

2 *keynotes* 146 *sessions* 1,200+ *attendees*

INSPIRE

NOVEMBER 13 & 14 | INDIANAPOLIS, IN
CROWNE PLAZA & UNION STATION

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ISACS

ANNUAL CONFERENCE

Register now!

INSPIRE

At the heart of every vibrant independent school community lies a commitment to continuous growth, exploration, and inspiration. The Independent Schools Association of the Central States (ISACS) invites all professionals within independent schools to join us at INSPIRE 2025 in Indianapolis, Indiana on November 13–14, 2025, for an experience designed to energize, challenge, and empower.

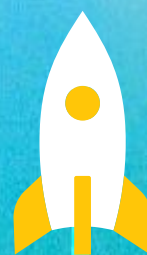
This year's conference is more than just an opportunity to hear from experts; it's a dynamic, interactive environment where the latest strategies and innovative approaches to teaching, leadership, and community-building within independent schools will come to life. With over 145 unique sessions and two keynote speakers, attendees will gain fresh perspectives and actionable insights they can immediately apply within their own independent schools.

INSPIRE 2025 is designed to help you reignite your passion for education while connecting with like-minded professionals from independent schools across the region. Whether you're looking to refine your leadership approach, explore new teaching methodologies, or strengthen your school's culture, this conference offers a wealth of knowledge and resources that will keep you at the forefront of educational excellence within independent schools.

Join us for one or both days of this inspiring event, where you'll leave not just with new ideas but with a renewed sense of purpose to shape the future of education in your independent school community. Let's come together to inspire one another and the generations of students we serve.

Warmly,


Mary Menacho
Executive Director, ISACS



SCHEDULE

Wednesday, November 12

Come a day early & visit Indianapolis area school(s).
Click here to view participating schools.

Thursday, November 13

7:30 A.M. CHECK-IN OPENS
9:00-10:15 SESSIONS
10:30-11:45 SESSIONS
11:45-1:15 P.M. LUNCHEON & KEYNOTE
1:30-2:45 SESSIONS
3:00-4:15 SESSIONS
4:30-5:30 THURSDAY AFTERNOON RECEPTION *invite only*

Friday, November 14

7:30 A.M. CHECK-IN OPENS
9:00-10:15 SESSIONS
10:30-11:45 SESSIONS
11:45-1:15 P.M. LUNCHEON & KEYNOTE
1:30-2:45 SESSIONS
3:00-4:15 SESSIONS

**GRAND HALL,
UNION STATION**



Stop by **Booth 13** for your
**complimentary,
downloadable headshot**
brought to you by
**Norsym
School Photography.**

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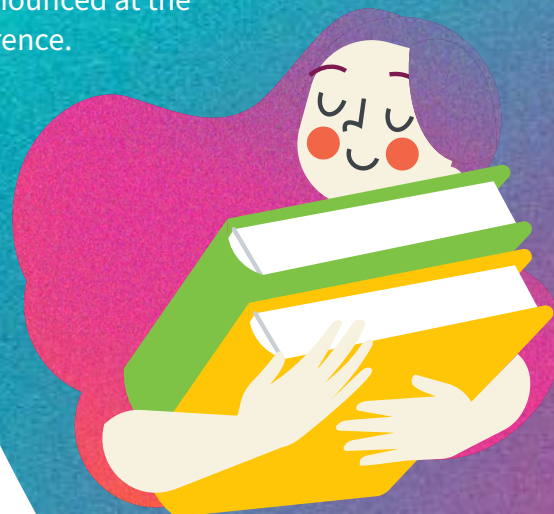
Book Seller

Golden Hour Books will
be on site to sell books
including titles authored by
presenters and other titles
of educational interest.



**GOLDEN HOUR
BOOKS**

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



REGISTRATION DETAILS

REGISTER BY OCTOBER 22, 2025

ISACS Member School Registration:

Two-day: \$340 per person

One-day: \$220 per person

Non-Member School Registration:

Two-day: \$440 per person

One-day: \$275 per person

Registration fee includes a banquet luncheon from 11:45 a.m.–1:15 p.m. each day.

Important: Each attendee must register separately. There is no on-site registration.

Register now!

LOCATION

Crowne Plaza Indianapolis Downtown Union Station

123 W Louisiana St, Indianapolis, IN 46225
(317) 631-2221

DATES & TIMES

Thursday, November 13 & Friday, November 14, 2025

9 a.m.–4:15 p.m.

GENERAL INSTRUCTIONS

Check-in: Union Station Foyer, 7:30 a.m.–4 p.m.

Follow ISACS signage.

- Plan to arrive no later than 8:30 a.m. to receive your name badge prior to the morning sessions.
- You must pre-register for your luncheon attendance (followed by the keynote presentation) with your conference registration.
- Coffee will be available each morning.
- The INSPIRE 2025 webpage has the most up-to-date information including the brochure, sessions at-a-glance, conference planner, etc.
- Approximately one week prior to INSPIRE 2025, meeting room locations, maps, and additional details will be posted on the webpage.
- ISACS will not provide on-site conference packets, or a conference app.

SITE VISITS

Come a day early and visit independent schools in the Indianapolis area on Wednesday, November 12.

View area schools that are available to host site visits here.

Please contact the schools directly to schedule your visit.

HOTELS

Crowne Plaza Indianapolis Downtown Union Station

123 W Louisiana St, Indianapolis, IN

\$203/night plus tax for single or double occupancy.

Includes complimentary guest room Wi-Fi & gym access.

Book Your Room (Conference Rate)

The Crowne Plaza recommends booking online.

The rate is valid until Monday, October 20, 2025

at midnight ET or until the room block reaches capacity.

Reservations must be cancelled 48 hours prior to arrival.

Omni Severin Indianapolis

40 W Jackson Place, Indianapolis, IN

A limited number of rooms are available at the Omni.

\$205/night plus tax for single or double occupancy.

Includes complimentary guest room Wi-Fi & gym access.

Book Your Room (Conference Rate)

To make a reservation via phone, call 1-800-THE-OMNI and use the Group Code “ISACS” to receive the discounted rate.

The rate is valid until Tuesday, October 21, 2025 at 6 p.m. ET or until the room block reaches capacity. Reservations must be cancelled by 6 p.m. ET, 48 hours prior to arrival.

TRANSPORTATION & PARKING

Air travel to Indianapolis: Indianapolis International Airport (IND), is accessible via Southwest Airlines among other airlines from many ISACS cities.

Taxi/RideShare: Approx. 20 min, one way. Costs vary.

Daily Parking

View this map with details on nearby parking lots.

The Crowne Plaza & the Omni do not offer daily parking.

Overnight Guest Parking at the Crowne Plaza

Overnight Valet: \$45/night (ISACS discounted rate; hotel guests only and will be billed to your room.)

Overnight Guest Parking at the Omni

Valet parking at the Omni fluctuates between \$56–\$68/night.

Pricing during the ISACS Conference will be shared as the conference approaches.

Schools Arriving by Bus

If using buses to transport faculty and staff, please notify ISACS at programinfo@isacs.org.

CANCELLATION POLICY

Cancellations must be received at programinfo@isacs.org by October 22, 2025 to be considered for a refund. ISACS will determine the refund amount, if any, at the conclusion of the conference. Cancellations received after October 22 will not receive a refund. Registration may be transferred to another member from the same school.



For the most up-to-date information visit:
isacs.org/annualconference

ISACS INSPIRE 2025

David Yeager



**THURSDAY:
10 TO 25: THE SCIENCE
OF MOTIVATING
YOUNG PEOPLE**

David Yeager, PhD is a professor of psychology at the University of Texas at Austin and the co-founder of the Texas Behavioral Science and Policy Institute. He is best known for his research conducted with Carol Dweck, Angela Duckworth, and Greg Walton on short but powerful interventions that influence adolescent behaviors such as motivation, engagement, healthy eating, bullying, stress, mental health, and more. He is the author of the bestselling book *10 to 25: The Science of Motivating Young People: A Groundbreaking Approach to Leading the Next Generation—And Making Your Own Life Easier* which was published in 2024. He has consulted for Google, Microsoft, Disney, and the World Bank, as well as for the White House and the governments in California, Texas, and Norway. His research has been featured in *The New York Times Magazine*, *The New York Times*, *The Wall Street Journal*, *Scientific American*, *CNN*, *Fox News*, *The Guardian*, *The Atlantic*, and more. Clarivate Web of Science ranks Yeager as one of the top 0.1% most-influential psychologists in the world over the past decade. Prior to his career as a scientist, he was a middle school teacher and a basketball coach. He earned his PhD and MA at Stanford University and his BA and MEd at the University of Notre Dame.

Bertice Berry



**FRIDAY:
CONNECTING THROUGH
THE POWER OF STORY**

Bertice Berry, PhD is a sociologist, author, and lecturer. She has published 11 best-selling books and has won many awards and accolades for both her writing and presentations. Berry had her own nationally syndicated television show and has hosted, interviewed, and made numerous television, documentary, and radio appearances on a variety of diverse media including *The Tonight Show*, *Oprah Winfrey*, *Between the Lions*, *Crossfire*, *20-20*, *NPR*, *PBS*, and *CNN*. Berry has used her unique gifts and talents to write for others on a range of topics including race and gender issues, sociological studies, stratification, humor, spirituality, wellness, relationships, servant leadership, transformational leadership, diversity, and love. Berry has been awarded over 10 honorary doctorates. She earned her doctoral degree at the age of 26 and still sees her most fulfilling achievement as that of mother to her five adopted children. As a character in one of her novels states, “if you ain’t dead, you ain’t done.” Berry believes that every one of us has been given a unique purpose and it is our obligation to find it and use it to improve our own self first and then with whom we live and work.

FEATURED



Sheila Abron

Sheila Abron is a partner at Fisher Phillips, LLP. Certified as a specialist in employment and labor law by the South Carolina Supreme Court, Abron represents companies and educational institutions—large and small—as they navigate employment issues related to hiring, discipline, investigations, employment discrimination, unemployment, and other related issues.



Peter Adams

Peter Adams is the News Literacy Project's senior vice president of research and design and has been with the organization since 2009. He began his career in education as a classroom teacher in the New York City schools. He also has worked with the New York City Teaching Fellows Program, as a youth media after-school instructor in the Chicago Public Schools, and as an adjunct instructor at Roosevelt University and Chicago City Colleges.



Edward R. Amend

Edward R. Amend, PsyD is a clinical psychologist at The Amend Group in Lexington, KY, focuses on the social, emotional, and educational needs of gifted, twice-exceptional, and neurodivergent youth, adults, and their families. He is co-author of the revised edition of *A Parent's Guide to Gifted Children: A Resource for Caregivers and Advocates*, as well as other award-winning books, chapters, and articles about gifted children. He presents internationally, and his service includes leadership roles with the National Association for Gifted Children, Supporting Emotional Needs of the Gifted, and *The G WORD* film's Advisory Board.



Tim Bono

Tim Bono, PhD is a faculty member in the department of psychological and brain sciences at Washington University in St. Louis where his teaching and research focuses on positive psychology and college student development. His work has been featured in media outlets including *NBC News*, *CNN*, *Fast Company*, and the *Associated Press*. Thousands of students have taken his popular courses on the Psychology of Young Adulthood and the Science of Happiness. He summarizes the research along with how his students have put that information into practice in their own lives, in his book, *Happiness 101: Simple Secrets to Smart Living & Well-Being*.



Leila Brammer

Leila Brammer is the director of curriculum for the Forum for Free Inquiry and Expression at the University of Chicago. She established a nationally recognized civic learning curriculum and a community-based public deliberation and dialogue program, and works with high schools, colleges, and civic leaders to build capacities for productively engaging about, with, and across differences and disagreements. At the University, she develops curricula, programming, and outreach to advance the Chicago Principles of Freedom of Expression and foster the capacity for vigorous, inclusive, and productive discourse in the classroom, campus, and civic life.



Peggy Campbell-Rush

Peggy Campbell-Rush is an internationally recognized education expert who provides coaching, mentoring, and instructional support to teachers and students. She has been honored as a Fulbright Specialist and Fulbright Fellow, inducted twice into the National Teachers Hall of Fame, and named to the *USA Today* All-American Teacher Team. A two-time New Jersey Teacher of the Year, she was appointed by the U.S. government as a Fulbright Education Specialist, supporting educational efforts in more than 150 countries.



Tim Fish

Tim Fish is founder and partner at Two Chairs Studio, a strategy and design firm focused on doing deep work with purpose-driven organizations. Before forming Two Chairs, Fish was the chief innovation officer at the National Association of Independent Schools (NAIS). He has worked with over 500 independent schools, conducted 200 board retreats, and talked with thousands of school leaders. While at NAIS, he led internal innovation efforts, was a member of the Strategy Lab team, and served as the host of the *New View EDU* podcast. In addition, Fish was the founding president and CEO of the FolioCollaborative and is the co-author of the book *Leadership and Technology at Independent Schools*.



Berit Gordon

Berit Gordon believes every student deserves an exceptional teacher, and she's dedicated her work to making that possible. She shares practical strategies that transform overwhelmed educators into confident classroom leaders. Having taught at all levels from elementary through college, including working with new teachers at Columbia University Teachers College, she brings deep classroom experience to supporting educators through the daily challenges and rewards of this demanding profession. Her workshops, presentations, and books (including *The Joyful Teacher*, *No More Fake Reading*, and *The New Teacher Handbook*) help educators thrive rather than survive.



