



The Leading Network for Innovation at Independent Schools

Student Wellness

Los Angeles

Oct. 30 – 31, 2019

Cohorts • Conferences • Career Placement • Faculty PD • Research • ePortfolios



www.oesisgroup.com

Student Wellness



Los Angeles
Oct. 30 – 31, 2019

Registration

All participants must be registered and wear their name badge at all times during the conference. Our registration desk is open:

Tuesday Oct. 29, 2019

6 p.m. – 8 p.m.

Wednesday, Oct. 30, 2019

6.30 a.m. – 2 p.m.

Thursday, Oct. 31, 2019

7 a.m. – 12 p.m.

Wireless Internet

We offer free wireless in the meeting rooms and lobby area. Your code is in your registration packet. Please connect *only one* device.

Cocktails

Please use the drink ticket in your registration packet.

Logistics

Room Diagrams

Marina del Rey Marriott

4100 Admiralty Way

Marina del Rey, CA 90292

310.301.3000

Penthouse Level 8th Floor

Bayview
Ballroom

Come to the 8th-floor Penthouse for Registration, as well as the Welcome, Keynotes, Cocktails, Breakfast & Lunch.

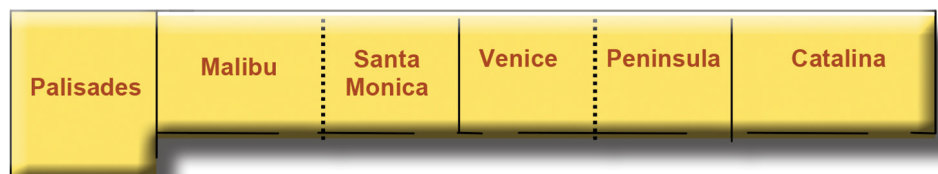
Lobby Level

Meeting Rooms

Promenade

Lower Level

Breakouts



Welcome to OESIS Student Wellness in Los Angeles



Sanje Ratnavale
President
OESIS Network

Oct. 30, 2019

Dear Friends:

So this is a first. A Student Wellness conference. Social Emotional Learning, the relationships in school and wellness are the cornerstones of student engagement and achievement. Did we take that for granted or have we learned more about what that involves scientifically, empirically and through our pedagogical expertise?

What has struck me most on this journey of putting on this conference was how everything we have been talking about from Project-Based Learning to Competency-Based Education converges on Social-Emotional Learning. It is scarcely possible to succeed at one without the other two.

I am fascinated at the emphasis on student-metacognition that has started to proliferate the educator's consciousness. Cognitive and non-cognitive competencies are front and center, emphasized as the building blocks of a growth mindset and increasingly embedded elements in assessment and pedagogical constructs. What better time than during childhood to explore, fail and discover who we are and what it takes to thrive?

If there is one hope for the future, it is that all this becomes more of the expected toolkit of not just school counselors and administrators but the sine qua non of all instructional practice. The movement you have all created is under way and we thank you for your contributions, particularly our presenters.

We hope you leave inspired and challenged.

Kind Regards,
Sanje Ratnavale
President
OESIS Network

OESIS Student Wellness Conference Schedule at a Glance

Wednesday, Oct. 30, 2019

6.30 a.m. – 8.00 a.m.	Breakfast and Registration
8.00 a.m. – 9.00 a.m.	Opening Keynote
Bayview Ballroom	 <p>Anabel Jensen President of Emotional Intelligence Network Six Seconds</p>
9.00 a.m. – 10.00 a.m.	Wednesday Morning Keynote
Bayview Ballroom	 <p>Dr. Brent Bauer, Director of Research Complimentary and Integrated Medicine Program Mayo Clinic (MN)</p>
10.10 a.m. – 11 a.m.	Wednesday Morning Workshops
Palisades	A1 Burning Questions: The Six Seconds SEL Question Taxonomy Cherilyn Leet , Director of Education, Six Seconds (CA)
Malibu/Santa Monica	A2 SWAT Leaders: Wellness Collaboration Between Divisions Kimberly Kryder , Director of Wellness & Upper School Counselor, Berwick Academy (ME)
Venice/Peninsula	A3 Advancing Every Classroom: Using Positive Psychology to Optimize Learning and Leading Priya Singhvi , Director of Health and Wellness, Rye Country Day School (NY)
Promenade	A4 Taming the Tech Effect I: School Culture, Connection and Citizenship Part I of two-day workshop Dr. Catherine Steiner-Adair , internationally recognized clinical psychologist & author of <i>The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age</i> (CA)
Catalina	A5 Skill Pathways for Faculty and Students Sanje Ratnavale , President, OESIS Network Joel Backon , Vice President, OESIS Network
11.10 a.m. – noon	Wednesday Morning Rotations
Promenade	B1 Peer Support Success: The Model of Peer Support Tina McGraw , Head of Peer Support, Harvard-Westlake School (CA) Dr. Sophie Wasson , Co-Leader Peer Support, Harvard-Westlake School (CA)
Palisades	B2 Making Sex Education a Core Class: A Vital Paradigm Shift in “What Kids Need to Know” Stephanie Cordo , Health Department Chair, Holton-Arms School (MD)
Malibu/Santa Monica	B3 Make Room for Mindfulness Mia Burton , Director of Diversity and Inclusion, Flint Hill School (VA)
Catalina	B4 Cultivating a Writer Identity to Foster Lifelong Inquiry Megan Griffin , English Teacher; Kate Schenck , English Department Head; and Dr. Corby Baxter , Professional Learning Coordinator, Ursuline Academy of Dallas (TX)
Venice/Peninsula	B5 Building from your Base: Community Driven Social Media Curriculum Development Benjamin Taylor , Director of Academic Technology + Dean of Instruction MSON, Hopkins School (CT)
Bayview	B6 Let's Talk About Health in our Schools: A State of Complete Physical, Mental and Social Wellbeing Colleen O'Boyle , Asst. Head of School for Academics, La Jolla Country Day School (CA); and Dr. Desiree Shapiro , Executive Chief Fellow for the UCSD Child and Adolescent Psychiatry Fellowship, and UC San Diego School of Medicine

noon – 1.15 p.m. Bayview Ballroom	Lunch
12.30 p.m. – 1.15 p.m. Bayview Ballroom	Plenary Panel Lunch Harvard-Westlake Student Panel on Peer Support Harvard-Westlake students
1.30 p.m. – 2.20 p.m. Bayview Ballroom	Keynote  Sanje Ratnavale President OESIS Network
2.30 p.m. – 3.20 p.m.	Wednesday Afternoon Rotations
Malibu/Santa Monica	C1 Anxiety in the Classroom: Developing a Toolbox of Practical Interventions Lauren Gehman , Head of the Counseling Department, and Jen Sciortino , Asst. Upper School Principal, Metairie Park Country Day School (LA)
Promenade	C2 EQ vs. IQ: Developing Social & Emotional Intelligence for Wellbeing Nichole Foster-Hinds , MS Director & Director of Health & Wellbeing, Holton-Arms School (MD)
Venice/Peninsula	C3 Institutes Driven by Passion Shaun Yorgey , Director of the Entrepreneur Institute, Perkiomen School (PA)
Catalina	C4 Hop, Skip and Jump: Specialization as Opposed to Diversification Derek Lautieri , Assistant Athletic Director, The Derryfield School (NH)
Palisades	C5 Passion Opportunities in a Five-Term Schedule Paula Apostolou , Director of Teaching and Learning, Maumee Valley Country Day School (OH)
Bayview Ballroom	C6 Plenary Panel on Wellness in Girls led by Mayo Clinic Sheila Bauer , Founder, Imago Dei Foundation, & Dr. Brent Bauer , Director of Research, Mayo Clinic (MN)
3.20 p.m. – 3.40 p.m.	Tea Break
3.40 p.m. – 4.30 p.m.	Wednesday Afternoon Rotations
Palisades	D1 Articulating & Embedding Cognitive and Non-Cognitive Competencies Joel Backon , Vice President, OESIS Network
Promenade	D2 Brains on Fire: Hot Cognition Formulas to Ignite Learning Anabel Jensen , President of Emotional Intelligence Network, Six Seconds
Catalina	D3 How We Argue Nathan Otey , Fellow, Department of Philosophy, Harvard University (MA)
Malibu/Santa Monica	D4 Student Leadership Skills Training for the 21st Century: It's all about Feelings Maritoni Shah , Director of Wellness Services, Princeton Day School (NJ)
Venice/Peninsula	D5 Problems, Not Solutions: Infusing the Entrepreneurial Mindset and Choice into Student Leadership and Life Regina Rosi Mitchell , Director of Entrepreneurship and Innovation, and Brett Quimby , Dean of Student Life, Marlborough School (CA)
Bayview Ballroom	D6 Modern Stoics: Experiential Wellness in History Class Natalie Johnson and Michelle Tabor , History Teachers, Chadwick School (CA)
4.45 p.m. – 6.15 pm	Cocktails on Bayview Rooftop Patio

