laboratory Schools (IL); Mike Foley, Hilton Head Preparatory School (SC); Michael Hill, The Pembroke Hill School (MO); Marquis Scott, The Lawrenceville School (NJ); Chris Singler, Friends Select School (PA); Aaron Sundstrom, Ravenscroft School (NC)

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Director of Handbells: Emily Ballentine Erb

Friends School Haverford (PA)
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