Emily Kircher-Morris

Emily Kircher-Morris, LPC is the host of *The Neurodiversity Podcast*, which explores the psychological, educational, and social needs of neurodivergent people throughout their lifespan. She also is the author of several books for educators and parents related to supporting neurodivergent young people; her most recent book, *Neurodiversity-Affirming Schools: Transforming Practices So All Students Feel Accepted and Supported*, was published in January 2025. She started her career in education and now works as a mental health counselor in private practice outside of St. Louis, MO.



Rosetta Lee

Rosetta Lee is an outreach specialist at Seattle Girls' School, where she designs and delivers trainings for all constituencies of the school community, as well as schools, nonprofits, and businesses throughout world. She has been a speaker and trainer on topics, including cross-cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills, and bullying in schools. Lee has presented at conferences and has worked with over 450 organizations throughout the country. She has a BA from Harvard University.



Jessica Minahan

Jessica Minahan, PhD, BCBA is a licensed and board-certified behavior analyst, special educator, as well as a consultant to schools internationally. Minahan has over 17 years of experience supporting students who exhibit challenging behavior in urban public school systems. She is the co-author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, and author of *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors*. For more information, visit www.jessicaminahan.com.



Kristin Smith

Kristin Smith is a partner in the Houston and Minneapolis offices and a co-chair of the education industry group at Fisher & Phillips LLP. Her practice focuses exclusively on independent and private schools. Smith assists schools in a variety of areas, including student and employee discipline; faculty, staff, and student contract drafting; handbook and policy drafting, implementation, and enforcement; LGBTQ issues, including transgender students and employees; board governance and training; discrimination claims and EEOC charges; administration and faculty training and development; school entanglement in family court proceedings; and, investigations, litigation, arbitration and mediation.



Tracey Tokuhamas-Espinosa

Tracey Tokuhamas-Espinosa is co-founder of Conexiones: The Learning Sciences Platform, an instructor at the Harvard University Extension School where she teaches *The Neuroscience of Learning: An Introduction to Mind, Brain, Health and Education*, and an associate editor of *Nature Partner Journal Science of Learning*. As a researcher in neuroscience, cognitive psychology, and education, she is the author of 12 books and dozens of peer-reviewed articles on themes ranging from improved indicators to measure educational quality and the expansion of the Mind, Brain, and Education field.



Heidi Tringali

Heidi Tringali is a pediatric occupational therapist, speaker, and writer. She founded Tringali Occupational Therapy Services (T.O.T.S) in response to a need for occupational therapy services in independent schools. T.O.T.S. now provides support and consultative services to independent schools and pre-schools throughout the country. She is a member of the American Occupational Therapy Association, where she serves as a media expert. Tringali holds a certification with the National Board for Certification in Occupational Therapy, BA degrees in special education and psychology from Hastings College, and an MS degree in occupational therapy from Tufts University.



Lisa Van Gemert

Lisa Van Gemert shares best practices in education with audiences around the world. She is a consultant and advisor to television shows including Lifetime's *Child Genius*, a writer of award-winning lesson plans, numerous articles on social psychology and pedagogy, and four books, including the award-winning *Perfectionism: A Practical Guide to Managing Never Good Enough*. Van Gemert is a former teacher, school administrator, and Youth & Education Ambassador for Mensa. For resources for educators and parents visit her websites: giftedguru.com and vocabularyluau.com.



Emma Cradock

Emma Cradock, PhD is a researcher and consultant at 9ine, specializing in artificial intelligence, data protection, and privacy law and regulation. She holds a PhD from the University of Southampton, where her research bridged the fields of computer science and law. Before transitioning to the education sector, Cradock advised large corporations on navigating complex legal and ethical issues in emerging technologies.



Nicole Hager

Nicole Hager is director of school partnerships at Authentic Connections. Prior to Authentic Connections, Hager was an administrator in independent schools for nearly 30 years, and her work focused primarily on student well-being, with a particular focus on supporting students of color and LGBTQ+ students. She graduated from Dartmouth College with a degree in English, psychology, and education.



Evan Harris

Evan Harris is a national expert on emerging AI risks in schools, with a focus on deepfake abuse and digital safety. He has advised the Office of the First Lady, the Texas State Senate, and the general counsel of NAIS, where he co-authored the legal guide on deepfake sexual abuse. A former teacher and administrator with a decade of experience in independent schools, Harris holds a masters from Teachers College and was a technology ethics fellow at Stanford's Human-Centered AI Institute.



John Krownapple

John Krownapple began his career as an elementary school teacher and, over the years, has served as a district-level curriculum specialist, professional development facilitator, and organizational development administrator. Additionally, he was an adjunct professor at The Johns Hopkins University for 17 years. Krownapple has partnered with schools and districts as an educational consultant, cofounded Dignity Consulting LLC, and written articles and books, including coauthoring *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation* and *Teaching with Dignity: How to Cultivate Classroom Ecosystems Where People Thrive*.



Nina L. Kumar

Nina L. Kumar is co-founder and chief executive officer of Authentic Connections, an organization aimed at maximizing well-being in school communities using a holistic approach and cutting-edge surveys. Prior to Authentic Connections, Kumar was a product manager at IBM Watson Health. She graduated from Williams College with a BA in computer science and psychology and a concentration with honors in cognitive science.



Shelly W. Peters

Shelly W. Peters is the principal of Crane + Peters, a strategic communications firm specializing in branding, marketing, planning, and internal alignment exclusively for schools, universities, and nonprofits. She fosters empowering conversations and connections across many levels of an organization, with external audiences and prospects, across internal constituencies, and among members of teams, departments, and divisions. She holds a dual BA from Emory University and studied learning and organizational change at Northwestern University.



Brad Rathgeber

Brad Rathgeber is the president & CEO of One Schoolhouse, a nonprofit that supports academic leaders in more than 300 independent schools via a program that helps expand their schools' course offering, and as an association for academic leaders to provide the community, learning, and resources for academic leaders to be successful in their current and future roles. Prior to One Schoolhouse, Rathgeber worked as a teacher and administrator at Holton-Arms School and in higher education. He earned a bachelors from the University of North Carolina at Chapel Hill, where he was a Morehead-Cain Scholar, and has a masters from Dartmouth.



Laura Tierney

Laura Tierney is the founder and CEO of The Social Institute, a leader in equipping students, families, and educators with modern life skills to impact learning, well-being, and students' futures through #WinAtSocial, their unique, peer-to-peer learning approach that integrates teacher professional development, family resources, student voice insights, and more. The Social Institute's positive, student-led approach has been featured by *The New York Times*, *The Washington Post*, *NPR*, and *USA Today*.

T-01

Using the Metacognitive Cycle to Improve Executive Functioning*Emily Kircher-Morris, Counselor, Podcaster, Author*

Do you know any neurodivergent students who: Struggle with time management? Have trouble initiating tasks? Are unable to self-regulate emotions? Can't manage transitions? Executive functioning deficits hinder a student's success, academically and socially. Understand how these lagging skills impact your students and offers tools to help students build their Executive Function skills and confidence.

Audience: Faculty & Counselors, Grades 2-12

T-02

Twice-exceptional Students: Issues & Interventions*Edward R. Amend, Psychologist, The Amend Group*

Twice exceptional (2e) students show exceptional ability and disability, which results in asynchronous development to a greater degree than seen in the typical gifted person. Students with ADHD, learning disabilities, or autism spectrum disorder, for example, present challenges for their parents and teachers because they require services to both foster strengths and support weaknesses. Case studies will highlight the characteristics and special needs of these 2e youth, and intervention strategies will be reviewed.

Audience: All, with a focus on Middle & Upper

T-03

Play. Learn. Understand AI: Turing Trials for Staff & Students**Emma Cradock, 9ine****Also offered Thursday at 10:30 a.m. (T-23)**

Want to increase AI Literacy at your school? Want to find a fun and interactive way to have discussions about the benefits, risks, and issues associated with using AI in education? Join this session where we play Turing Trials—an engaging workshop-style card game that can be played with staff and students—for fun. Learn how to access free resources and take this information back to your school to play.

Audience: All

T-04

Community Polarization*Brad Rathgeber, OneSchoolhouse*

Algorithms surround people with echo chambers, limiting exposure to diverse viewpoints and diminishing our capacity to manage disagreement and discomfort. This makes it so that, both in and out of schools, tough conversations are avoided or quickly turn heated. Explore how school leaders can commit to and become comfortable with creating places of dialogue and disagreement.

Audience: All

T-05

Inclusive Conversations: A Jesuit School's Method for Radical Listening*Beth Franzosa & Adam DeLeon, Brebeuf Jesuit Preparatory School*

Learn about and practice a method of conversation with a focus on listening and deliberate space for individual reflection and group sharing. Hear how one school has used this method in the classroom, with faculty and staff, and have found it especially helpful for engaging difficult topics and for community decision-making. Join us to imagine how this could be used in your context.

Audience: All

T-06

Conducting Research in Kindergarten?*Elizabeth Barber, The Stanley Clark School*

Have you ever thought about your youngest learners as researchers? Does the idea excite you, but you have no idea how to start? Learn how kindergarten classes transformed student learning by creating a 12-week research project. Gather tips on how to get started, how to sustain a semester long project, how to showcase your classes work, and celebrate their research.

Audience: Early Childhood & Lower

T-07

Building a Joyful Inquiry Early Childhood Program*Janine Gorrell & Jenny Enger, New City School*

Have you ever jumped into something head first, not knowing where it was headed, bumping up against every roadblock, but continuing to follow what you know is best: the child and their ideas? Hear how we created a thriving inquiry program with our 3-5 year olds that fuels the children, families, and educators. Examples of plans, assessment resources, and stories that inspire our journey will be shared.

Audience: Early Childhood & Lower

T-08

Strengthening School Community Through Storytelling*Shawn Reid, Shattuck-St. Mary's School*

Our school conducted a review of our mission, vision, and values culminating in our Portrait of a Graduate (PoG). Through PoG, we have created four pillars: Integrity, Perseverance, Openness, and Engagement. Storytelling helped connect and strengthen our community utilizing the PoG values. Learn about the process of creating the PoG and how we utilized storytelling during a professional development day and then during an all-school, day-long experience.

Audience: Upper

T-09

From Makerspace to Marketplace: Empowering Students Through Social Entrepreneurship*Seth Guren, Joseph and Florence Mandel Jewish Day School*

In an era where innovation and social responsibility are paramount, integrating entrepreneurship within makerspaces presents a transformative opportunity. Explore how to bridge the gap between hands-on creation and real-world problem-solving by fostering social entrepreneurship in makerspaces. Learn how to guide students in designing, prototyping, and launching ventures that address pressing community challenges, equipping them with essential skills in design thinking, business strategy, and ethical leadership.

Audience: Middle & Upper

T-10

Navigating the Leap from Teacher to Division Head*Kim Perlman, The Summit Country Day School & Pamela Hartshorne, Columbus School for Girls*

Wondering if you're ready for a division head role? This session will demystify the transition from teacher to leader, breaking down key skills, ways to gain leadership experience, and what to expect in the hiring process. Explore realities of the job—rewards and challenges—so you can decide if this path is right for you. Whether you're considering leadership or just curious, this session will provide clarity, confidence, and next steps.

Audience: All

9:00-10:15 A.M.

T-11

Connection: The Secret Sauce to a Positive School Culture

Meghan Bamford, Miriam School and Learning Center

More than ever, our school communities need to be places of belonging, not only for our students, but for the adults as well. With so much uncertainty in the world, it is even more critical that schools foster a deep sense of connection for one another. This session will offer strategies and activities for creating positive connections between community members from the classroom to the business office. Anticipate humor, chocolate, and idea sharing.

Audience: All

T-12

Reimagining School: Case Studies in Experiential Education Initiatives

Sally Maxwell, Mary Institute and St. Louis Country Day School

Is your school starting or solidifying a new program and running into resistance or inertia? When schools launch experiential education initiatives to evolve their programs, they sometimes flounder due to a lack of clarity, cohesion, buy-in, or measurable efficacy. Engage in a case study that surfaces common “wicked problems” and engage in shared problem-solving. Leave with new insights and strategies.

Audience: All

T-13

The Power of Our Words: Empowering Students Through Our Language

Sara Derus, The Blake School

Language shapes our thoughts, feelings, and experiences, and produces new forms of behavior. What we say to our students affects their sense of who they are and who they might become. The words we use to praise and respond to children’s work and behavior help them learn about themselves. Educators who work directly with students will benefit from learning about how our words impact student learning, social emotional growth, and sense of self.

Audience: Early Childhood, Lower & Middle

T-14

Understanding Socio-Economic Differences in Children: From Misconception to Understanding

Pascal Losambe & Nyima Porter, Columbus Academy

As more families, particularly those from economically disadvantaged backgrounds or those facing financial pressures, look to independent schools for enriched academic and co-curricular experiences, the need to create a sense of belonging for all students has never been more urgent. This session is designed to equip administrators, faculty, and staff with the knowledge, skills, and dispositions necessary to effectively serve socioeconomically diverse students.

Audience: All

T-15

The Benefits of Looping in the Classroom

Andrea Shaffer & Carol Triggiano, Chicago Waldorf School

Explore the lasting impact of classroom looping—the method of keeping the same teacher and group of students together for multiple years. This approach deepens connections, allowing teachers to understand each student’s learning style and create a stable, supportive environment. Learn how looping also strengthens and enhances relationships among teachers, students, and parents. Leave with strategies and examples that highlight the power of this model.