Thursday, Oct. 31, 2019

6.30 a.m. – 8.00 a.m.	Breakfast and Registration
8.00 a.m. – 8.25 a.m. Bayview Ballroom	Ignite Keynote Existential Anxiety: the Roots of a Modern Anxiety Epidemic Tyler Montgomery , <i>Chaplain and Assistant Headmaster for Student Wholeness, Woodberry Forest School (VA)</i>
8.25 a.m. – 8.50 a.m. Bayview Ballroom	Ignite Keynote The Thief of Childhood: The Effects of Climate Change on the Mental Health of our Youths Stuart Grauer , <i>Head of School, Grauer School (CA)</i>
8.50 a.m. – 9.15 a.m. Bayview Ballroom	Ignite Keynote Uncovering Secret Agents: They're All Over Campus Mike Cobb , <i>Head of School</i> , and Jason Kern , <i>Asst. HOS for Innovation and Learning, All Saints Episcopal School (TX)</i>
9.20 a.m. – 10.10 a.m. Bayview Ballroom	Thursday Morning Keynote  Dr. Anjali Bhagra <i>Director of Education</i> <i>Mayo Clinic (MN)</i>
10.15 a.m. – 11.05 a.m.	Thursday Morning Rotations
Palisades	E1 Tip the Teeter Totter: Prevent Teacher Burnout, Increase Students' Engagement Haiyun Lu , <i>Chinese Teacher, University School of Milwaukee (WI)</i>
Promenade	E2 Food, Sleep, Movement. . . A New Model of Scheduling Dr. Nooha Ahmed-Lee , <i>Head of School, YSC Academy (PA)</i>
Catalina	E3 Physical Literacy: A School-Based Approach to a Global Crisis Stephen Boyle , <i>Global Consultant: Physical Literacy and Athletics, Whittle School & Studios (DC)</i>
Santa Monica/Malibu	E4 Student Agency — “It’s Always Authentic” Mike Cobb , <i>Head of School</i> , & Jason Kern , <i>Asst. HOS for Innovation and Learning, All Saints Episcopal School (TX)</i>
Venice/Peninsula	E5 Berwick Innovation: Student Agency Leads Discovery & Mastery Darcy Coffta , <i>Director of Innovation, Berwick Academy (ME)</i>
Bayview Ballroom	E6 Collaborative Interdisciplinary Showcases — Ditch an Assessment for an Art Show Simon Huss , <i>Director of STEAM, Windward School (CA)</i>
11.10 a.m. – noon	Thursday Morning Rotations
Palisades	F1 Boys Will Be ... Mindful: Teaching Empathy, Inclusion and Harmony to our Future Paris McClean , <i>Head of Lower School, Princeton Academy of the Sacred Heart (NJ)</i>
Promenade	F2 Cultivating Student Wellbeing through Spiritual Formation and Engagement Mike Cobb , <i>Head of School, All Saints Episcopal School (TX)</i> Andrea Shurley , <i>Principal, Ursuline Academy of Dallas (TX)</i>
Catalina	F3 Taming the Tech Effect 2: School Culture, Connection and Citizenship Part 2 of two-day workshop Dr. Catherine Steiner-Adair , <i>Psychologist, Author & Keynote (CA)</i>
Bayview Ballroom	F4 Plenary Panel on Scheduling Alternatives & Impacts Moderated by Sanje Ratnavale , <i>President, OESIS Network (CA)</i> with Dr. Nooha Ahmed-Lee , <i>Head of School, YSC Academy (PA)</i> and Paula Apostolou , <i>Director of Teaching & Learning, Maumee Valley Country Day School (OH)</i>
Santa Monica/Malibu	F5 It's An Inside Job: Healthy Classrooms & Healthy Students Josie Bahedry , <i>Educator/Consultant, California Teacher Development Collaborative (CA)</i>
noon – 1.15 p.m. Bayview Ballroom	Lunch

12.30 p.m. – 1.15 p.m.	Thursday Lunch Keynote
Bayview Ballroom	 <p>Ray Ravaglia Chief Learning Officer Opportunity Education Foundation (NE)</p>
1.30 p.m. – 2.20 p.m.	Thursday Afternoon Keynote
Bayview Ballroom	 <p>Dr. Catherine Steiner-Adair Psychologist & Author of <i>The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age</i></p>
2.30 p.m. – 3.20 p.m.	Thursday Afternoon Rotations
Promenade	<p>G1 All Foods Fit? Really? An Innovative Approach to Nutrition Education in School Athletics Kathleen Westervelt, Science Teacher & Head Coach, Middle School Cross Country, Chadwick School (CA)</p>
Palisades	<p>G2 Giving Your Students Choices Without Losing Your Sanity: How to Support Student Autonomy in the K–2 Classroom Dr. Amanda Hartigan, Second Grade Teacher, Chadwick School (CA) Sovandara Chhin, Kindergarten Teacher and Diversity, Equity, and Inclusion Liaison, Chadwick School (CA)</p>
Catalina	<p>G3 Empowering Agents of Change within a Campus Community Roxanne Stansbury, Assistant Head of School, Alexander Dawson School (NV)</p>
Bayview Ballroom	<p>G4 Plenary Panel on Areas for Potential Research in Schools led by Mayo Clinic Led by Dr. Anjali Bhagra, Director of Education, Mayo Clinic (MN) and Sanje Ratnavale, President, OESIS Network</p> <ul style="list-style-type: none"> • Dr. Catherine Steiner-Adair, Psychologist, Author & Keynote (CA) • Colleen O’Boyle, Asst. Head of School for Academics, La Jolla Country Day School (CA)
3.20 p.m. – 3.40 p.m.	Tea Break
3.40 p.m. – 5.00 p.m.	Thursday Afternoon Workshop
Bayview Ballroom	<p>Workshop on Implementing Competency-Based Education: The Key to Unlocking Wellness</p> <p>Sanje Ratnavale, President, and Joel Backon, Vice President, of the OESIS Network</p> <p>In this workshop, OESIS will talk you through the major benefits, hurdles, opportunities and milestones for your school. We will boil down our recent OESIS Boston conference into 80 minutes touching everything from where to start, the pedagogical challenges, issues on competency definition, cognitive load, measurability, mission-alignment, accessibility, the platforms and dashboards that will be required, the systems integrations, the transcript options and more. We have validated paths for our schools, visited over 50 schools to discuss their approaches and we have a clear picture of how you can get there.</p>

Student Wellness Keynotes

Opening Keynote

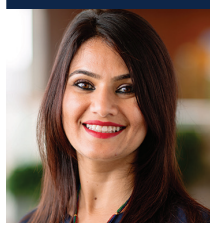


Anabel Jensen

President of Emotional Intelligence Network
Six Seconds

Dr. Jensen is an author known for her work with curriculum utilizing emotional intelligence. A former director of the Nueva Learning Center, she became President of Six Seconds in 1997 and CEO of Synapse School in 2009. She currently is a Professor at Notre Dame De Namur University.

Thursday Morning



Dr. Anjali Bhagra

Director of Education
Mayo Clinic (MN)

Dr. Bhagra is a stress and resilience expert with keen research interest in gender-specific differences in wellness and resilience. Her research group is also studying the perceived need and implementation of mindfulness-based stress management plans in a wide variety of patients.

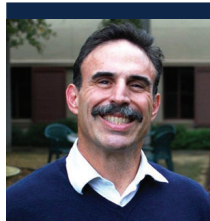
Wednesday Morning



Dr. Brent Bauer, *Director of Research, Complimentary and Integrated Medicine Program*
Mayo Clinic (MN)

Dr. Bauer is the Founder (2001) and Director of the Mayo Clinic Complementary and Integrative Medicine Program. Its research focuses on the synergy of nutrition, activity, stress management and social support in promoting health and wellness, as well as on strategies not typically part of conventional medical care.

Thursday Afternoon



Ray Ravaglia

Chief Learning Officer
Opportunity Education Foundation (NE)

Raymond Ravaglia, Director of OESIS Network, founded Stanford University's Education Program for Gifted Youth, was the principal architect of Stanford University's Online High School and is also author of *Bricks and Mortar: the making of a Real Education at the Stanford Online High School*. Raymond has served as an external reviewer for the Office of Post-Secondary Education of the U.S. Department of Education, has been an advisor to the College Board on the subject of online education, and was a founding board member of the International Council for Online Learning.

Wednesday Afternoon



Sanje Ratnavale

President
OESIS Network

Sanje Ratnavale, President of the OESIS Network, has held senior administrative positions at independent schools including Associate Head of School at a K-12 school for seven years, High School Principal for three years and CFO for seven years. Sanje has taught Latin and History at the High and Middle School levels: his educational career spans both British (Windlesham House School in Sussex) and American independent schools (Marlborough School in LA and Sierra Canyon School in LA).

Thursday Afternoon



Dr. Catherine Steiner-Adair

Psychologist & Author of The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age

Dr. Steiner-Adair examines ways children learn and grow, and shows parents and educators how to reap the benefits of tech while reducing the risks it poses at every stage of child development.