Audience: Lower & Middle

T-16

The Power of Pause

Ryan Brunkhurst & Alyssa Stewart, St. Richard’s Episcopal School

Learn how one school hit pause in response to a national increase in divisive and unkind language. This session will benefit those who have experienced internet trends and unkind language that have seeped into school. Learn about our planning process and leave with a framework to educate and restore your community.

Audience: Lower & Middle

T-17

The Power of Public Speaking Instruction

Ben Bellamy, Greenhills School

A teacher and forensics coach shares how to successfully integrate public speaking instruction into multiple curricula across middle and upper school grades. Learn how to teach public speaking skills in the classroom to improve student presentations and performances (and build students’ confidence), and how to create opportunities for students to use and develop their public speaking skills beyond the classroom.

Audience: Middle & Upper

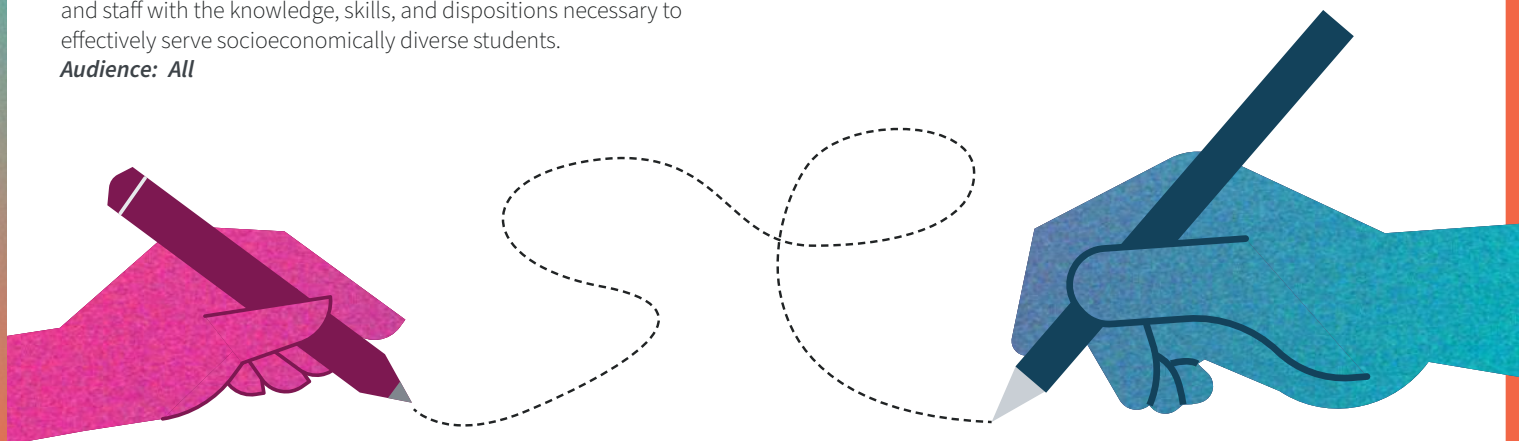
T-18

Setting the Accreditation Table: Curricular Review & Analysis for Accreditation Success

Deb Spiegel & Michele Gaudet, The Miami Valley School

As part of Year One accreditation preparation, schools conduct internal curricular reviews, offering a chance to reflect on each academic area’s role in fulfilling the school’s mission and shaping the academic framework. We will share The Miami Valley School’s self-study process, designed for continuous reflection, goal-setting, and improvement, which aligns well with ISACS updated Year 1 Curricular Review and Documentation expectations.

Audience: Those engaged in the self-study process



T-19

Unleashed: Releasing the Power of Depth & Complexity in the English Language Arts (ELA) Classroom*Lisa Van Gemert, giftedguru.com*

Would you like to differentiate for high-ability students with ease and in no time at all? Hear what Depth and Complexity can do for your ELA classroom at any grade level. Learn key ideas and strategies that work with actual students (not just the perfect ones!), and the pitfalls to avoid. Join a teacher who has taught 3rd grade through AP and hear everything you need to know to begin your Depth and Complexity journey. Leave with your mind spinning with all you'll be able to do in class the very next day, as well as resources and tips to take with you.

Audience: Lower, Middle & Upper

T-20

Creating a Neurodiversity-affirming School*Emily Kircher-Morris, Counselor, Podcaster, Author*

The neurodiversity movement is empowering people who learn and think differently to change the world. Cognitive giftedness, ADHD, autism, and dyslexia are a few of the types of brains that fall under the umbrella of neurodiversity. This session will synthesize what we know about neurodivergent learners and how to best help them find success academically, socially, and emotionally by creating a neurodiversity-affirming world.

Audience: Faculty & Administrators, K-12

T-21

Helping Gifted Students Make Connections & Build Relationships*Edward R. Amend, Psychologist, The Amend Group*

The asynchronous development of gifted children and adolescents can make it difficult to build relationships outside the family unit. How can we support the relationships our gifted children want and need? It is essential that gifted youth understand their giftedness as we nurture their whole selves. Explore the barriers that might influence the development of peer relationships, such as social misunderstandings, emotional sensitivities, and personality differences. Hear ways to foster self-regulation, develop reciprocal communication skills, foster social success, and empower children to build bridges that encourage personal growth, interpersonal understanding, and stronger connections.

Audience: Lower & Middle

T-22

Coaching & Evaluation*Brad Rathgeber, OneSchoolhouse*

There is strong evidence that separating instructional coaching from administrative evaluations increases teacher effectiveness and job happiness, yet few independent schools follow this model. In this session, we'll break down the differences between coaching and evaluation, share relevant research, and show models for what this can look like in independent schools.

Audience: All

T-23

Play. Learn. Understand AI: Turing Trials for Staff & Students**Emma Cradock, 9ine****Also offered Thursday at 9 a.m. (T-03)**

See T-03 page 9 for description.

Audience: All

T-24

From Isolation to Collaboration: Building a Diversity Consortium*Lade Akande, University High School of Indiana & John Brady, St. Richard's Episcopal School*

In the independent school world, we often view each other as competitors, but true progress lies in embracing collaboration and interdependence. For over 20 years, the Indianapolis Area Private School Diversity Consortium has built partnerships to support underrepresented students and educators. Diversity, equity, and inclusion professionals often work in isolation, but, in Indiana, a group of representatives meets regularly to share best practices and create joint opportunities for students. Learn how to start a Diversity Consortium in your region and strengthen collaboration among schools.

Audience: All

T-25

"In Times Like These...": The Urgency in Teaching Holocaust & Genocide Literature & History*Sandra Burgess, Morgan Park Academy*

This session seeks to highlight not only the importance of teaching the subjects of the Holocaust and historical genocides but also the do's and don'ts of approaching this subject with middle and high students. Following the guidelines set forth by the United States Holocaust Museum and Memorial, leave with tools to incorporate these topics into your curricula.

Audience: Middle & Upper

T-26

I Know You're Wrong & I'm Not Listening*John Rogers & Jennifer Cerny, Culver Academies*

America's politics and media systems are broken, but we are educating citizens and political leaders of tomorrow. How do we approach—and honor—profound differences in opinions, especially since it's so easy to hold contempt for "the other side"? How do we maintain a strong community along the way? Hear how we have led and cultivated a commitment to pluralism, curiosity, and humility as both a cultural and curricular project.

Audience: Upper

T-27

Navigating Challenging & Sensitive Conversations in Early Childhood & Lower School*Jeewon Wright-Kim, Greenhills School*

Join a discussion of strategies to create and maintain a safe environment for young learners when hot button issues dominate the culture. We will harness the experience of colleagues in the room to troubleshoot real-life scenarios pulled from our classrooms. Reflect upon the hurtful power that silence can wield in the classroom, and leave with courage and a commitment to address challenging social topics with students.

Audience: Early Childhood & Lower

T-28

Connected Leadership*Jenny Pitcher, Detroit Country Day School &**Meghan Stott, University Liggett School*

Learn how four Michigan division heads have formed an outstanding support team to enhance their practice, manage stress and work-life balance, and even make new friendships. This session is geared to any solitary school professionals, such as heads, division heads, counselors, nurses, specialists, and more.

Audience: All

10:30-11:45 A.M.

T-29

Transforming a Pre-Break “Dead” Week: An Interdisciplinary Immersive Learning Experience

Shannon Koropchak & Sara Jay, John Burroughs School

Two 7-12 grade teachers built interdisciplinary programs, centered on interactive simulations to help students make connections between their classes by exploring real-world issues. This session will showcase how to build learning simulations with guidelines, insights into challenges, and strategies for avoiding common pitfalls. Participate in mini simulations and engage in brainstorming exercises to help create interdisciplinary collaborations and vibrant programming that examines topics important to schools.

Audience: *Middle & Upper*

T-30

Fostering Engagement Through Multiage Classrooms

Dan Bobeczko & Melissa Smith, Hawken School

Hear about the six-year evolution of multiage classrooms while learning the benefits of blending foundational skills with engaging project experiences. Explore individualized student learning rather than traditional grade levels and hear the benefits of engagement through relationship building, leadership development, and collaboration. Benefit from insights on reflections, logistics, and best practices through various implementation cycles.

Audience: *Early Childhood & Lower*

T-31

Unifying Campuses, Cultures & Communities

Matt Bolton, The Seven Hills School

Hear about a multi-year process of unifying two campuses into one. The discussion will center less on construction projects and focus on the human side of the equation: what we learned about communication, community engagement, change management, merging cultures, design processes, and more. Participants will reflect on how they might approach major projects at their schools.

Audience: *All*

T-32

Not Another Exit Interview: Retaining Teachers Through Purposeful Leadership

*Natalie Simms, Brownell Talbot College Preparatory School
& Rishi Raghunathan, The Wellington School*

Teachers are leaving the profession in record numbers. What can school leaders do to keep great educators in the classroom? Hear the results of a research study that identifies specific, actionable leadership behaviors that increase teacher retention. A dean of lower school and a head of upper school will reflect on how these findings have transformed their daily practice and helped them build a school culture where educators choose to stay.

Audience: *Administrators & School Leaders*

T-33

“What’s That Word Again?” Signs of Dyslexia in Early Learners

Rachel Smith & Heidi Blackburn, The de Paul School

Join us as we support educators in distinguishing between typical developmental variations in early literacy and indicators of language-based learning differences, such as dyslexia. Explore key developmental benchmarks in phonological awareness, letter recognition, and language processing. Practice identifying and responding to red flags that exceed common early struggles. Increase your confidence in knowing when, and how, to advocate for additional intervention for young learners.

Audience: *Early Childhood & Lower*

T-34

Insta-activism: How Your School Can & Should Use Black@ Data to Shape Inclusive Policies & Practices

Chaka Cummings, Francis Parker School of Louisville

In the summer of 2020, America faced a racial reckoning after the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd. Black@ social media pages emerged as platforms for students of color to share firsthand experiences of racism in independent schools. Hear about a three-dimensional critical discourse analysis of these pages and the resulting findings, and how to provide recommendations for administrators, faculty, and diversity leaders on using this data to shape inclusive policies and practices.

Audience: *All*

T-35

E-Portfolios in the World Language Classroom

Cynthia Marker, Francis W. Parker School

Technology’s true value in education lies in its potential to personalize learning in ways that are deeply meaningful and rewarding for students. This session showcases creative world language e-portfolios that extend student learning across a variety of disciplines—including sports, literature, history, science, and the visual and performing arts. Explore inspiring examples and discover new themes to use in future portfolio projects in your own classroom.

Audience: *All*

T-36

Writing the Accreditation Self-Study Report

Elizabeth Edmondson, Beaumont School

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

Audience: *Those engaged in the self-study process*

THURSDAY
NOV
13



Luncheon & Keynote Presentation

11:45 A.M. – 1:15 P.M.



TL-01

10 to 25: The Science of Motivating Young People

David Yeager, University of Texas at Austin, Psychologist, Author

Young people have an innate need to be respected and admired. But few leaders today—whether parents, educators, or managers—understand how to harness it. Yeager can help. An expert in the psychology of grit and persistence, he has spent years researching how to motivate and equip young people for success. He can show us why our conventional methods of communicating with young people aged 10 to 25 tend to leave everyone frustrated, and he can teach us a better way of ensuring the younger generation feels inspired, enthusiastic, and empowered to do their best work. David explains how to adopt what he calls the “mentor mindset,” a leadership style that taps into young people’s desire for respect. He offers highly effective and surprisingly easy-to-learn practices like being transparent about your goals rather than expecting your mentees to read your mind, or holding your students to high standards rather than coddling them. This practical and engaging approach is crucial for anyone who wants to be a more effective manager, parent, or educator.

Audience: All

1:30–2:45 P.M.

T-37

A Deeper Dive: 10 to 25: The Science of Motivating Young People

David Yeager, University of Texas at Austin, Psychologist, Author

Explore how the simple but powerful “mentor mindset”—a way of leading that taps into young people’s deep need for respect and agency—can transform daily interactions in schools, workplaces, and beyond. Hear techniques for shifting from control-based communication to a more collaborative, purpose-driven approach. It helps us work through real-world scenarios that highlight the difference a mentor mindset can make, like asking questions instead of giving orders, being transparent about goals, and setting high expectations without micromanaging. Grounded in the latest research on growth mindset, grit, and psychological development, learn strategies to build trust, inspire motivation, and to support the kind of autonomy that helps young people thrive. Walk away with tools to use immediately and a fresh perspective on what it means to lead with purpose and impact.

Audience: All

T-38

The Little Engine That Wouldn’t: Underachievement & the Gifted

Lisa Van Gemert, giftedguru.com

They have got smarts, and sometimes even the desire and drive, yet somehow, they never get the train up the mountain. They have the ability, yet if they cannot do it right the very first time, they do not even want to try. What is going on? Explore exactly why our gifted youth struggle with risk avoidance and underachievement and leave with practical ideas and maybe even a little paradigm shift.

Audience: Faculty & Administrators, K–12

T-39

The Science of Happiness, Willpower & Productivity*

Tim Bono, Washington University in St. Louis

**Also offered Friday at 9 a.m. (F-02)*

Bono will review studies from his course on the Science of Happiness at WashU and outline simple research-based strategies for becoming just a little happier every day. Participants will also delve into research on the nature of willpower and how it can be used both to strengthen mental health and to help keep us on track toward our professional goals.

Audience: All

T-40

Beyond Behavior Charts: Reframing & Rethinking Behavior Through a Neurodiversity-affirming Lens

Emily Kircher-Morris, Counselor, Podcaster, Author

How can we challenge traditional behavior management practices and introduce a paradigm shift towards understanding behavior as a communication form, particularly for neurodivergent students? Consider the unwanted effects of conventional systems like behavior charts, which often perpetuate shame, bias, and inequity, and explore alternative strategies that emphasize compassion, curiosity, and proactive support. Learn about the critical role of co-regulation in recognizing and valuing each student’s emotional experiences and gain skills to engage students in managing their emotions and navigating social interactions. Explore the mindset shift and tools needed to transform approaches to behavior, ensuring a respectful, supportive, and neurodiversity-affirming educational environment.

Audience: Faculty & Administrators, K–12

1:30-2:45 P.M.

T-41

Social, Emotional & Educational Needs of Gifted Students: Myths & Realities

Edward R. Amend, Psychologist, The Amend Group

Asynchronous development, sensitivity, and intensity in gifted youth can affect their social, emotional, and educational growth. Uncertainty fuels frustration, perfectionism, and anxiety for some as they struggle to adjust to the world around them. Loss, trauma, and existential concerns complicate their situation. Explore the myths and realities of gifted students' social, emotional, and educational needs. Ideas for self-care to recharge in the wake of the challenges that come with teaching these amazing kids also will be reviewed.

Audience: All, especially those new to gifted students

T-42

Mission Possible Project: Intensive, Culminating & Inspiring

Joy Jackson, Oakhill Day School

The Mission Possible Project is an intensive, year-long 8th grade project that involves research, several writing genres, reflection, community service, technology, the arts, and oral presentation skills. Students are exposed to ideas and people who make the world a better place. An overview of the project and a framework for middle-grade teachers who want to create a similarly intensive culminating project will be included.

Audience: Middle

T-43

Building Connections: Engaging Activities for Students & Staff

Shelley Brown & Justine Smith, The Wellington School

Strong communities don't happen by accident. They are intentionally built through meaningful moments of connection. Experience hands-on activities designed to strengthen relationships among students, teachers, and school leaders. From engaging morning meetings and closing circles to creative teacher appreciation and fun days, leave energized and equipped with activities you can implement starting Monday.

Audience: Early Childhood & Lower

T-44

The "HOME" Experience: Changing the Trajectory for Diverse Students

Greg Ross & Laura McCullough-Ross, West End School

Our school is in a community with a 12-18% graduation rate, and an average of 16% proficiency. Yet, our scholars have a 60-80% proficiency rate (grade dependent) and a 100% graduation rate. Learn about the core to our success with the overall hope of changing and transforming the trajectory of minority and economically disadvantaged students across the state, and across the country.

Audience: All

T-45

Mentor Text Magic: Teaching Writing in EVERY Content Area

Beth Stranko, Cincinnati Hills Christian Academy

Writing is important in every content area, but how do you teach a student to write a lab report, historical analysis, project proposal, or reflection essay well? Hear how we use mentor texts to teach students to write more effectively and professionally in a few simple steps, on any writing assignment, in any content area. Leave with practical ideas for your classroom.

Audience: Middle & Upper

T-46

Differentiation Through Building Thinking Classrooms

Erica Munson, EAGLE School of Madison

Learn about and explore the first three teaching practices in Peter Liljedahl's *Building Thinking Classrooms in Mathematics*. Using his framework for thinking tasks, randomized seating, and vertical nonporous surfaces find new ways to change expectations and engagement. Learn through hands-on practice and take home new ideas and a new enthusiasm for your classroom or school.

Audience: Lower, Middle & Upper

T-47

Rethinking Faculty Growth: A Trust-based/ Self-reflective Approach to Evaluation & Development

Darcy Aksamitowski & Chris English, Roycemore School

Traditional twice-a-year evaluations often fall short in supporting faculty growth. This session shares Roycemore School's transformation of its evaluation process, emphasizing meaningful development. Drawing on *Trust-Based Observations* by Craig Randall and a Values-Based Self-Evaluation model, the approach fosters trust and reflection. Explore how these tools drive school-wide growth and leave with strategies for implementing a sustainable, growth-centered evaluation system tailored for PS-12.

Audience: All

T-48

Rigor Anyone? Defining Academic Rigor & Aligning It with Pedagogy

David Long & Deb Spiegel, The Miami Valley School

Explore how our school defined academic rigor in alignment with the Immersion Method, building shared understanding among caregivers, students, and faculty. Grounded in real-world relevance and the science of learning, the approach cultivates curiosity, creativity, and analytical thinking. By integrating Mind-Brain Education principles across classrooms, a school can create purposeful, engaging experiences that help students not just acquire knowledge but connect ideas and deepen understanding for long-term learning and academic growth.

Audience: All

T-49

Virtual Reality: Developing an Online Course Model for On-campus Students

Rudy Lurz & Stephanie Ihler, St. John's Northwestern Academies

In a previous accreditation cycle, our school made the aspirational goal of developing online education. In the 2024-25 school year, we finally achieved this goal. Explore the planning and implementation of a Global Academy. Instead of serving students across the globe, hear how online courses were a needed and appreciated service for students living right here.

Audience: Middle & Upper

T-50

Sustainability: Awareness & Action, An All School Affair

Taye Brown & Christopher Weber, The Ancona School

Benefit from lessons learned from our multi-cultural elementary school's annual Sustainability Fair. Hear about developing a sense of community, shared responsibility, and agency while still having fun. The arch of the event as it exists, from theme selection and planning to execution and evaluation will be shared. Important considerations like connecting to existing programs and roles for teachers, parents, and students will be highlighted.

Audience: All

1:30-2:45 P.M.

T-51

Promoting Social Change Through Experiential Education*Brandon Murray & Tim Ranek, The College School*

Experiential education can unlock students' curiosities about the world around them, equipping them with the skills to actively contribute to a better present and future. Learn how middle school students in Urban Themes and Social Justice, use scholarship and citizen engagement to explore the history and current condition of various neighborhoods in St. Louis, MO to understand how communities function, how they thrive (or decline), and who benefits (or suffers) in the process.

Audience: *Middle*

T-52

Teacher Retention: Research-based Strategies Designed for Independent Schools*Lauren Fitchett, The Frances Xavier Warde School*

Teacher turnover in private schools is estimated to be up to twice as high as public schools. Teachers who commit to independent schools often have unique motivations for doing so. Key takeaways from quantitative and qualitative research regarding the most powerful levers related to teacher retention at independent schools will be provided. Learn several low and no-cost strategies that make excellent teachers want to stay at their current school.

Audience: *All*

T-53

Using Brain Science to Inspire Education Innovation*Erika Rackers & Kaysi Rinks, KVC Academy*

Discover how a trauma-informed approach grounded in neuroscience can revolutionize the way children learn. Explore strategies and interventions designed to empower educators working with neurodivergent students. Insights on implementing effective change for school personnel while addressing and overcoming barriers to transformation will be shared. Leave with tools to foster inclusive, supportive learning environments that help all students thrive.

Audience: *All*

T-54

Building the Classroom Community*Bria Hays & Lindsey Hartlage, Friends School, Inc.*

Wondering how to build a strong classroom community? Join us in exploring and practicing ways you can engage your students throughout their entire day.

Audience: *Lower, Middle & Upper*

T-55

Self-Study: Where "Why" Meets "How"*Jordan Andes & Rachel Fowle, Rossman School*

A journey raises the questions: Where are you going; with whom? What are you bringing? When will you get there? Why take the journey? Explore ways your "why" can build your "how." Designed for steering committee members, learn the nuts and bolts of completing the Self-Study while maximizing the opportunity to build collegiality and deep understanding of school mission. Find joy in the process through effective scaffolding, organization, and mission-driven reflection.

Audience: *Steering Committee Chairs, Members & those involved in the Self-Study process*

3:00-4:15 P.M.

T-56

Curiouser & Curiouser*Lisa Van Gemert, giftedguru.com*

If you want students to deepen their thinking, become more creative, and engage more fully in their learning, they've got to get more curious. This session shares how to do just that with strategies any teacher can use right away to excite curiosity in their students (and maybe even themselves!). Taking a page from *Alice in Wonderland*, we'll get curious—no rabbit hole required.

Audience: *Lower, Middle & Upper*

T-57

Emotional Intelligence, Resilience & Trust Building**Tim Bono, Washington University in St. Louis****Also offered Friday at 10:30 a.m. (F-20)**

What the happiest and most successful organizations all have in common boils down to one single variable: trust. The last few years, however, have posed challenges and adversity unlike anything we have ever seen, introducing significant challenges to workplace dynamics. This session will draw on research that offers implications for coping through hardship with emotional intelligence—in ways that promote resilience, well-being, and yes, of course, trust.

Audience: *All*

T-58

Authentic Assessment in the Age of AI*Evan Harris, Pathos Consulting Group*

In a world where AI can generate essays, solve equations, and summarize complex texts, how do we design assessments that still matter? Explore principles of authentic assessment such as metacognition, spaced practice, transfer, productive failure, effective feedback, and multimodality, and why these are essential in today's classrooms. Examine how students can use AI intentionally by identifying when it supports learning, when it doesn't, and how to document their choices through process notes, artifacts, and transparency statements. Work in groups to transform a traditional assessment into a more authentic, process-based task using custom AI tools provided in the session.

Audience: *Faculty & Administrators, Grades 8-12*

T-59

Aligning Mission & Innovation in Program Design*Fran Bisselle, Hathaway Brown &**Garet Libbey, Garet Libbey Consulting, LLC*

How can schools sustain excellence and foster innovation amid financial constraints, shifting enrollments, and faculty fatigue? Hear about a strategic program audit that engaged students, teachers, parents, and leaders in a dynamic process of listening, refining, and reimagining. Explore a framework for balancing mission and faculty innovation, ensuring bold ideas strengthen the school's vision. Gain tools to identify program strengths, make aligned decisions, and foster innovation without compromising identity.

Audience: All

T-60

Belonging Through a Culture of Dignity*Sarah Johnston, Old Trail School & John Krownapple, Dignity Consulting*

Embark on a journey to foster a true sense of belonging within your school community. When people feel appreciated, validated, accepted, and treated fairly, they perform better. This extends to students and faculty alike. Old Trail School worked with Dignity Consultants to create a culture shift within the school, which has increased openness, empathy, patience, and listening. Join us as we share our journey and learn how to strengthen relationships within your school.

Audience: All

T-61

Creating a Research-informed Instructional Framework to Guide Improvement*Sarah Flotten & Chéleah Googe, Breck School*

Hear about the development and implementation of a PS-12 instructional framework grounded in Learning Sciences research. The Framework includes three domains—cultural awareness, inclusive learning environments, and deeper learning experiences—with clear indicators for reflection and documentation. Learn about its development and integration into curricular improvement, with guidance for educators and leaders seeking to adopt or adapt a similar model for their own contexts.

Audience: All

T-62

A Day in the Life of a School Dog*Abby Reed & Ellen Noel, Community School*

Meet Skipper, our school dog, and discover the benefits of having a dog in your school community. Learn from Skipper's handlers about the positive impact on student well-being, how to successfully integrate a dog into your school, and tips for training both staff and students. Resources for effective communication with families and how to ensure a smooth transition will be shared. Plus, enjoy a few snuggles with Skipper to wrap up the session.

Audience: All

T-63

Theatre Practices for Every Classroom*Matthew Belopavlovich, Sayre School*

Striving for high-level student engagement is a shared goal of every teacher. Leave this session with theatre-based activities perfect for any classroom and tools inspired by theatrical performance for enhancing your daily instruction. Experience Boal games and Laban exercises and make time for play while also gaining new strategies to create theatre with colleagues.

Audience: All

T-64

Using Abstract Art to Take the Abstract Out of Math*Saaba Lutzeler & Nicki Kohrs, Forsyth School*

As commissioned artists, students contextualize math and art understandings by creating site-specific, abstract paintings for clients. Students practice customer service skills to identify client interests and negotiate a contract that quantifies both their production costs and the value they imbue as artists. Mathematics comes alive through measurement, perimeter, area, unit rates, and percentages. Art finds expression through color, mark-making, shape, texture, and peer-critique sessions, and students find joy in cross-curricular challenge.

Audience: Middle

T-65

Understanding & Empowering the Struggling Middle & High School Student*Justin Schwartzman & Jon Rubin, Churchill Center & School for Learning Disabilities*

Experience a series of simulations designed to increase awareness and empathy for the difficulties struggling students encounter daily in the classroom. Learn instructional techniques to support student success by helping them access the curriculum and reach their potential. Topics discussed include executive functioning, written language, math, and note-taking strategies.