Student Wellness Presenters

Dr. Nooha Ahmed-Lee, *Head of School, YSC Academy (PA)*

Paula Apostolou, *Director of Teaching & Learning, Maumee Valley Country Day School (OH)*

Joel Backon, *Vice President, OESIS Network (CT)*

Josie Bahedry, *Educator/Consultant, California Teacher Development Collaborative (CA)*

Dr. Brent Bauer, *Director of Research, Complimentary and Integrated Medicine Program, Mayo Clinic (MN)*

Sheila Bauer, *Founder, Imago Dei Foundation*

Dr. Anjali Bhagra, *Director of Education, Mayo Clinic (MN)*

Mia Burton, *Director of Diversity and Inclusion, Flint Hill School (VA)*

Sovandara Chhin, *Kindergarten Teacher and Diversity, Equity, and Inclusion Liaison, Chadwick School (CA)*

Mike Cobb, *Head of School, All Saints Episcopal School (TX)*

Darcy Coffta, *Director of Innovation, Berwick Academy (ME)*

Stephanie Cordo, *Health Department Chair, Holton Arms School (MD)*

Nichole Foster-Hinds, *Director of the Middle School, Holton-Arms School (MD)*

Lauren Gehman, *Head of Counseling Department, Metairie Park Country Day School*

Stuart Grauer, *Founder and Head of School, The Grauer School (CA)*

Megan Griffin, *English Teacher, Ursuline Academy of Dallas (TX)*

Dr. Amanda Hartigan, *Teacher, Chadwick School (CA)*

Simon Huss, *Director of STEAM, Windward School (CA)*

Dr. Anabel Jensen, *President of Emotional Intelligence Network, Six Seconds (CA)*

Kimberly Kryder, *Director of Wellness & Upper School Counselor, Berwick Academy*

Derek Lautieri, *Athletic Trainer/Assistant Athletic Director, The Derryfield School*

Cherilyn Leet, *Assistant Director of Education, Six Seconds (CA)*

Paris McClean, *Head of Lower School, Princeton Academy of the Sacred Heart (NJ)*

Tina McGraw, *Head of Peer Support, Harvard-Westlake School (CA)*

Regina Rosi Mitchell, *Director of Entrepreneurship and Innovation, Marlborough School (CA)*

Tyler Montgomery, *Chaplain and Assistant Headmaster for Student Wholeness, Woodberry Forest School (VA)*

Colleen O'Boyle, *Asst. Head of School for Academics, La Jolla Country Day School (CA)*

Nathan Otey, *Fellow, Department of Philosophy, Harvard University*

Brett Quimby, *Dean of Student Life, Marlborough School (CA)*

Sanje Ratnavale, *President, OESIS Network (CA)*

Ray Ravaglia, *Chief Learning Officer, Opportunity Education Foundation (NE)*

Jennifer Scortino, *Assistant Upper School Principal, Metairie Park Country Day School*

Maritoni Shah, *Director of Wellness Services, Princeton Day School (NJ)*

Dr. Desiree Shapiro, *Executive Chief Fellow for the UCSD Child and Adolescent Psychiatry Fellowship, and UC San Diego School of Medicine*

Andi Shurley, *High School Principal, Ursuline Academy of Dallas (TX)*

Priya Singhvi, *Director of Health and Wellness, Rye Country Day School (NY)*

Roxanne Stansbury, *Assistant Head of School, Alexander Dawson School (NV)*

Dr. Catherine Steiner-Adair, *Psychologist & Author of The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*

Michelle Tabor, *History Teacher, Chadwick School (CA)*

Benjamin Taylor, *Director of Academic Technology & Dean of Instruction MSON, Hopkins School (CT)*

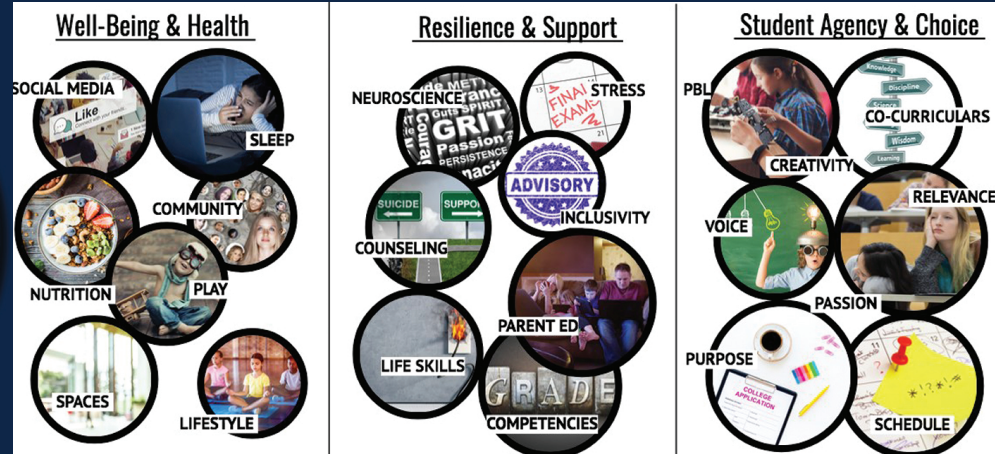
Dr. Sophie Wasson, *Co-Leader Peer Support, Harvard-Westlake School (CA)*

Shaun Yorgey, *Director of the Entrepreneur Institute, Perkiomen School (PA)*

Student Wellness



Los Angeles
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Resilience • Student Agency • Support • Wellbeing

K-12

Palisades

A1 **Burning Questions: The Six Seconds SEL Question Taxonomy**

Cherilyn Leet, *Director of Education, Six Seconds (CA)*

What kind of questions are we humans stuck on and can we move beyond? How can we craft unforgettable questions that awaken transformative moments in others? This presentation introduces the first SEL question taxonomy. The four levels of questions can be applied to any subject to deepen engagement and retention of academic content. While researchers agree that asking higher order questions is a reflection of critical thinking, few schools prepare students and teachers for this skill. Through interactive brainstorms, case studies and discussions, this workshop will challenge educators to craft questions that awaken transformative and innovative moments in a student audience of their choice.

Health • Resilience • Student Agency • Support • Wellbeing

PreK-12

Malibu/Santa Monica

A2 **SWAT Leaders: Wellness Collaboration Between Divisions**

Kimberly Kryder, *Director of Wellness & Upper School Counselor, Berwick Academy (ME)*

At a PreK-12 day school, collaboration between divisions is key. The Health & Wellness department is no different in this pursuit, as we have built a program around wellness student leaders in the upper school who work directly with our middle school students during grade-specific parent-student wellness events. This collaboration has created a more authentic approach to student discussion on such topics as substance use, sexuality, mental health and digital citizenship, with the potential for so much more.

A3 Advancing Every Classroom: Using Positive Psychology to Optimize Learning and Leading

Priya Singhvi, *Director of Health and Wellness*, Rye Country Day School (NY)

A paradigm shift is taking place globally in the way we learn and lead. Effective educators do more than convey academic content—they help students cultivate resilience, seek meaning, and foster a growth mindset. In this session, learn not only what the emerging field of positive psychology research reveals about what makes students thrive, but also put those interventions into practice. Focus on specific activities that have been proven to increase Wellbeing along with strategies to build better habits. Leave with neuroscience-based, culturally relevant, and developmentally appropriate strategies, tools, and teacher hacks to immediately implement in any course.

Wellbeing K–12

Promenade

A4 Taming the Tech Effect I: School Culture, Connection and Citizenship

Part I of two-day workshop

Dr. Catherine Steiner-Adair, *internationally recognized clinical psychologist and award-winning author* (CA)

Students everywhere are asking for help understanding their own lives, the social worlds they inhabit on and off line, and the political world they live in. There is a big disconnect between who they are in class and how they connect on line, between the values in the schoolhouse and the values in media and politics. Not surprisingly, schools and colleges are reporting a spike in mental health referrals and disciplinary cases. Traditional models of advisory are inadequate to meet the needs of today's students. This workshop will begin with a tech assessment of how you are using tech in your school and discuss new 'best practices' for taming the negative impact of tech. How can we educate students (and teachers) to understand when tech is neurologically, socially and psychologically harmful? We will dive into research, examples of school change, and strategies to strengthen your school culture and connections, on and off line. We will then look at how education in the digital age requires us to rethink how to best support the social, ethical and psychological development of our students K–12. Education in the digital age requires us to rethink not only how we teach, assess and inspire our students to be creative problem solvers, but how we help them stay psychologically healthy, and make socially responsible ethical choices as they prepare to be leaders in the age of artificial intelligence. We will conclude by discussing what belongs in today's core curriculum. What is the heart of the matter for educating students in this rapidly changing world? We will look beyond individual classes and programmatic initiatives for SEL, DEI, Tech Ethics, Health and Wellbeing to a new philosophical, psychological and pedagogical model that is integrated into all aspects of learning and school culture, K–12.