Audience: Middle & Upper

T-66

Inquiry-based Learning: A Child-led Theme Study*Julia Patterson & Lora Walters, Virginia Chance School*

Explore the step-by-step process of inquiry-based learning and how children lead the study based on their own interests and questions. Be guided through a real life example of a two-month long study around White Tail Deer. Participants will then discuss what interests may be emerging in their own classrooms and how to observe and prompt discussion with their students to build an inquiry-based study.

Audience: Early Childhood

T-67

Deep Education: Transcending Turbulence, Unleashing Creativity*Richard Beall, Maharishi School*

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

Audience: All

T-68

Expanding Impact: The Power of Outward-facing Programs in Independent Schools*Cammy Dubie, Hathaway Brown School &**AmySue Bacon, St. Richard's Episcopal School*

Explore the value of outward-facing, mission-aligned programs that have a meaningful impact in the community while enriching the school itself. Hear about initiatives at The Aspire Program of Hathaway Brown and Horizons at St. Richard's, two programs that extend the mission of their schools beyond their traditional reach. Designed for faculty and administrators, this session will offer strategies to help nurture initiatives that expand access and opportunity at our schools.

Audience: All

T-69

Your Kids Are Dysregulating You: Exploring Emotions in High School Classrooms*Teddy Stripling, The University of Chicago Laboratory Schools*

Emotional regulation is the center of being able to connect with others. Even in a classroom, a teacher's emotional regulation connects to student-teacher relationships and student outcomes. Jump into recent literature and explore emotional strategies that are helpful in improving teacher emotions, building better teacher-student relationships, increasing student engagement, and improving classroom management.

Audience: Middle & Upper

T-70

Building Blocks for Parallel Growth: Empowering Students & Teachers Together*Ryan Welch & Kristen McCaslin, The New School*

Join this hands-on exploration of how one school's parallel approach to student and faculty growth transforms teaching and learning. Anchored in core values of curiosity, character, and community, this parallel learning and goals framework enhances educators' capacity to guide and learn alongside students. Discover real-world lessons from building a new 6-8 grade program, and consider strategies for your own school. Leave with tools, insights, and a supportive community.

Audience: Middle

T-71

Cultivating Knowledge: Integrating Apothecary Learning, Gardening & Woodshop in Nature*Brittany Osborne & Keisha Greene, The Clear Spring School*

Education increasingly looks for ways to incorporate experiential learning into curriculum. Discover how apothecary learning and gardening serve as platforms for interdisciplinary education. Engage in discussions on how science, history, math, and art can be integrated into herbalism and gardening lessons. A key component is access to a woodshop, where students can apply engineering and craftsmanship skills building functional tools and structures for their garden and apothecary projects.

Audience: Lower

T-72

Men In The Arena: Fostering Male Relationships*Logan Moe, Saint Thomas Academy*

Explore how a school counseling team supports boys in an all-male setting through initiatives like the new upper school elective course "Men In The Arena," group counseling sessions, a peer mentor program, and grade-level retreats. The counselors will share their experiences in nurturing male relationships within a complex social environment.

Audience: Middle & Upper

T-73

Middle School Math Meets Real Life Through Community & Careers*Molly Haseley & Kendall Crowley, The Orchard School*

Discover how to connect professionals and community members to the middle school math classroom. Learn how guest speakers and real-world applications—from medicine and business to interior design, sports, and cooking—can boost student engagement in both traditional and intensive math courses. Strategies to help students explore personal interests through math that create meaningful connections which extend beyond the classroom will be shared.

Audience: Middle

T-74

DASL: Data Entry for the School Profile*Kevin Kunst, ISACS*

ISACS schools are required to submit their school's data for accreditation in the NAIS DASL portal. Come for a guided demonstration and for answers to your process questions.

Audience: Those responsible for school data for Accreditation, Admissions, Advancement, or Financial Operations

Thursday Reception
4:30-5:30 P.M.

RSVP required.

Heads of School, Lead Learners, and Diversity Practitioners are invited to a reception in celebration of their leadership and contributions to ISACS schools. This invitation-only reception is hosted by the ISACS board, committees, and staff.
Invitation forthcoming.

Sponsored by:



F-01

Reading, Writing & Word Walls**Peggy Campbell-Rush, US Fulbright Education Specialist**

Hear the basics of running an outstanding literacy program with proven strategies for helping every child in your classroom become a more successful reader and writer. Learn to use reading to teach writing and writing to teach reading while hearing what brain research says about early literacy. Learn why sight words are the bedrock of reading and leave with strategies to teach and learn sight words that make reading easier. Return to school with ideas for immediate use in your classroom.

Audience: Early Childhood–Grade 3

F-02

The Science of Happiness, Willpower & Productivity***Tim Bono, Washington University St. Louis*****Also offered Thursday at 1:30 p.m. (T-39)**

See T-39 page 13 for description.

Audience: All

F-03

Freedom Expression & Open Inquiry: Fostering Inclusive & Productive Disagreement**Leila Brammer, University of Chicago**

Discourse is essential to free expression, academic inquiry, and civic learning. Classrooms provide a powerful space for students to develop capacities to seek and engage multiple perspectives, test and refine their ideas, and grapple productively with controversial issues and ideas. Discover a framework and intentional classroom practices for fostering free expression and inquiry. Explore practices for robust, inclusive, and constructive engagement about, with, and across differences and disagreements.

Audience: All

F-04

Kids Who Challenge Us: Increasing Engagement & Reducing Oppositional Behavior***Jessica Minahan, Behavior Analyst, Consultant*****Also offered Friday at 1:30 p.m. (F-40)**

Among the many reasons new teachers leave the field within their first five years, disruptive students are at the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. Overwhelming, negative, and inaccurate thoughts can contribute to student disengagement. Traditional suggestions such as incentives, offering breaks, graphic organizers, or even checklists will not help the student initiate an activity. Participants will be able to implement preventive tools, strategies, and interventions for reducing oppositional behavior, increasing work engagement, initiation, persistence, and self-monitoring.

Audience: Faculty & Administrators, K-12

F-05

Why More Students Are Coming to School Not Ready to Learn**Heidi Tringali, Tringali Occupational Therapy Services (T.O.T.S.)**

Learning readiness is distinctly different from school readiness. A child can be ready for school, yet not ready to learn. A child is ready to learn when they are cognitively organized, physically calm, and socially connected. The neurology behind learning readiness will be explained as well as why we are seeing more learning readiness issues than ever before. A new lens will be provided to view your students that will not only allow you to better understand them and help them achieve their fullest potential but also will equip you with the language needed to discuss concerns with the child, parents, and support services.

Audience: Early Childhood & Lower

F-06

Affinity Groups: Why, What & How**Rosetta Lee, Seattle Girls' School**

Many organizations utilize affinity groups to support members of the community, to increase sense of belonging for members of historically marginalized groups, and to improve overall inclusivity. And yet, affinity groups are often misunderstood, and objections can arise. What are affinity groups, what do they do, and how do they support people and communities? How do we communicate what affinity groups are (and what they are not) and support them, whether we are members of affinity groups or not? Whether you want to start affinity groups or strengthen existing ones, this session is for you.

Audience: All

F-07

Where is the Puck Going?***Tim Fish, Two Chairs Studio*****Also offered Friday at 1:30 p.m. (F-44)**

Using Wayne Gretzky's famous quote about skating to where the puck is going, consider whether the next 10 years will bring transformative change to our sector's business model, pedagogy, and enrollment landscape. Unpack emerging forces like AI, micro-schools, and shifting educational funding models while exploring the tension between "old excellence" (traditional metrics of school success) and "new excellence" (innovative, purpose-driven learning). Explore frameworks for navigating this transition and be empowered to not just anticipate change but actively shape independent education's future. Leave with tools for engaging in strategic conversations about institutional evolution and innovation and gain strategies for engaging school leaders in strategic conversations about institutional evolution and innovation.

Audience: All

F-08

End the Burnout Cycle: Practical Strategies to Thrive—No Self-care Required**Berit Gordon, Teacher, Consultant, Author**

We love our students and care deeply about our jobs, yet we're stressed, exhausted, and overwhelmed. There is another way. This isn't about bubble baths and self-care advice that teachers are tired of hearing, but about what they really need—practical strategies for a demanding job. Gain research-backed strategies that help you thrive rather than just survive the daily grind of education, moving beyond feel-good platitudes to actionable solutions. Leave with a personalized plan and tools that end the endurance test approach to teaching, helping you become the thriving adult your students deserve to see.

Audience: All

F-09

Teaching News Literacy: Where Do I Start?**Peter Adams, News Literacy Project (NLP)**

Hear an overview of news literacy education that touches on all five of NLP's standards and learn key concepts, skills and dispositions that students need to effectively and responsibly navigate the information environment. Included will be the ability to identify credible information, recognize and avoid misinformation, and appreciate the role that a free and independent press plays in a robust democracy. Explore the differences between news and other types of information; learn an effective approach to evaluating bias and review several core fact-checking and digital verification techniques that are quick and easy for students to apply.

Audience: Lower, Middle & Upper

F-10

Leading with Legal Insight: Trends Every Independent School Leader Should Know*Kristin Smith, Fisher Phillips, LLC*

Every decision you make as a school leader carries legal implications—from hiring and contracts to student discipline, governance, and risk management. The landscape is evolving quickly, and staying informed is essential to protecting your community and strengthening your school. In this session, Smith will cut through the complexity and deliver the must-know legal updates shaping independent schools across the country and within the ISACS region. Tailored for heads of school and senior administrators, the session will spotlight the trends, challenges, and opportunities that matter most at the leadership level. Leave with clear insights, practical strategies, and the confidence to lead with foresight in an increasingly complex legal environment.

Audience: *Heads of School & School Leaders*

F-11

School Videos That Work: Drive Enrollment, Engagement & Giving*Evan Harris, Pathos Consulting Group*

Learn how admissions, advancement, and marcom teams can craft stronger video stories using the same tactics top internet creators use to keep viewers watching. Explore high-retention structures for long-form content, practice interview techniques drawn from documentary filmmakers, and adapt popular short-form formats to capture your school's energy and values. Use a custom GPT trained on best practices to script and shape your ideas. Leave with a ready-to-use video structure, AI tools, and a fresh sense of what makes a school story land.

Audience: *Admissions, Advancement & Marketing/Communications*

F-12

Resilience & Technology: Leading Through Change*Laura Tierney, The Social Institute*

Technology is evolving faster than ever, and school leaders must navigate innovation while fostering a strong school culture—without feeling overwhelmed. Learn how leaders have adapted to past technological shifts and gain strategies for tackling today's digital challenges, from AI in student work to misinformation and evolving school policies. Through real-world examples, engaging discussions, and hands-on activities, strengthen your leadership skills and ensure your school's approach to technology remains proactive, not reactive.

Audience: *Administrators*

F-13

There Are Gifted Kids in My Classroom, Now What?*Ruth Moll, Sycamore School*

Gifted children are a group of students with special needs who can get overlooked because, "they'll be fine." Educators know that children who are not challenged are cheated, so it is essential that all students are given access to material and experiences that push them to continue growing. Learn about typical characteristics, common misconceptions, and best practices for working with gifted children to use right away in your elementary classroom.

Audience: *Early Childhood & Lower*

F-14

Developing Democratic Dispositions in Ourselves for Our Students*Kate Shirk & Nathan Smith, Pembroke Hill School*

By developing flexible and inclusive democratic dispositions in ourselves, we empower students to embrace inner diversity, appreciate communal diversity, and approach the world with empathy, adaptability, and critical thinking.

Audience: *All*

F-15

Global Classrooms, Global Minds: Teaching with a World View*Lauren York & Kajal Kalyan, Redwood Cooperative School*

Integrating global education across subject areas increases the chances of developing global citizens. Hear about Global Education strategies and insights from colleagues who have participated in Fulbright Teachers for Global Classrooms. Gain inspiration to embed global perspectives and goals into teaching while fostering cultural awareness. Leave with actionable ideas to bring the world into their classrooms.

Audience: *All*

F-16

A Holistic Approach to Teaching Gender & Sexuality*Kristin Freeman, The Miami Valley School*

Need to teach sexuality education but don't have extra time in your schedule? A step-by-step tutorial on Circles of Sex (COS) will be presented. COS is a lesson plan that succinctly explains sexuality and gender, helping your students understand these topics easily and within a class period or two.

Audience: *Upper*

F-17

Creating a Peer-to-Peer Harm Response Process: Accountability, Education & Repair*Anna Warbelow & Sara Ringe, The Whitfield School*

What happens when our response to peer-to-peer harm centers on repair and growth? Explore how to design and implement a discipline committee approach that emphasizes education, accountability, and repair—not punishment. Through real examples and practical tools, learn to address conflict while centering transparency, inclusivity, and restorative practices. Leave with strategies to help build a system that earns student and faculty trust, reinforces community values, and helps young people learn from mistakes.

Audience: *Middle & Upper*

F-18

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

Learn how to conduct the survey from initial planning through receiving the results. Discover the ins and outs of planning for the survey, creating custom questions, and addressing the implications of decisions related to sample frame (one survey per student/household), split households, multi-hat responsibilities (e.g., faculty members who are parents). Come to appreciate the benefits of the embedded alumni/ae survey questions for development initiatives. Bring your questions.

Audience: *Everyone engaged in Accreditation*

F-19

I Am in Over my Head: Help for Struggling Learners**Peggy Campbell-Rush, US Fulbright Education Specialist**

What do you do with and for a student who has slow processing speed and just cannot keep up? How do you help that student get all the information that he/she needs to be successful? How do you help all students do active listening. Learn the most effective ways to help struggling learners and how to help children who struggle to process, work slower than most, experience classroom stress, and are falling behind. Be ready to try out great ideas in your classroom.

Audience: *Early Childhood & Lower School through 5th Grade*

F-20

Emotional Intelligence, Resilience & Trust Building***Tim Bono, Washington University St. Louis*****Also offered Thursday at 3 p.m. (T-57)**

See T-57, page 15 for description.

Audience: *All*

F-21

Establishing Classroom Norms to Support Robust & Inclusive Class Discussion**Leila Brammer, University of Chicago**

Establishing effective classroom norms builds spaces where all students can speak, listen, and learn openly. This session guides educators through the process of collaborative norm-setting and ways to continually reinforce norms to promote openness, intellectual risk-taking, and thoughtful participation. Explore strategies to foster a classroom culture where students feel prepared and supported to contribute, question, and respectfully challenge ideas in robust and sustained academic discussions.

Audience: *Upper*

F-22

Neuromyths: Debunking False Ideas About the Brain**Tracey Tokuhamma-Espinosa, Harvard University**

Despite advances, there are still myths about the brain and how it learns. About half of the world's teachers still mistakenly believe in neuromyths which can potentially do harm in the classroom, slow student learning, and reduce the likelihood of success in our schools. This session will dispel these myths and replace them with evidence-based practice. We will highlight 70+ myths on the educational landscape and guide participants in ways to avoid them.

Audience: *All*

F-23

Practical Strategies for Reducing Anxiety & Challenging Behavior**Jessica Minahan, Behavior Analyst, Consultant**

With up to one in four children struggling with anxiety in this country, overwhelmed adults are in need of a new approach as well as an effective and easy-to-implement toolkit of strategies that work. Through the use of case studies, humorous stories, and examples of common challenging situations, learn easy to implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, accurate thinking, and self-monitoring in students.

Audience: *All*

F-24

Easy-to-Implement Classroom Strategies to Change the Trajectory of Student Performance**Heidi Tringali, T.O.T.S.**

Understanding learning readiness and being able to ensure your students are ready to learn are equally important. This session is Part 2 of the previous session on Understanding Learning Readiness (F-05). Simple and easy-to-implement strategies to enhance your students' overall classroom performance will be provided. Using a lens of Self, Student, Space, explore how to create an optimum learning environment for every student. These strategies help your students be prepared to learn, and when a student is ready to learn, they can then perform to their fullest potential.

Audience: *Early Childhood & Lower*

F-25

21st Century Cultural Competency: An Independent School Imperative**Rosetta Lee, Seattle Girls' School**

How is Old School Diversity (something good to do and nice to have) shifting to 21st Century Cultural Competency (something critical in the success of all our students in a global world)? Learn about culture, cultural competency, frameworks, and tools trending in independent schools. How is cultural competency a value-added model that involves everyone, teaching and learning, school operation, and educational excellence?

Audience: *All*

F-26

Moving from Strategy to Action**Tim Fish, Two Chairs Studio**

When schools complete strategic planning, they often emerge energized with an exciting vision and clear priorities. The buzz is strong, people feel good, it's a wonderful time. Yet, many schools struggle to translate that strategy into sustained action and meaningful progress. This session provides frameworks for building implementation teams, designing innovative approaches to key initiatives, establishing clear metrics for success, and maintaining momentum throughout the journey. Gain tools to bridge the gap between strategic vision and real-world impact in your school community.

Audience: *All*

F-27

Get to a Well-managed Classroom While Avoiding Management**Berit Gordon, Teacher, Consultant, Author**

What if the secret to handling challenging behaviors, supporting a wide range of students, and creating a calm and engaged classroom isn't about management? Many management approaches aren't just ineffective for students but exhausting for teachers. Instead of relying on behavior charts, calls home, rewards, or punishments, discover how to build routines and relationships that prevent most problems and address tough behaviors when they inevitably occur. Learn techniques to get to a smoothly running classroom, including neurodiverse students, and stronger connections with and among students. Learn how to leave with more energy at the end of the day instead of feeling drained from constant management battles. Explore tools, templates, and an implementation plan that works for all students to help you create a classroom where you can focus on teaching and students can focus on learning.

Audience: *All*

F-28

Characteristics of Credibility: Teaching the Standards of Quality Journalism**Peter Adams, NLP**

Take a deep dive into journalism standards and ethics, including aspects of verification—such as the practice of gathering and comparing information from multiple credible sources—and ideals such as fairness, transparency, independence, and accountability. Hear how journalists work to avoid bias, as well as the importance of context and balance. See how students can apply an understanding of these standards to judge the credibility of news and other information.

Audience: *Middle & Upper*

F-29

From Classroom to Community: Legal Insights for Educators**Kristin Smith, Fisher Phillips, LLC**

The legal landscape in independent schools is evolving rapidly, and every educator—from teachers to department heads to senior leadership—needs to understand how it impacts daily life in the classroom and school community. In this session, Smith will highlight important legal updates affecting schools nationwide and within the ISACS region. Gain practical insights on student safety, student discipline, investigations, and compliance. Whether you're new to independent schools or a seasoned educator, leave with a better understanding of the legal considerations that shape your work and strategies to navigate them confidently.

Audience: *All*

F-30

Deepfake Sexual Abuse: The Crisis Schools Aren't Ready For**Evan Harris, Pathos Consulting Group**

Deepfake sexual abuse is now a felony in all 50 states and it's rapidly becoming one of the most devastating and under-addressed threats facing students today. Schools face serious legal, financial, and reputational risks—not to mention lasting harm to victims—yet most have no policies, protocols, or staff training in place. Leave with best practices and key considerations for school policy, crisis response, communications, and proactive education for students, parents, and staff.

Audience: *School Leaders*

F-31

Relevant, Resonant & Real: Defining Differentiators & Strengthening Value Proposition**Shelly W. Peters, Crane + Peters**

Nationally, independent schools face demographic shifts, enrollment challenges, teacher shortages, and changing relationships with parents. Thus, independent schools must reconsider timeworn communications strategies and marketing principles that no longer speak to their evolving audiences and no longer distinguish them from many public schools, which now describe themselves in similar terms. This session invites school leaders to imagine messaging that does more to articulate an authentic, distinctive, and compelling value proposition. Featuring research insights, case studies, and exercises, this session helps independent schools reach prospective families, potential educators, and current community members.

Audience: *Administrators, including Heads of School, Admissions, Communications & Marketing*

F-32

Practice the Ask**Mary Menacho, ISACS & Lou Salza, Trustee, Hawken School**

Learn best practices for working with donors and play in a safe space with scenarios to practice your art of the ask.

Audience: *2025-26 Headways Registrants, Heads of School, Development Administrators & Trustees*

F-33

Holding Space: Leadership in Times of Loss**Alicia LaMagdeleine, University High School of Indiana**

School leaders often carry the unseen responsibility of caring for their communities during times of grief. What does that look like when loss is profound and public? Explore how schools navigate unimaginable tragedy while holding space for healing. Reflect on your own roles, share insights and techniques, and begin crafting strategies to foster resilience and care in your school communities.

Audience: *All*

F-34

Crafting a Values-driven College Counseling Culture in Data-driven Times**Kate Fleming & Trent Hayes, Maumee Valley Country Day School**

In a world where boards, parents, and students have high aspirations for competitive college admissions, schools can often lose sight of their more student-centered, values-based mission. How do we consistently center the authentic needs of students in a competitive environment? Join us for a conversation about practices that increase students' self-awareness, sharpen their sense of purpose, and guide them with a college selection process that reflects the mission of your school.

Audience: *Upper*

F-35

Black Music, Linguistic Justice & the Possibilities of Sonic Literacy**Mackensi Crenshaw, Francis Parker School of Louisville**

Grounded in the emerging work of April Baker-Bell, explore the possibilities of using Black music as a primary text to work toward linguistic and racial justice. Through student work samples, a mini-lesson, and an overview of a Black Music Studies course, hear and experience strategies for developing sonic literacy in students. Learn how incorporation of these texts honors Black contribution to American linguistic and literary history.

Audience: *Upper*

F-36

Analyze & Interpret the ISACS School Community Survey Results**Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS**

This session focuses on interpreting the survey reports. Learn to translate survey results to identify self-study/strategic planning input, issues, and priorities. Understand how the Board/Admin Overview presentation eases the self-study/planning process and learn how correlation and regression analyses can guide resource allocation. Make the connection from survey results to planning and decision-making.

Audience: *Everyone engaged in Accreditation*

Luncheon & Keynote Presentation

11:45 A.M. – 1:15 P.M.



FL-01

Connecting Through the Power of Story

Bertice Berry, Sociologist, Author

Sociologist, best-selling author, storyteller, and co-founder of the Institute for Story, Berry will discuss, demonstrate, and provide tools for using the art and science of story to connect on a micro and macro level. "When you tell a better story, you live a better life," Berry says. "Learning to tell your own stories without judgement or assumption is the key to connecting through story." You will laugh, feel, think, be inspired, and leave with tools to tell a better story, because it will be your own.

Audience: All

1:30-2:45 P.M.

F-37

Conversate: Story Telling Across Boundaries

Bertice Berry, Sociologist, Author

In this session, Berry will give an in-depth presentation of the tools of engagement for connecting through story. You will learn to both hear and be heard more clearly.

Audience: All

F-38

Boys: How to Teach Them, How to Reach Them

Peggy Campbell-Rush, US Fulbright Education Specialist

Hear strategies to teach boys in the way research tells us is most effective and enjoyable. Boys and girls learn differently and when we understand the brain, learning styles, academic and physical nature of each gender we can better address classroom learning and behavior. Get an in-depth look at how boys and girls learn while acquiring tips and tricks you can use immediately. Gain new insights, understanding, useful ideas, and classroom strategies to optimize, not only boys but all learners.

Audience: Early Childhood, Lower & Middle

F-39

Cultural, Context, Bias & the Brain

Tracey Tokuhamu-Espinosa, Harvard University

Explore bias and what can be done to battle the brain's natural racism. This session will introduce the new field of cultural neuroscience that seeks to identify which aspects of human learning are shared and which are highly influenced by culture. Explore the Cognitive Bias Codex to heighten awareness of our own personal biases and discuss what teachers can do to help students reduce bias. Participants will be able to identify different types of bias, understand origins in the brain, and evaluate which interventions are most successful in which contexts.

Audience: All

F-40

Kids Who Challenge Us: Increasing Work Engagement & Reducing Oppositional Behavior*

Jessica Minahan, Behavior Analyst, Consultant

**Also offered Friday at 9 a.m. (F-04)*

See F-04, page 18 for description.

Audience: Faculty & Administrators, K-12

F-41

Talking to Parents: When It's Not Academics

Heidi Tringali, T.O.T.S.

It is typically easier to discuss a child's academic issues than their behavioral/performance issues. When we talk about a child's behaviors/choices/social abilities/regulation/executive functioning skills, oftentimes the conversation can become unproductive, and sometimes even contentious. A clear methodology, along with helpful tools to discuss student performance issues related to behavior, social skills, executive functioning, and learning readiness will be provided. Leave confident in your ability to discuss all aspects of a child's classroom skills and abilities.

Audience: Early Childhood & Lower

F-42

Building a Collaborative Classroom Culture

Leila Brammer, University of Chicago

High school classrooms thrive when students feel valued and respected. This session focuses on cultivating a collaborative and respectful classroom culture. Delve into strategies that create a supportive environment where students feel valued and respected. This session emphasizes the development of community, trust, and empathetic engagement, ensuring that diverse perspectives are heard and respected and that disagreements generate productive argument.

Audience: Upper

F-43

Inclusion in the Early Years: Why, What & How

Rosetta Lee, Seattle Girls' School

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

Audience: Early Childhood & Lower

F-44

Where is the Puck Going?*

Tim Fish, Two Chairs Studio

**Also offered Friday at 9 a.m. (F-07)*

See F-07 page 18 for description.

Audience: All

F-45

Beyond Survival: 10 Strategies New Teachers & Support Teams Actually Need*Berit Gordon, Teacher, Consultant, Author*

Discover a framework and ten concrete strategies that tackle the hardest parts of teaching—the stuff that keeps new teachers up at night and makes supporters wonder how to help. Gain moves that create quick, energizing wins rather than just survival mode, helping new teachers feel good and be good at their essential work. Leave with tools & implementation plans to prevent common burnout triggers, setting up both new teachers and their support teams for a high-impact year that builds toward lifelong growth in education.

Audience: Teachers in years 1–3 & those who support them

F-46

Roundtable for Teachers from Under-represented Groups*ISACS Equity & Justice Committee*

It is our hope and intention to serve as a gathering space for teachers from under-represented groups. Meet colleagues and make connections to process content from the conference while also sharing current DEIB challenges, opportunities and needs. Engage in conversation about the best ways to support you and your efforts in your school.

Audience: Faculty from Under-represented Groups

F-47

Evaluating News Media Bias: A Nuanced Approach to a Vital Topic*Peter Adams, NLP*

People frequently perceive and allege bias in news coverage, but what does this really mean? What makes a piece of news biased, and who decides? What role do our own biases play in our perceptions of bias? Explore this vital, controversial, and complex topic in ways that empower students to meaningfully evaluate the fairness and impartiality of news coverage.

Audience: Middle & Upper

F-48

Educators Can Build & Be Your Best Messaging: Creating a Brand Everyone Believes in Through Faculty Participation*Erin Walsh, Whitfield School & Shelly W. Peters, Crane + Peters*

The best branding resonates with both external prospects and internal stakeholders, especially your own educators—respected, trusted experts, uniquely qualified to speak to your distinctive approaches and outcomes. Join us for a discussion of how one school's educators both steered and starred in the school's new branding program. Designed for communications directors, admissions professionals, school leaders, and others charged with branding, explore the vital importance of hearing educators and the dramatic impact of amplifying their voices across the market.