Wellness Elementary & Middle School

Catalina

A5 Skill Pathways and ePortfolios

Sanje Ratnavale, *President*, OESIS Network

Joel Backon, *Vice President*, OESIS Network

Wellness is one of the co-curricular initiatives that schools are currently undertaking. One of the ways to move forward incrementally with competencies is to focus on co-curricular activities. Using ePortfolios, students will have the opportunity to showcase their talents and abilities outside the academic curriculum by completing Skills Pathways that are driven by learning outcomes. Over time, these Competency-Based Pathways can become part of the academic program as well without a significant redesign of courses. From a wellness perspective, an incremental strategy will take less of a toll on the anxieties that are normally associated with changing cultures.

Join our OESIS family of independent schools



Student Wellness



Los Angeles
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Wellbeing & Health



Resilience & Support



Student Agency & Choice

Support

High School

Promenade

B1 Peer Support Success: The Model of Peer Support

Tina McGraw, *Head of Peer Support*, Harvard-Westlake School (CA)

Dr. Sophie Wasson, *Co-Leader Peer Support*, Harvard-Westlake School (CA)

For more than 20 years, the Harvard-Westlake Peer Support program (with 450 students participating weekly without faculty) has been a thriving part of student culture, offering connection, empathy, fun, and support to generations of students. The unique training program has 56 student leaders and trainees, and four student coordinators, who ensure the integrity of peer support is maintained in weekly after-school groups. Each group has about 20 assigned students mixed from 10th, 11th, and 12th grade with 13 total groups, which serve our student body throughout the school year.

Health & Wellbeing

All Levels

Palisades

B2 Making Sex Education a Core Class: A Vital Paradigm Shift in “What Kids Need to Know”

Stephanie Cordo, *Health Department Chair*, Holton-Arms School (MD)

What do we want our students to know before graduating? This is a question that educational leaders use as a homing beacon for creating mission statements and curriculum maps. Known as ‘core subjects,’ Math, Science, English, and History remain at the center of what kids need to know before they graduate. These subjects are held in higher regards, receive more time in the classroom, and act as the main achievement marker we use to move students from one grade level to the next. But when making these decisions, what classes are left to the wayside? One class that remains on the outskirts is sex education. Why does this class remain on the outskirts? Think back to your sex education: what was it like? Do your memories put you back in that 4th-grade classroom where you were split up boy/girl to learn about pubic hair? Are you still scarred from pictures of STDs that were thrown out one day—out of the blue—between learning nutrition and being told Just Say No to Drugs? Or do you flashback to the moment when you were paired up with your middle-school crush to participate in awkward role plays? Chances are your sex education experience might have been lacking, which begs the questions: how far have we come in valuing the importance of Comprehensive Sex Education, and how do we ensure it takes precedence in our curriculum as a core class? Throughout this presentation you will learn how to: redefine Comprehensive Sex Education; explore ways to combat barriers to implementing this curriculum; and gain useful tools to ensure your school provides students with intentional, meaningful, and lifelong lessons in grades K–12 that may redefine what kids need to know before they cross that graduation stage.

Wednesday Morning Workshops, 11.15 a.m. – 12.10 p.m.

Equity & Inclusion • Health & Wellbeing • Resilience

JK–12

Malibu/Santa Monica

B3 Make Room for Mindfulness

Mia Burton, *Director of Diversity and Inclusion*, Flint Hill School (VA)

Education increasingly relies on innovation and creativity to address the challenge of fully engaging children in the learning process. Research indicates that the psychological, emotional, and social Wellbeing of children has an impact on their educational outcomes, social prospects, future physical and mental health, and quality of life in adulthood. Additionally, stress in early life can have adverse psychological and behavioral impacts on students. Mindfulness practices promote and develop the competencies necessary for engagement. The practices are easily integrated into the school day and incorporated in school routines. Reported outcomes include improved attention, reduced stress, and increased emotional regulation for students; and ultimately for teachers and other staff. In this session, we will share our five-year approach to integrating mindfulness in our JK–12 school. The presentation will provide a snapshot of each year's process and challenges. We will examine the “why,” in addition to the resources and steps taken to integrate mindfulness into our school culture. The integration of mindfulness has also impacted our approach to counseling education programs and to equity and inclusion efforts. Our school community has benefited from this process and its influence on students and teachers.

Choice • Resilience • Student Agency • Support

High School

Catalina

B4 Cultivating a Writer Identity to Foster Lifelong Inquiry

Megan Griffin, *English Teacher*; **Kate Schenck**, *English Department Head*; and **Dr. Corby Baxter**, *Professional Learning Coordinator*, Ursuline Academy of Dallas (TX)

This session presents practical, research-based ways to develop a writing curriculum that places students' development of their writer identity at the center of their learning. These strategies include portfolio and reflective writing, personalized learning, and alternative assessment. By encouraging and requiring students to engage in topics of interest to them, to take ownership of their writing process, and to articulate their goals and growth, we can cultivate more confident, resilient students who recognize writing as an essential part of their daily lives.

Health & Wellbeing • Resilience & Support

Middle & High School

Venice/Peninsula

B5 Building from your Base: Community Driven Social Media Curriculum Development

Benjamin Taylor, *Director of Academic Technology + Dean of Instruction* MSON, Hopkins School (CT)

An array of entities have begun offering social media education experiences and resources for our schools. Our experiences with those groups have shown that each distinct learning community has profound idiosyncrasies that can make for jaded audiences—students, parents, and faculty alike. At Hopkins we have embarked on a bottom-up, community-driven inquiry into our environment's social media experiences, troubles, and hopes through the lenses of: Responsibility, Awareness and Fluency. I will detail how we are assessing needs, existing programming, and how we plan on implementing our program designed to address the challenges social media presents along with a comprehensive view of technological competencies.

B6 **Let's Talk About Health in our Schools: A State of Complete Physical, Mental and Social Wellbeing**

Colleen O'Boyle, *Asst. Head of School for Academics, La Jolla Country Day School (CA)*

Dr. Desiree Shapiro, *Executive Chief Fellow for the UCSD Child and Adolescent Psychiatry Fellowship, and UC San Diego School of Medicine*

Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. The available research supports the long-held belief that school-based programs continue to be one of the most promising types of preventive mental health interventions available for children. In addition, mental health is a key foundation of school success. The research notes that over 50 percent of all lifetime cases of mental illnesses are diagnosed by age 14. Additionally, one in five youth suffer from a severe mental illness, and 50 percent of students age 14+ with mental illness dropout of high school (high rate of any disability group). We may be thinking that given our demographics and the resources in the independent school world, these issues don't impact us. The time is now to decrease self-stigma and social-stigma related to mental health concerns. As a community of educators and leaders, we must develop skills, tools, and resources for students to manage stress and thrive; increase in resilience. We must also provide the same tools for our educators and teaching and learning communities. When a community comes together to build, focus and enhance social connectedness/positive interactions, the students benefit from this; as does the community. We must empower all members of our community with the skills and confidence to support the mental health of students and to help build a positive school environment. At La Jolla Country Day School we have made this our priority. We are promoting the importance of peer empowerment and leadership. We have gained a greater understanding of the available support for students experiencing mental health difficulties, and have made it a priority. We have increased awareness of mental health resources within Rady and San Diego County. Lastly, we want this work to extend beyond our school, to neighboring schools (public, charter) and within our nation. We want to lead the charge, and we hope that you will join us in these efforts. In partnership with E.E. Ford and Rady Children's Hospital, La Jolla Country Day School is developing a wellness framework PreK–12. This framework will serve as a curriculum benchmark for how we design and deliver content and pedagogy to our students given the backdrop of the mental wellness challenges students will face over a lifetime in a PreK–12 school environment. We have developed surveys, focus groups with students, teachers, parent/guardians and leadership to assess campus cultures and climates, highlighting opportunities and barriers. With this real-time input gathered from student, school staff, and parent/guardians we will be able to develop an outreach and prevention program that suits the needs of our community, yet ensure it is anchored in research-based best practices. Finally, as a school we want to promote positive psychiatry principles and celebrate the strengths of youth, families, and communities so we can facilitate prevention, recovery, and healing.

OESIS GUIDE TO PATHWAYS



What is a Pathway?

(adapted from Portfolium User Guides)

Overview

Pathways are a visual journey or learning path to chart one's course to competency and track progress on that journey.

Terminology

Let's start by clarifying the terminology that we use when we discuss Pathways.

- Artifact:** A work sample that demonstrates competency.
- Requirement:** A definition of what is necessary to show proof of competency. These are often Artifacts from projects, course assignments, co-curricular experiences, badges, or event attendance.
- Milestone:** A topical group of Requirements that must be completed to progress along a Pathway.
- Badge:** A digital badge is an officially validated indicator of accomplishment, skills, or competencies.
- Pathway:** The learning path comprised of milestones and requirements.

OESIS XP Pathways

XP Pathways are designed to augment faculty professional development by certifying mastery of pedagogies or universal school programs. They also help faculty members become comfortable with the concept of competency- or mastery-based education in preparation for integration in a student program.

Examples include Project-Based Learning, Competency-Based Education, Social-Emotional Learning, Student Wellness, and Global Education.

OESIS Pathways are the gateway to faculty and student competency-based assessment, credentialing, & ePortfolios

Each OESIS Pathway has four different levels, each requiring a minimum of eight hours of work. The PD experience can be more immersive if the faculty member takes a deeper dive into the content. All Pathways have submissions and multiple reviewer options. Pathways leverage our significant subject level and division specific content in OESIS-XP.



INTRODUCTORY LEVEL PATHWAY

This Pathway provides a series of 6-8 milestones of readings, videos and reflections that are estimated to take 8-10 hours to complete. It will provide the educator with a good understanding of the pedagogical or curricular domain including exposure to content relevant to them in their specific department or division.



LEVEL 1 PATHWAY: PLANNING First Year with Master Mentor
This Pathway requires the Introductory level Badge as a pre-requisite or school senior admin approval. For the teacher(s) who is ready to do the planning and preparation, this pathway provides a series of tasks as well as deeper content exploration. Akin to a Cohort, this Level 1 is done as a group of teachers with group discussions and peer review expected. It also includes live check-ins with Pathway evaluators.



LEVEL 2 PATHWAY: PRACTITIONER Post Year One
This Pathway is for those who have generally completed Level 1 with at least 1 year's experience. It will require a reflection and analysis of performance and plans for improvement and change. Again akin to a Cohort this level is done as a Group with peer feedback and includes live discussion with the Pathway evaluators.



LEVEL 3 PATHWAY: MASTER CREDENTIAL

This Pathway is primarily a series of peer collaboration and review steps of a teacher who has two or three years experience in a domain. It includes presentation of their work, analysis and research behind practice and outcomes.

Faculty who successfully complete **OESIS Network Verified Pathways** will earn digital badges.

Cost: \$100 introductory pathway; and \$150 for each Level 1, Level 2 or Level 3 Pathway.

Email joel.backon@oesisgroup.com to register.

Faculty PD Pathway Leadership



Joel Backon
Vice President
OESIS Group

Joel Backon joined OESIS July 2019 as Vice President. He partners with progressive independent schools in our network to develop programs and resources to foster school academic and co-curricular achievements, as well as faculty professional development.

Joel comes from Choate Rosemary Hall (CT) where he has held key roles in Information Technology, Academic Technology, as classroom teacher, curriculum designer, and in academic and student life advising for 27 years. He has been an OESIS Network Leader since 2015.



Tara Quigley
Director of Miss Fine's Center for Interdisciplinary Studies, and 6th Grade Humanities Teacher, Princeton Day School (NJ)

A teacher since 1991, Tara Quigley has been serving as the Director of Miss Fine's Center for Interdisciplinary Studies since 2014. She is dedicated to educating and empowering teachers to try new pedagogical practices and strategies, including: design thinking, PBL, inquiry research, Visible Thinking, and teaching towards mastery of skills and competencies. She is also a co-chair of the Academic Affairs Committee at Princeton Day School where she has been for 18 years. As an OESIS Network Leader and PBL cohort facilitator, Tara frequently shares her process and experiences with her colleagues at peer schools and at national conferences.

OESIS Network Leaders: Designing, Advising & Assessing Pathways

History



Debbie Ayers
Upper School Asst. Director,
Academic Dean &
History Teacher
Flint Hill School (VA)

Modeling & Science



Megan Bartley, formerly
Science Department Chair,
Milken School (CA);
now Science Teacher in
Michigan Public Schools

Wellness



Sheila Bauer
Founder
Imago Dei Foundation

World Languages



Matt Bavone
U.S. Classics Teacher and
Technology Integrator
St. Luke's School (CT)

English



Jared Colley
English Department Chair
Oakridge School (TX)

English



Nick Dressler
English Teacher
De Smet Jesuit
High School (MO)

PBL & History



Mike Gwaltney
Head of Upper School
Rocky Hill School (RI)

STEM



Simon Huss
STEAM Director
Windward School (CA)

SEL



Cheryl Leet
Assistant Director of
Education
Six Seconds
6seconds.org

Science



Graig Marx
Science Department Chair
Winchester Thurston
School (PA)

PBL & History



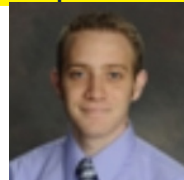
Andrew Miller
Instructional Coach
Shanghai American
School (China)

Math



Marcus Muster
Pre-Calculus Teacher
Kiski School (PA)

Computer Science



David Nassar
Computer Science Chair
Winchester Thurston
School (PA)

Global Education



Matt Nink, Executive
Director, Global Youth
Leadership & Stuart
Center, Lake Forest
Academy (IL)

Elementary



Erin Nordlund
K-6 Curriculum Lead
Chadwick School (CA)

Science



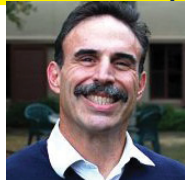
Kevin Quick
Science Teacher
The Webb Schools (CA)

CBE & Mastery



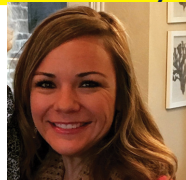
Sanje Ratnavale
President
OESIS Group

CBE & Mastery



Ray Ravaglia
Chief Learning Officer
Opportunity Education
Foundation (NE)

Elementary



Ashley Read
Learn21 Specialist &
4th Grade Teacher
Oakridge School (TX)

PBL & Art



Jeff Robin
Founding Faculty Member
High Tech High (CA)

Art



Jude Ross
Coordinator of Performing
and Visual Arts, The
Alexander Dawson
School (NV)

Math



Yasmin Saban
Math Department Chair
St. Andrew's Priory
School (HI)

World Languages



Jon Shee
World Languages
Department Chair
St. Luke's School (CT)

SEL & Wellness



Priya Singhvi
Director of Health &
Wellness
Rye Country Day
School (NY)

World Languages



Guy Vandenbrouke
World Languages
Crossroads School (CA)

Elementary



Tedd Wakeman
Founder
Sycamore School (CA)

STEM



Eric Walters
Director of STEM Education
Marymount School of
New York

Math



Jim Wysocki
Math Department Chair
Catlin Gabel School
(OR)



The Leading Network for Innovation at Independent Schools

OESIS propels innovation at independent schools

- Are your faculty as connected as they should be?
- Do you have a PD platform that showcases innovation at peer independent schools?
- Are you seeking a solution for supporting both competency-based education & traditional grading?



OESIS Pathways are the gateway to faculty and student competency-based assessment, credentialing, and ePortfolios

We are beyond excited about our partnership with Portfolium, which will enable independent schools to validate competency skills through both subject content and co-curricular achievements. When faculty or students complete a series of milestones and requirements outlined in customized pathways, they earn a digital badge in their ePortfolio, which augments traditional transcripts. Initial Faculty PD Pathways focus on SEL, CBE and PBL.



OESIS-XP is a content rich platform designed to enrich your school's faculty professional development.

- OESIS members have access to a customized OESIS-XP portal on the Canvas LMS platform, which is integrated with Portfolium and Studio (a video management and recording studio). Members may participate in live webinars or watch videos on demand featuring interviews with thought leaders at progressive independent schools on innovative strategies for enabling students to reach their full potential. XP also includes presentations from OESIS conferences in Boston, Los Angeles, China and London. Schools may add their own content.
- OESIS members may also subscribe to LISTSERV discussion groups to exchange ideas and information with colleagues throughout the OESIS network.



OESIS members may also use Career Confidential, our exclusive talent management system to recruit innovative faculty

Membership includes access to the OESIS database of interviewed and approved candidates using filters for specific qualifications. Candidates must complete an extensive application, as well as complete a Statement of Instructional Practice before being considered for a qualifying interview.

Join OESIS to connect your faculty with the leading network for innovation at independent schools. Annual membership, which includes OESIS-XP, Career Confidential & CBE, PBL & SEL Pathways, starts at \$2,500 for up to 100 faculty or \$3,500 for up to 200 faculty.

Express interest and arrange a OESIS video demo at

<http://www.surveygizmo.com/s3/3978348/OESIS-XP-Subscription>.