Audience: Marketing, Communications, Admissions, School Leaders & anyone charged with building a brand

F-49

Attending to Student & Educator Well-being: Best Practices from an Innovative School*Mandy Tandy, Hawken School & Nina L. Kumar &**Nicole Hager, Authentic Connections*

Research shows that resilience rests fundamentally on relationships, and relationships are at the core of independent school life. Results from surveys administered to over 200,000 students and 25,000 educators at independent schools will be shared with a focus on the aspects of school life most closely linked with student and educator well-being. Hear important trends in community well-being and leave with actionable recommendations and strategies to bring communities together in support of well-being.

Audience: Faculty & Administrators, Grades 4–12

F-50

Roundtable for Schools with a Gifted Mission*Duane Emery, Sycamore School*

Networking session to discuss trending topics in gifted education hosted by Sycamore School.

Audience: All

F-51

The Six Keys to Successful School Leadership*Ed Hollinger, The Orchard School*

Leaders in independent schools face a myriad of tasks each day. Managing these tasks can feel like a constant challenge. Explore the Six Domains of Leadership model and how to assess your strengths within each domain. Gain valuable insights into your own strategic self-awareness and learn how to leverage these strengths in your daily leadership practices, enabling you to show up at your best each day.

Audience: Administrators

F-52

Women in Leadership: Strengthening Subtle, Strategic Skills*Liz Head, International School of Indiana*

Learn about, reflect on, and strengthen strategic and subtle attributes for impactful educational leadership while focusing on the current reality and future development of women in leadership across various industries. Presented by a head of three PS–12 schools, this session will provide both men and women an overview of women's recent progress in leadership with actionable steps to enhance effectiveness.

Audience: School Leaders

F-53

The Dyslexia Experience: A Walk in Their Shoes*Lauren Brown, Redwood Day School*

Experience the challenges of dyslexia through four engaging simulations designed to build empathy and understanding. Explore reading comprehension, non-dominant handwriting, round-robin reading, and spelling/word choice exercises. This session encourages deep personal reflection and meaningful group discussion, offering insights into the daily experiences of individuals with dyslexia. This eye-opening simulation fosters awareness, compassion, and inclusive practices in learning environments.

Audience: Lower, Middle & Upper

F-54

Creating Fundraising Plans: Annual Giving & Major Gifts*Amy Borntrager & Rebecca Bailey, Columbus School for Girls*

Explore strategies for creating an effective annual fundraising plan tailored to your school. Delve into key aspects of annual fund and major gifts fundraising, offering practical insights and actionable steps. Leave with a framework for a customized annual fundraising plan.

Audience: Administrators

F-55

Getting the Most Out of the ISACS Survey: Accreditation & Beyond*Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS*

The ISACS School Community Survey is a valuable tool for the accreditation process and so much more. Digging deeper into the survey results can be useful for creating plans for school improvement, enhancing strategic planning and tracking trends over time, and developing marketing and communication plans to promote the school's mission and build stronger relationships within the school community.

Audience: Everyone engaged in Accreditation & Marketing/Communications

F-56

What Kids Want to Know About Their Brains*Tracey Tokuhamo-Espinosa, Harvard University*

Great teachers will tell you that you can learn a lot about students by the questions they ask. A year-long, 25-country study of students ages 3-18 asked kids what they wanted to know about their own brains. Hear an overview of the questions which are grouped into two parts: how your brain makes you who you are (identity, structure, growth, function, emotions, and feelings), and how to optimize its function (memory, attention, and executive functions, learning, excelling, and roadblocks). Come with your own questions and compare them with the kids' as research found that adults and children ask surprisingly similar questions.

Audience: All

F-57

Fine Motor & Handwriting Skills: Developmental Milestones & Improvement Strategies*Heidi Tringali, T.O.T.S.*

Benefit from guidance and parameters for the management of fine motor development to ensure optimum motor development and handwriting in your students. Join a discussion regarding the diagnoses of Disorder of Written Expression and Graphomotor Dysfunction and impactful ways to support students with those diagnoses. Every school chooses a handwriting curriculum to best meet the needs of their students. Hear the pros and cons of the most commonly used curricula and how to get the most out of each curriculum. Explore the relevance of print, cursive, and keyboarding to help strengthen each student's written expression outcomes.

Audience: Early Childhood & Lower

F-58

Roundtable for Division Heads*ISACS Administrative Services Committee*

All divisional leaders are invited to join a spirited conversation about the current challenges, opportunities, and innovations that come with this leadership role. Meet others in the same role and share helpful practices, resources, and stories to recharge yourself and your ISACS colleagues. Don't miss your chance to shape the discussion! Register by October 22 to be surveyed for topics of interest.

Audience: Division Heads & those in similar leadership roles

F-59

Legal Landscape Regarding DEI Initiatives*Sheila Abron, Fisher Phillips, LLP*

Navigating the evolving legal framework surrounding Diversity, Equity, and Inclusion (DEI) initiatives is essential for independent schools striving to foster inclusive environments. This session will provide a broad view of the current administration's executive orders and agency actions affecting DEI efforts, highlighting key legal considerations. Practical steps schools can take to ensure compliance while continuing to promote welcoming and inclusive learning and workspaces also will be provided.

Audience: All

F-60

Roundtable for ISACS Lead Learners*ISACS Professional Services Committee*

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

Audience: ISACS Lead Learners

F-61

Empowering Students with NASA Data: Creating Climate Dashboards & Climate Action*Beth Sanzenbacher, Bernard Zell Anshe Emet Day School & Brenda Lopez Silva, NASA*

Climate change education is essential but challenging. In this hands-on session, learn how students can use NASA data sets to make climate dashboards that mirror the NASA's Earth Information Center's dashboards by using Google Sites or OBS Studio. Learn how to scaffold skills for students to invent their own solutions to climate change problems and empower them to share these solutions with the world.

Audience: Middle & Upper

F-62

Making Math Instruction Meaningful with a Multisensory Approach*Hayley Ahearn, Fortune Academy*

Hear strategies for transitioning math concepts from concrete to abstract thinking. Explore interactive note-taking techniques that engage students in the learning process and incorporate morphology to deepen understanding of mathematical terminology. Additionally, the session emphasizes the use of The Writing Revolution activities to enhance writing skills in the math classroom, helping students articulate their thought processes and solidify their grasp on complex topics.

Audience: Middle & Upper

F-63

The End: Discussing & Pondering Death with Young Learners*Alice Galbreath, Evansville Day School*

Death is a part of the early childhood classroom. From bugs and plants to classroom pets, many first experiences with death can be found in the early childhood years. In this session we will share stories and songs as we think about death and our experiences with it.

Audience: Early Childhood

F-64

Place & Pedagogy: Using Literature to Foster Understanding of Geospatial Identity*Chea Parton, Oak Farm Montessori School*

Place is the bedrock of identity and culture. This session will engage attendees in experiencing a literature unit designed to help students better understand their own place-based cultures and the place-based cultures of others. Student work, activities, a unit calendar, and other resources will be shared as attendees are invited to think about their own place-based mirrors, windows, and sliding glass doors, celebrating difference and a path to peace.

Audience: Middle & Upper

F-65

Transitioning from Letter Grades to Standards-based Grading: One School's Roadmap*Elaine Griffin, University School of Milwaukee*

Many educators find grades an ineffective instrument for building students' skills and offering feedback. Hear how one middle school moved from letter grades to standards in order to create more transparency, fast-track learning, and promote learning attributes. Hear the steps in our multi-year process that ended with a new report card which may serve as a model for schools interested in exploring standards-based grading practices.

Audience: Middle

F-66

After School Care: Growing Programs & Activating Mission*Jordan Andes, Rossman School*

With the growing demographic of dual career families, after school care is increasingly becoming a need and a point of interest for prospective families. Hear reflections from a growing after school care program and learn strategies to create sustainable growth. The session will address staffing, training, distributive leadership, continuity of care for students, and cultivating culture, resulting in a program that extends your school's mission.

Audience: All

F-67

Five Ways to Marry Your Enrollment & Communication Strategy*Josephine McKenrick & Aaron Kellenberger, Cincinnati Country Day School*

Explore approaches to building a cohesive strategy that seamlessly connects enrollment and communication. Learn how to leverage a working board committee model, streamline recruitment workflows, optimize your website, create multi-use content, and develop effective new family programs. We'll also cover retention strategies, fostering community engagement through events, and empowering parents to become school ambassadors.

Audience: Administrators

F-68

Creating an Educational Laboratory to Challenge the Factory Education Model*Ethan Lightfoot & Bryan Pannill, Crossroads College Preparatory School*

The traditional "factory model" of education is not fully preparing our students to succeed in an uncertain future that rewards mindsets and adaptable skills more than rote knowledge. The 5th Day Program at Crossroads College Prep is developing innovative learning experiences that empower students through experiential, interdisciplinary, and student-driven learning. See what we have learned throughout our journey and how you can do this, too.

Audience: Upper

F-69

Leveling the Playing Field Through Concepts & Obscure Games*Jason Coy, Louisville Collegiate School*

Learn about the positive results our school community experienced when our middle school physical education teachers reworked our curriculum units and replaced them with standards-based games. We began focusing on game concepts and obscure sport vs. titulary traditional sports.

Audience: All

F-70

Naturally Inspired: Small Shifts, Big Connections*Melissa Sherman, Thaden School & Natasha Sembay, Bienenstock Playgrounds*

Discover the cognitive, social, and physical benefits of connecting children with nature—backed by research and data. Explore real-world examples from both rural and urban schools that have transformed learning through nature-based approaches, without the need for a full playground or significant funding. Leave with practical ideas, resources, and partnership opportunities to help launch or expand nature play at your school, no matter where you're starting from.

Audience: Early Childhood & Lower

F-71

Friendship Garden: Teaching Collaborative Skills Through Teamwork Challenges & Provocations*Paije Croghan & Audrey McMerney, New City School*

How often have you set up a fun and engaging plan for a group project just to have it fall apart because of interpersonal conflict? Students get stuck blaming each other and disengaging. At the start of our first grade year, teamwork is the content. Through daily excursions and challenges, students identify strategies and practice skills to successfully work with others. Learn about our unit that frames our yearlong dedication to classroom community and teamwork.

Audience: Early Childhood, Lower & Middle

F-72

STEM Starts Early: How K-12 Teachers Can Cultivate Future Engineers*Jordan Svancara, Pembroke Hill School*

Explore the journey from preschool to adulthood and the factors shaping a student's path to engineering. Discover how teachers, parents, and societal influences subtly encourage or discourage interest. Learn how language, classroom habits, and pop culture shape perceptions early on. Analyze data across demographics and age groups to understand how K-12 educators can foster interest, confidence, and accessibility in engineering, ensuring more students see it as an exciting and attainable career.

Audience: All

"LADY VICTORY"
MONUMENT CIRCLE
INDIANAPOLIS

Thursday Morning Sessions

9–10:15 a.m.

T-01	Using the Metacognitive Cycle to Improve Executive Functioning	Emily Kircher-Morris
T-02	Twice-exceptional Students: Issues & Interventions	Edward R. Amend
T-03	Play. Learn. Understand AI: Turing Trials for Staff & Students	Emma Cradock
T-04	Community Polarization	Brad Rathgeber
T-05	Inclusive Conversations: A Jesuit School's Method for Radical Listening	B. Franzosa & A. DeLeon
T-06	Conducting Research in Kindergarten?	Elizabeth Barber
T-07	Building a Joyful Inquiry Early Childhood Program	J. Gorrell & J. Enger
T-08	Strengthening School Community Through Storytelling	Shawn Reid
T-09	From Makerspace to Marketplace: Empowering Students Through Social Entrepreneurship	Seth Guren
T-10	Navigating the Leap from Teacher to Division Head	K. Perlman & P. Hartshorne
T-11	Connection: The Secret Sauce to a Positive School Culture	Meghan Bamford
T-12	Reimagining School: Case Studies in Experiential Education Initiatives	Sally Maxwell
T-13	The Power of Our Words: Empowering Students Through Our Language	Sara Derus
T-14	Understanding Socio-Economic Differences in Children: From Misconception to Understanding	P. Losambe & N. Porter
T-15	The Benefits of Looping in the Classroom	A. Shaffer & C. Triggiano
T-16	The Power of Pause	R. Brunkhurst & A. Stewart
T-17	The Power of Public Speaking Instruction	Ben Bellamy
T-18	Setting the Accreditation Table: Curricular Review & Analysis for Accreditation Success	D. Spiegel & M. Gaudet

10:30–11:45 a.m.