Email Lynn.Schramek@oesisgroup.com or visit www.oesisgroup.com

Student Wellness



Los Angeles
Oct. 30 – 31, 2019



Wellbeing & Health



Resilience & Support



Student Agency & Choice

Resilience • Student Agency • Support • Wellbeing

All Levels

Malibu/Santa Monica

CI **Anxiety in the Classroom: Developing a Toolbox of Practical Interventions**

Lauren Gehman, Head of the Counseling Department, and **Jen Sciortino**, Asst. Upper School Principal, Metairie Park Country Day School (LA)

Often we send students out of the classroom when they become flooded with anxiety, unable to focus and work. From test anxiety to a resistance to engage the work, students create maladaptive habits to manage the intensity of their emotions. This workshop provides teachers with interventions and strategies to use in the classroom to effectively decrease anxiety in the moment, so students can refocus on classroom content. Leaning on the biological, cognitive and sociocultural perspectives, teachers will apply interventions to case studies of students struggling with poor performance due to emotional dysregulation. In greater depth: Anxiety is the most prevalent mental health problem students face today. In 2015, the National Institute of Mental Health estimated 30 percent of adolescent girls and 20 percent of adolescent boys have had an anxiety disorder (Schrobsdorff, 2016). Moreover, according to the Child Mind Institute's Mental Health Report, despite anxiety being treatable, 80 percent of students with anxiety are not receiving treatment. Therefore, many students are attending school while wrestling with this disorder. This workshop will first explore how anxiety hijacks the brain and detracts from the student's cognitive ability to learn, to process new information effectively, and to retrieve background information (Minihan, 2012). Sending students out of the classroom to manage anxiety is counterproductive since losing instructional time begins a cycle that only creates more anxiety. Students need the tools to manage their anxiety in these situations, so they can remain present and engaged in the learning environment. We will explore specific interventions educators can use with students to combat anxiety from three perspectives. Initially, students need to understand what happens biologically when anxiety sets in, so we will define the physical impact of anxiety. We then will develop self-talk strategies students can use to cognitively change their experience with the physical sensations that accompany anxiety. Finally, by discussing how to build interventions into the classroom routines from the beginning of the year, we will discover how to support students from a sociocultural perspective. Through case studies and reflection, we will then practice employing these interventions. As educators we focus on the whole student in order to prepare them for life. Managing stress, as opposed to escaping it, is a skill every student will need to master for a happy, healthy life beyond the school setting.

Health & Wellbeing	All Levels	Promenade
<p>C2 EQ vs. IQ: Developing Social & Emotional Intelligence for Wellbeing Nichole Foster-Hinds, <i>MS Director & Director of Health & Wellbeing</i>, Holton-Arms School (MD)</p> <p>Everything is emotional. Based on current research on emotional intelligence and social-emotional wellbeing learners do not possess the social-emotional skills needed to understand how to process, manage and express emotional aspects of their lives. Some reports go further positing that emotional intelligence or EQ may be as important as or even more important than cognitive intelligence. So why aren't school administrators and educators making teaching students how to understand and manage their emotions a priority? This presentation will help educators understand the importance of developing student emotional intelligence while also using Holton-Arms as a case study for how to integrate Social Emotional Learning tools into all aspects of the learning process for EQ development. It will also examine the points of intersection between, and sometimes the overlap of SEL and cultural competencies to show how SEL can be a catalyst for promoting not only social and emotional health but also the cross-cultural competencies students need for overall wellbeing and success in life.</p>		
Student Agency	Middle & High School	Venice/Peninsula
<p>C3 Institutes Driven by Passion Shaun Yorgey, <i>Director of the Entrepreneur Institute</i>, Perkiomen School (PA)</p> <p>What drives students to want more from their academic path? AGENCY. The ability to direct their learn t is student driven. Hear about six case studies of students who have launched businesses and done medical research. Learn how they came to accept iteration and failure as part of the learning process. See how this was successfully represented in the college admissions process.</p>		
Wellbeing	Middle & High School	Catalina
<p>C4 Hop, Skip and Jump: Specialization as Opposed to Diversification Derek Lauteieri, <i>Assistant Athletic Director</i>, The Derryfield School (NH)</p> <p>Many "elite" year-round programs are just based on money versus talent. This presentation will cover the benefits of not specializing at an early age. Like machines, students' body parts only have a certain amount of expectancy and specializing decreases the time frame. Specialization increases exposure risks on injuries.</p>		
Student Agency & Choice	PreK-12	Palisades
<p>C5 Passion Opportunities in a Five-Term Schedule Paula Apostolou, <i>Director of Teaching and Learning</i>, Maumee Valley Country Day School (OH)</p> <p>Imagine a school environment in which students actively pursue their passions while at the same time earning academic credit. Through Maumee Valley Country Day School's unique Five-Term Upper School Schedule, students have the opportunity to engage in courses that are meaningful and relevant, including interdisciplinary co-taught courses, service learning in other countries, and student-created independent studies. Come learn more about this incredible learning environment and the systems put in place that make it a reality.</p>		
<p>C6 Plenary Panel on Wellness in Girls led by Mayo Clinic Sheila Bauer, <i>Founder</i>, Imago Dei Foundation, & Dr. Brent Bauer, <i>Director of Research</i>, Mayo Clinic (MN)</p>		Bayview Ballroom

Los Angeles
Oct. 30 – 31, 2019

Wednesday, 3.40 p.m. – 4.30 p.m.

**Wellbeing & Health****Resilience & Support****Student Agency & Choice****Student Agency K-12**

Palisades

D1 Articulating & Embedding Cognitive and Non-Cognitive Competencies**Joel Backon**, Vice President, OESIS Network

Explore how schools progress from competency, outcome, meta-skill and performance indicator mapping to infusion throughout a school program and eventually to fully setting up the assessment environment for cognitive and non-cognitive competencies: examine the issues from cognitive load, language differences to data to inflation to correlation with standards and more. Understand some of the various constituency explanation issues and needs.

Student Agency • Wellbeing K-12

Promenade

D2 Brains on Fire: Hot Cognition Formulas to Ignite Learning**Anabel Jensen**, President of Emotional Intelligence Network, Six Seconds

What does the brain need to grow, change and achieve? Do you have any students who are uninvolved or unmotivated? Hot cognition is a learning framework that skyrockets engagement and retention. This preconference workshop will transform you into a super-instructor, facilitator and communicator. Participants will leave with an understanding of the theory behind emotional cognition and with a formula to address each of the following: emotional memory-making, attention span, rehearsal schedule for memory storage, multimodal learning, asking questions that demand response, dividing presentations into pieces, novelty vs. routines, ethical decision making, and intrinsic motivation. Activating these formulas can reduce classroom management challenges. Warning: This is not your typical workshop. Participants will fill their tool boxes to overflowing through interaction with the material and other attendees. Laugh, chat, share, build, vote, create, decide, solve. Come ready to set your learning ablaze!

Student Agency Middle and High School; Advanced College Level

Catalina

D3 How We Argue**Nathan Otey**, Fellow, Department of Philosophy, Harvard University (MA)

Students become empowered and effective agents — and they experience wellness — when they gain confidence in their own critical thinking skills. Their agency grows as they learn to examine competing claims and come to their own conclusions based on evidence and reasoning, rather than bias. They thrive as they develop intellectual humility, open-mindedness, careful listening, and the genuine sense of confidence that comes from realizing one's own competence. This results in sharp thinking, precise writing, and constructive conversations about current issues.

We will show you how to achieve these outcomes using a simple, powerful technique called argument mapping. A growing body of research (<https://thinkeranalytix.org/research/>) from top universities shows that argument mapping significantly improves students analytical reasoning and writing abilities, with large effect sizes measured on a variety of standardized tests.

D4 Student Leadership Skills Training for the 21st Century: It's all about Feelings**Maritoni Shah**, *Director of Wellness Services, Princeton Day School (NJ)*

Princeton Day School integrates specific SEL skills in its Leadership curriculum for Peer Group (9th grade taught by the 12th grade) and for Bridges Peer Group (7th grade taught by the 12th grade). Some faculty have been trained in the RULERS program from Yale University and have catered ideas for PDS. Resources from the CASEL website have been integrated. Faculty have identified the most important competencies for leadership. We have been very transparent in our educational objectives—naming and expecting proficiency in these skills and then going out and teaching them to others (7th and 9th). In this way, Princeton Day School has done more than integrated SEL into learning, it has established them as the primary measure of success.

Support • Student Agency • Choice • Leadership Development

Venice/Peninsula

Middle & High School**D5 Problems, Not Solutions: Infusing the Entrepreneurial Mindset and Choice into Student Leadership and Life****Regina Rosi Mitchell**, *Director of Entrepreneurship and Innovation, Marlborough School (CA)***Brett Quimby**, *Dean of Student Life, Marlborough School (CA)*

Students often approach leadership and student government by thinking about solutions and grand ideas: changes to the dress code, having more 'scheduled downtime,' providing food for classmates to destress, or some other specific idea that an individual student may have. While we love student input, there is often a disconnection between students' ideas and the work needed to make impactful community change; this leaves adults frustrated by having to do most of the work or in the position of constantly saying "no" to students' ideas. We are reframing how we support students and their ideas at Marlborough; by adopting the mantra of "fall in love with the problem, not the solution," we ask students to be more entrepreneurial in their approach to leadership. We will present examples and systems from our school in which students identify specific problems they want to address, research the issue using data and surveys, and then present their findings to administration. Students end up having more agency in the process, learn how best to make an informed pitch to effect change, and are ultimately more invested in the school community.

Wellbeing Middle School

Bayview Ballroom

D6 Modern Stoics: Experiential Wellness in History Class**Natalie Johnson** and **Michelle Tabor**, *History Teachers, Chadwick School (CA)*

The Ancient Stoics were the original practitioners of cognitive/dialectical behavioral therapy, what many see today as best practice in wellness. In our presentation, we will share how we incorporated historical study of the Stoics in a 7th grade history class to learn about age-old wellness practices. We created a "Stoic experience" that gave students a chance to practice Stoicism in their own lives and reflect on wellness practices through an academic setting. Our approach blends the best of social-emotional learning with an academically engaging unit, showing that teachers can "do" wellness in their classroom without giving up academics.

Student Wellness



Los Angeles
Oct. 30 – 31, 2019



Wellbeing & Health



Resilience & Support



Student Agency & Choice

Mindfulness

K-12

Palisades

E1 **Tip the Teeter Totter: Prevent Teacher Burnout, Increase Students' Engagement** **Haiyun Lu**, *Chinese Teacher*, University School of Milwaukee (WI)

The importance and benefits of mindfulness on increasing students' focus and attention, enhancing one's cognitive function, reducing stress and raising overall wellbeing have been widely discussed and accepted. When mindfulness is implemented in a classroom, it reduces the teacher burnout rate, lowers the affective filter for students and optimizes the learning outcome. In this session, the presenter will take participants through the science behind mindfulness, and demonstrate easy practices in target languages, and effective strategies on how to integrate them successfully in your own classroom. Participants will be able to learn quick easy mindfulness tips for their daily practice and classroom management. These exercises will help participants to build a safe learning environment for their students. It will also help everyone to create a more peaceful world around us.

Health & Wellbeing • Student Agency & Choice

High School

Promenade

E2 **Creating a Holistic Environment for Scheduling Adolescents** **Dr. Nooha Ahmed-Lee**, *Head of School*, YSC Academy (PA)

Based on scientific research, YSC Academy has built a rigorous educational program and schedule that nourishes the biological, physiological, intellectual, socio-emotional, and neurological wellbeing of adolescent students. Walk into YSC Academy and you will notice the school looks and feels different from any other. That is because it was built with the holistic needs of an adolescent in mind. Students holistic needs, including food, sleep, movement & hydration are built into the educational program and schedule. Adolescence is a critical time and research on adolescent development is at the forefront of everything at YSC. This combined with teaching our students meta-cognitive skills of self-awareness, self-regulation and self-advocacy allows them to become agents of their own learning. YSC Academy exists first and foremost because its students and faculty share a common belief in the value of giving students a "voice and choice" in their education.

E3 Physical Literacy: A School-Based Approach to a Global Crisis**Stephen Boyle**, *Global Consultant: Physical Literacy and Athletics*, Whittle School & Studios (DC)

Whittle School & Studios has developed a program to integrate Physical Literacy throughout the entire school experience with character development and social emotional learning as core components of the student experience.

E4 Student Agency — “It’s Always Authentic”**Mike Cobb**, *Head of School*, & **Jason Kern**, *Assistant Head*, All Saints Episcopal School (TX)

We will share the authentic ways students are allowed to have true agency in their learning. We will feature examples of how our students are having powerful impact throughout our community through their learning experiences. Our students are partnering with businesses, non-profits organizations, and school constituents as entrepreneurs, advertising executives, farmers, fabricators, and more.

E5 Existential Anxiety: the Roots of a Modern Anxiety Epidemic**Tyler Montgomery**, *Chaplain and Assistant Headmaster for Student Wholeness*, Woodberry Forest School (VA)

This presentation has three basic goals: First, to identify and provide frameworks for thinking about existential anxiety and to differentiate it from psychological anxiety. Second, to illustrate how existential anxiety is an essential component of the forces challenging our students. Third, to provide several concrete steps to cultivate an awareness of existential anxiety in a school community and to constructively address it with students.

E6 Collaborative Interdisciplinary Showcases — Ditch an Assessment for an Art Show**Simon Huss**, *Director of STEAM*, Windward School (CA)

For two years, Windward School has created a collaborative showcase event to bring together student and faculty collaborative work across content disciplines. The showcase has brought together parents, prospective parents and community members to engage with student authors and teachers about their work. This talk discusses the nuts and bolts of creating the showcase, the perceived benefits of the work, and the remaining challenges to sustain the showcase model.

Student Wellness


Los Angeles
Oct. 30 – 31, 2019



Wellbeing & Health



Resilience & Support


Mindfulness • Wellbeing • Resilience & Support • Student Agency
Elementary & Middle School

Palisades

F1 Boys Will Be ... Mindful: Teaching Empathy, Inclusion and Harmony to our Future

Paris McClean, *Head of Lower School*, Princeton Academy of the Sacred Heart (NJ)

Student health and wellness remains at the forefront of educational conversations. Offering every student an opportunity to actively engage in healthy physical and social emotional programs to elevate their self-esteem, eliminate stereotypes, foster empathy, and ultimately improve the quality of their independent school experiences is critical. Through this workshop Princeton Academy of the Sacred Heart (K–8) highlights our Wellness Weeks program. This Lower School (K–4) initiative includes mindfulness training and meditation, children's yoga, mindful eating, and the student leadership program, Mindful Mentors. These efforts uplift our community and slow down our young people's busy minds, while bringing harmony into their sometimes anxiety filled lives. A cornerstone of this work, the All About M.E. (Mindfulness Education) program offers students, faculty and families opportunities to participate and lead within this inclusive space. Workshop attendees will actively engage in mindfulness exercises, explore basic yoga instruction for children, digest curriculum connections, and explore how this program can be implemented at their institutions in order to support students from all backgrounds and identities.

Wellbeing and Spiritual Formation
Elementary, Middle & High School

Promenade

F2 Cultivating Student Wellbeing through Spiritual Formation and Engagement

Mike Cobb, *Head of School*, All Saints Episcopal School (TX)

Andrea Shurley, *Principal*, Ursuline Academy of Dallas (TX)

A reflective, spiritual, prayerful engagement in school allows students to understand their value through a different lens. And, as the adults in the building, when we start from the root belief that every student brought into our care is a precious creation of God, it focuses all conversations on the needs and inherent dignity of the student before us. Prayer with students also creates a route to connectedness that is additional to standard teacher-student relationships. It enriches the communication and quality of these relationships. At Ursuline we have built up every part of our program in support of students and through the lens of spiritual formation, and while this is an inherent part of our work as a Catholic school, there are ways to bring in this work to any independent school. I am open to collaborating with others in this presentation if that is desired.

F3 Taming the Tech Effect 2: School Culture, Connection and Citizenship

Part 2 of two-day workshop

Dr. Catherine Steiner-Adair, *Psychologist, Author & Keynote* (CA)

Students everywhere are asking for help understanding their own lives, the social worlds they inhabit on and off line, and the political world they live in. There is a big disconnect between who they are in class and how they connect on line, between the values in the schoolhouse and the values in media and politics. Not surprisingly, schools and colleges are reporting a spike in mental health referrals and disciplinary cases. Traditional models of advisory are inadequate to meet the needs of today's students. This workshop will begin with a tech assessment of how you are using tech in your school and discuss new 'best practices' for taming the negative impact of tech. How can we educate students (and teachers) to understand when tech is neurologically, socially and psychologically harmful? We will dive into research, examples of school change, and strategies to strengthen your school culture and connections, on and off line. We will then look at how education in the digital age requires us to rethink how to best support the social, ethical and psychological development of our students K–12. Education in the digital age requires us to rethink not only how we teach, assess and inspire our students to be creative problem solvers, but how we help them stay psychologically healthy, and make socially responsible ethical choices as they prepare to be leaders in the age of artificial intelligence. We will conclude by discussing what belongs in today's core curriculum. What is the heart of the matter for educating students in this rapidly changing world? We will look beyond individual classes and programmatic initiatives for SEL, DEI, Tech Ethics, Health and Wellbeing to a new philosophical, psychological and pedagogical model that is integrated into all aspects of learning and school culture, K-12.

Scheduling

K–12

Bayview Ballroom

F4 Plenary Panel on Scheduling Alternatives & Impacts

Moderated by **Sanje Ratnavale**, *President*, OESIS Network (CA) with **Dr. Nooha Ahmed-Lee**, *Head of School*, YSC Academy (PA) and **Paula Apostolou**, *Director of Teaching & Learning*, Maumee Valley Country Day School (OH)

Within the list of school-controlled factors that negatively impact “student wellness” is the topic of the daily schedule and student use of time. OESIS Network Leaders share their ideas about how shifts in daily start times, passing time between periods, period length, and the number of breaks provided will affect student wellness in a positive way. In addition, there are several schools of thought about rotating schedules and block scheduling. How do they impact student wellness? The Panel will also explore the constraints that make some of these changes challenging for schools that provide extracurricular and athletic programs after school.