T-19	Unleashed: Releasing the Power of Depth & Complexity in the ELA Classroom	Lisa Van Gemert
T-20	Creating a Neurodiversity-affirming School	Emily Kircher-Morris
T-21	Helping Gifted Students Make Connections & Build Relationships	Edward R. Amend
T-22	Coaching & Evaluation	Brad Rathgeber
T-23	Play. Learn. Understand AI: Turing Trials for Staff & Students	Emma Cradock
T-24	From Isolation to Collaboration: Building a Diversity Consortium	L. Akande & J. Brady
T-25	"In Times Like These...": The Urgency in Teaching Holocaust & Genocide Literature & History	Sandra Burgess
T-26	I Know You're Wrong & I'm Not Listening	J. Rogers & J. Cerny
T-27	Navigating Challenging & Sensitive Conversations in Early Childhood & Lower School	Jeewon Wright-Kim
T-28	Connected Leadership	J. Pitcher & M. Stott
T-29	Transforming a Pre-Break "Dead" Week: An Interdisciplinary Immersive Learning Experience	S. Koropchak & S. Jay
T-30	Fostering Engagement Through Multiage Classrooms	D. Bobeczko & M. Smith
T-31	Unifying Campuses, Cultures & Communities	Matt Bolton
T-32	Not Another Exit Interview: Retaining Teachers Through Purposeful Leadership	N. Simms & R. Raghunathan
T-33	"What's That Word Again?" Signs of Dyslexia in Early Learners	R. Smith & H. Blackburn
T-34	Insta-activism: How Your School Can & Should Use Black@ Data to Shape Inclusive Policies & Practices	Chaka Cummings
T-35	E-Portfolios in the World Language Classroom	Cynthia Marker
T-36	Writing the Accreditation Self-Study Report	Elizabeth Edmondson

Continued on next page.

Thursday Afternoon Sessions

11:45 a.m.–1:15 p.m.

TL-01 **LUNCHEON & KEYNOTE 10 to 25: The Science of Motivating Young People**

David Yeager

1:30–2:45 p.m.

T-37	A Deeper Dive: 10 to 25: The Science of Motivating Young People	<i>David Yeager</i>
T-38	The Little Engine That Wouldn't: Underachievement & the Gifted	<i>Lisa Van Gemert</i>
T-39	The Science of Happiness, Willpower & Productivity	<i>Tim Bono</i>
T-40	Beyond Behavior Charts: Reframing & Rethinking Behavior Through a Neurodiversity-affirming Lens	<i>Emily Kircher-Morris</i>
T-41	Social, Emotional & Educational Needs of Gifted Students: Myths & Realities	<i>Edward R. Amend</i>
T-42	Mission Possible Project: Intensive, Culminating & Inspiring	<i>Joy Jackson</i>
T-43	Building Connections: Engaging Activities for Students & Staff	<i>S. Brown & J. Smith</i>
T-44	The "HOME" Experience: Changing the Trajectory for Diverse Students	<i>G. Ross & L. McCullough-Ross</i>
T-45	Mentor Text Magic: Teaching Writing in EVERY Content Area	<i>Beth Stranko</i>
T-46	Differentiation Through Building Thinking Classrooms	<i>Erica Munson</i>
T-47	Rethinking Faculty Growth: A Trust-based/Self-reflective Approach to Evaluation & Development	<i>D. Aksamitowski & C. English</i>
T-48	Rigor Anyone? Defining Academic Rigor & Aligning It with Pedagogy	<i>D. Long & D. Spiegel</i>
T-49	Virtual Reality: Developing an Online Course Model for On-campus Students	<i>R. Lurz & S. Ihler</i>
T-50	Sustainability: Awareness & Action, An All School Affair	<i>T. Brown & C. Weber</i>
T-51	Promoting Social Change Through Experiential Education	<i>B. Murray & T. Ranek</i>
T-52	Teacher Retention: Research-based Strategies Designed for Independent Schools	<i>Lauren Fitchett</i>
T-53	Using Brain Science to Inspire Education Innovation	<i>E. Rackers & K. Rinks</i>
T-54	Building the Classroom Community	<i>B. Hays & L. Hartlage</i>
T-55	Self-Study: Where "Why" Meets "How"	<i>J. Andes & R. Fowle</i>

3–4:15 p.m.

T-56	Curiouser & Curiouser	<i>Lisa Van Gemert</i>
T-57	Emotional Intelligence, Resilience & Trust Building	<i>Tim Bono</i>
T-58	Authentic Assessment in the Age of AI	<i>Evan Harris</i>
T-59	Aligning Mission & Innovation in Program Design	<i>F. Bisselle & G. Libbey</i>
T-60	Belonging Through a Culture of Dignity	<i>S. Johnston & J. Krownapple</i>
T-61	Creating a Research-informed Instructional Framework to Guide Improvement	<i>S. Flotten & C. Googe</i>
T-62	A Day in the Life of a School Dog	<i>A. Reed & E. Noel</i>
T-63	Theatre Practices for Every Classroom	<i>Matthew Belopavlovich</i>
T-64	Using Abstract Art to Take the Abstract Out of Math	<i>S. Lutzeler & N. Kohrs</i>
T-65	Understanding & Empowering the Struggling Middle & High School Student	<i>J. Schwartzman & J. Rubin</i>
T-66	Inquiry-based Learning: A Child-led Theme Study	<i>J. Patterson & L. Walters</i>
T-67	Deep Education: Transcending Turbulence, Unleashing Creativity	<i>Richard Beall</i>
T-68	Expanding Impact: The Power of Outward-facing Programs in Independent Schools	<i>C. Dubie & A. Bacon</i>
T-69	Your Kids Are Dysregulating You: Exploring Emotions in High School Classrooms	<i>Teddy Stripling</i>
T-70	Building Blocks for Parallel Growth: Empowering Students & Teachers Together	<i>R. Welch & K. McCaslin</i>
T-71	Cultivating Knowledge: Integrating Apothecary Learning, Gardening & Woodshop in Nature	<i>B. Osborne & K. Greene</i>
T-72	Men In The Arena: Fostering Male Relationships	<i>Logan Moe</i>
T-73	Middle School Math Meets Real Life Through Community & Careers	<i>M. Haseley & K. Crowley</i>
T-74	DASL: Data Entry for the School Profile	<i>Kevin Kunst</i>

Friday Morning Sessions

9–10:15 a.m.

F-01	Reading, Writing & Word Walls	Peggy Campbell-Rush
F-02	The Science of Happiness, Willpower & Productivity	Tim Bono
F-03	Freedom Expression & Open Inquiry: Fostering Inclusive & Productive Disagreement	Leila Brammer
F-04	Kids Who Challenge Us: Increasing Engagement & Reducing Oppositional Behavior	Jessica Minahan
F-05	Why More Students Are Coming to School Not Ready to Learn	Heidi Tringali
F-06	Affinity Groups: Why, What & How	Rosetta Lee
F-07	Where is the Puck Going?	Tim Fish
F-08	End the Burnout Cycle: Practical Strategies to Thrive—No Self-care Required	Berit Gordon
F-09	Teaching News Literacy: Where Do I Start?	Peter Adams
F-10	Leading with Legal Insight: Trends Every Independent School Leader Should Know	Kristin Smith
F-11	School Videos That Work: Drive Enrollment, Engagement & Giving	Evan Harris
F-12	Resilience & Technology: Leading Through Change	Laura Tierney
F-13	There Are Gifted Kids in My Classroom, Now What?	Ruth Moll
F-14	Developing Democratic Dispositions in Ourselves for Our Students	K. Shirk & N. Smith
F-15	Global Classrooms, Global Minds: Teaching with a World View	L. York & K. Kalyan
F-16	A Holistic Approach to Teaching Gender & Sexuality	Kristin Freeman
F-17	Creating a Peer-to-Peer Harm Response Process: Accountability, Education & Repair	A. Warbelow & S. Ringe
F-18	Plan & Conduct the ISACS School Community Survey	C. Everett, B. Dicus, D. Klus

10:30–11:45 a.m.

F-19	I Am in Over my Head: Help for Struggling Learners	Peggy Campbell-Rush
F-20	Emotional Intelligence, Resilience & Trust Building	Tim Bono
F-21	Establishing Classroom Norms to Support Robust & Inclusive Class Discussion	Leila Brammer
F-22	Neuromyths: Debunking False Ideas About the Brain	Tracey Tokuhama-Espinosa
F-23	Practical Strategies for Reducing Anxiety & Challenging Behavior	Jessica Minahan
F-24	Easy-to-Implement Classroom Strategies to Change the Trajectory of Student Performance	Heidi Tringali
F-25	21 st Century Cultural Competency: An Independent School Imperative	Rosetta Lee
F-26	Moving from Strategy to Action	Tim Fish
F-27	Get to a Well-managed Classroom While Avoiding Management	Berit Gordon
F-28	Characteristics of Credibility: Teaching the Standards of Quality Journalism	Peter Adams
F-29	From Classroom to Community: Legal Insights for Educators	Kristin Smith
F-30	Deepfake Sexual Abuse: The Crisis Schools Aren't Ready For	Evan Harris
F-31	Relevant, Resonant & Real: Defining Differentiators & Strengthening Value Proposition	Shelly W. Peters
F-32	Practice the Ask	M. Menacho & L. Salza
F-33	Holding Space: Leadership in Times of Loss	Alicia LaMagdeleine
F-34	Crafting a Values-driven College Counseling Culture in Data-driven Times	K. Fleming & T. Hayes
F-35	Black Music, Linguistic Justice & the Possibilities of Sonic Literacy	Mackensi Crenshaw
F-36	Analyze & Interpret the ISACS School Community Survey Results	C. Everett, B. Dicus, D. Klus

Continued on next page.

Friday Afternoon Sessions

11:45 a.m.–1:15 p.m.

FL-01 **LUNCHEON & KEYNOTE** Connecting Through the Power of Story

Bertice Berry

1:30–2:45 p.m.

F-37	Conversate: Story Telling Across Boundaries	Bertice Berry
F-38	Boys: How to Teach Them, How to Reach Them	Peggy Campbell-Rush
F-39	Cultural, Context, Bias & the Brain	Tracey Tokuhamu-Espinosa
F-40	Kids Who Challenge Us: Increasing Work Engagement & Reducing Oppositional Behavior	Jessica Minahan
F-41	Talking to Parents: When It's Not Academics	Heidi Tringali
F-42	Building a Collaborative Classroom Culture	Leila Brammer
F-43	Inclusion in the Early Years: Why, What & How	Rosetta Lee
F-44	Where is the Puck Going?	Tim Fish
F-45	Beyond Survival: 10 Strategies New Teachers & Support Teams Actually Need	Berit Gordon
F-46	Roundtable for Teachers from Under-represented Groups	ISACS E&J
F-47	Evaluating News Media Bias: A Nuanced Approach to a Vital Topic	Peter Adams
F-48	Educators Can Build & Be Your Best Messaging: Creating a Brand Everyone Believes In ...	E. Walsh & S. Peters
F-49	Attending to Student & Educator Well-being: Best Practices from an Innovative School	M. Tandy, N. Kumar, N. Hager
F-50	Roundtable for Schools with a Gifted Mission	T. Brown & C. Weber
F-51	The Six Keys to Successful School Leadership	Ed Hollinger
F-52	Women in Leadership: Strengthening Subtle, Strategic Skills	Liz Head
F-53	The Dyslexia Experience: A Walk in Their Shoes	Lauren Brown
F-54	Creating Fundraising Plans: Annual Giving & Major Gifts	A. Borntrager & R. Bailey
F-55	Getting the Most Out of the ISACS Survey: Accreditation & Beyond	C. Everett, B. Dicus, D. Klus

3–4:15 p.m.

F-56	What Kids Want to Know About Their Brains	Tracey Tokuhamu-Espinosa
F-57	Fine Motor & Handwriting Skills: Developmental Milestones & Improvement Strategies	Heidi Tringali
F-58	Roundtable for Division Heads	ISACS ASC
F-59	Legal Landscape Regarding DEI Initiatives	Sheila Abron
F-60	Roundtable for ISACS Lead Learners	ISACS PSC
F-61	Empowering Students with NASA Data: Creating Climate Dashboards & Climate Action	B. Sanzenbacher & B. Lopez Silva
F-62	Making Math Instruction Meaningful with a Multisensory Approach	Hayley Ahearn
F-63	The End: Discussing & Pondering Death with Young Learners	Alice Galbreath
F-64	Place & Pedagogy: Using Literature to Foster Understanding of Geospatial Identity	Chea Parton
F-65	Transitioning from Letter Grades to Standards-based Grading: One School's Roadmap	Elaine Griffin
F-66	After School Care: Growing Programs & Activating Mission	Jordan Andes
F-67	Five Ways to Marry Your Enrollment & Communication Strategy	J. McKenrick & A. Kellenberger
F-68	Creating an Educational Laboratory to Challenge the Factory Education Model	E. Lightfoot & B. Pannill
F-69	Leveling the Playing Field Through Concepts & Obscure Games	Jason Coy
F-70	Naturally Inspired: Small Shifts, Big Connections	M. Sherman & N. Sembay
F-71	Friendship Garden: Teaching Collaborative Skills Through Teamwork Challenges & Provocations	P. Croghan & A. McNerney
F-72	STEM Starts Early: How K–12 Teachers Can Cultivate Future Engineers	Jordan Svancara

INSPIRE

NOVEMBER 13 & 14 | INDIANAPOLIS, IN

Conference Planner

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

THURSDAY, NOVEMBER 13

	SESSION #	TITLE	ROOM
9-10:15 a.m.	T-		
10:30-11:45 a.m.	T-		
11:45 a.m.-1:15 p.m. Luncheon & Keynote Presentation TL-01 10 to 25: The Science of Motivating Young People			
1:30-2:45 p.m.	T-		
3-4:15 p.m.	T-		

FRIDAY, NOVEMBER 14

	SESSION #	TITLE	ROOM
9-10:15 a.m.	F-		
10:30-11:45 a.m.	F-		
11:45 a.m.-1:15 p.m. Luncheon & Keynote Presentation FL-01 Connecting Through the Power of Story			
1:30-2:45 p.m.	F-		
3-4:15 p.m.	F-		

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