Health & Wellbeing • Environment for Learning

Elementary School

Santa Monica/Malibu

F5 It's An Inside Job: Healthy Classrooms & Healthy Students

Josie Bahedry, *Educator/Consultant*, California Teacher Development Collaborative (CA)

Using the latest research on health/nature, Josie Bahedry will discuss the benefits of how teachers can use the indoor environment to support student health and wellness which also results in increased productivity and academic success. Mindfulness as a tool to create a healthy internal environment will also be covered. This talk will contain “how to’s” and immediate take aways that teachers and administrators can incorporate into the classrooms and schools.

12.15 p.m. – 1.15 p.m.

Lunch

Student Wellness



Los Angeles
Oct. 30 – 31, 2019



Wellbeing & Health



Resilience & Support



Student Agency & Choice

Wellness

Middle School

Promenade

G1 All Foods Fit? Really? An Innovative Approach to Nutrition Education in School Athletics **Kathleen Westervelt, Science Teacher & Head Coach, Middle School Cross Country, Chadwick School (CA)**

Given the rise of eating disorders among adolescents, we need a proactive (and different!) approach to educating students /student athletes about nutrition and wellness. An innovative approach to discussing nutrition involves removing “healthy” and “not healthy” language, and other shaming language from discussing food and diet. Instead, schools, and coaches in particular, should consider using an “all foods fit” philosophy whenever teaching formally or informally about food, diet, eating well for athletics, and mental health. The “all foods fit” philosophy is championed by some of the most effective eating disorder treatment facilities, including the Center for Discovery, which has several locations in the LA area. Kathleen Westervelt’s background on these topics relates to her experiences with her daughter who was hospitalized for eight weeks with a severe eating disorder (now in full recovery for more than two years), hours of education on these matters, and seeing the positive culture that the All Foods Fit philosophy has had with the cross-country team that she coaches. Cross country is an athletic activity that often sees a high number of students with eating disorders or disordered eating. The session will include these sections:

1. Why are eating disorders on the rise among adolescents for both males and females? How do we recognize possible eating disorders in adolescents?
2. Let’s compare most food-related school education with the All Foods Fit curriculum.
3. How do we implement an All Foods Fit policy at schools and within athletic departments?

G2 **Giving Your Students Choices Without Losing Your Sanity: How to Support Student Autonomy in the K–2 Classroom**

Dr. Amanda Hartigan, *Second Grade Teacher*, Chadwick School (CA)

Sovandara Chhin, *Kindergarten Teacher and Diversity, Equity, and Inclusion Liaison*, Chadwick School (CA)

The use of choice in classrooms has been widely praised by researchers as a way to enhance student motivation, but teachers are often unsure about the type or amount of choice to give. This presentation will focus on how a K–2 classroom can offer students significant and purposeful autonomy in their own learning, without teachers feeling like they are giving up too much control. Choice can have a negative effect on engagement and motivation when it is too complex or overwhelming, which is why teachers need to be purposeful and strategic about the types and amount of choice offered. This presentation will briefly highlight research findings related to choice in elementary schools and how this directly relates to student motivation, and then offer practical, real life applications for utilizing choice in the lower elementary classroom.

G3 **Empowering Agents of Change within a Campus Community**

Roxanne Stansbury, *Assistant Head of School*, Alexander Dawson School (NV)

By demolishing some faculty-led traditions, the Alexander Dawson School has increased student engagement through voice and choice in their educational experience. From leading a sleep week campaign to hosting a We Need Diverse Book's Day event, our students take on the challenges of coordinating school events that increase wellness and awareness. This presentation will focus on the why, what, and how of empowering students to become agents of change within their campus community.

G4 **Plenary Panel on Areas for Potential Research in Schools led by Mayo Clinic**

Led by **Dr. Anjali Bhagra** and **Sanje Ratnavale**, *President*, OESIS Network

- **Dr. Catherine Steiner-Adair**, *Psychologist, Author & Keynote* (CA)
- **Colleen O'Boyle**, *Asst. Head of School for Academics*, La Jolla Country Day School (CA)

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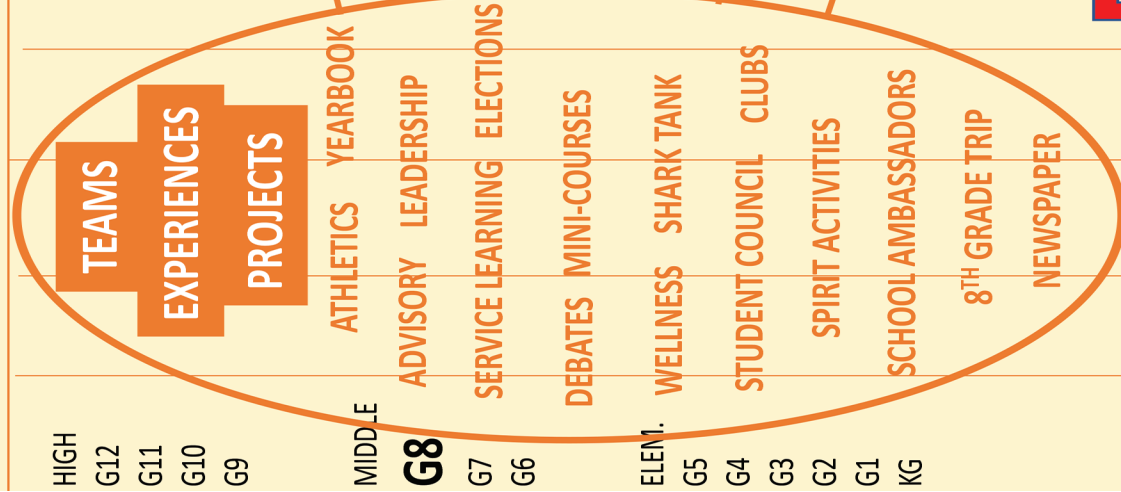
Student Agency & Choice

Bayview Ballroom

H **Workshop on Implementing Competency-Based Education: The Key to Unlocking Wellness** **Sanje Ratnavale**, *President*, and **Joel Backon**, *Vice President*, of the OESIS Network

In this workshop, OESIS will talk you through the major benefits, hurdles, opportunities and milestones for your school. We will boil down our recent OESIS Boston conference into 80 minutes touching everything from where to start, the pedagogical challenges, issues on competency definition, cognitive load, measurability, mission-alignment, accessibility, the platforms and dashboards that will be required, the systems integrations, the transcript options and more. We have validated paths for our schools, visited over 50 schools to discuss their approaches and we have a clear picture of how you can get there.

CO/EXTRA CURRICULAR VERTICAL



STACKING COMPETENCY PATHWAYS FROM THE WHOLE STUDENT EXPERIENCE

MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

M=MILESTONES OF META-SKILLS

R= Performance Requirements

M1. INFORMATION ORGANIZATION

(R1) Repeating - (R2) Organizing - (R3) Sequencing

M2. USING EVIDENCE

(R1) Identifying - (R2) Selecting - (R3) Citing - (R4) Incorporating

M3. LISTENING

(R1) Active listening - (R2) Absorbing - (R3) Analyzing - (R4) Evaluating

M4. PRESENTING

(R1) - Identifying Context - (R2) Relating to Audience

M5. TONE

(R1) Selecting Style - (R2) Using Convention

M6. USING TECHNOLOGY

(R1) Using Basic Tools - (R2) Using Interactive Tools - (R3) Using Classifications

MASTERY ASSESSMENT PATHWAYS & CREDENTIALS

CREATIVITY CHARACTER EMPATHY SELF-AWARENESS COMMUNICATION CRITICAL THINKING COLLABORATION

E-PORTFOLIO-Performance Artifacts



A COMPREHENSIVE LEARNER RECORD

LMS COURSEWORK

S I S

COURSE VERTICAL

Math Engl Lang Sci. Hist Art

HIGH G12 G11 G10 G9

PROJECTS

EXPERIENCES

CAPSTONES ART EXHIBITS

HARKNESS MEDIA LABS

DRAMA COUNTRY PROJECTS

SCIENCE FAIRS PORTFOLIOS

PROOFS DEBATES FIELD TRIPS

ORAL DICTATIONS INSTITUTES

CREATIVE WRITING LABS

STUDENT-LED CONFERENCES

DIGITAL CITIZENSHIP

HANDBOOK

MIDDLE G8 G7 G6

ELEM. G5 G4 G3 G2 G1 KG

Teacher Driven



Student Agency



Student Meta-Cognition

Program & Pedagogy

Lecture Based

Experiential

Project-Oriented Project-Based

Full Mix
Lecture-PBL-CBE-SEL

Assessment

Summative

Reflective

Formative

Meta-Skill & Rubric Based

Competency Based

Comprehensive
Grades, Competencies,
Courses, Experiences, Badges

Student Pathways

Class or Course Based

Stand Alone-Non Integrated

Co-curricular, Advisory, Organizational, Service Learning, Health & Wellness, Community-Based, Athletics, Performance-Based

Institute-Based- Interdisciplinary- Standards-Based Grading

STEAM, Entrepreneurship, Design, Maker, Environmental, Departments using Rubrics & SBG like Science & Languages

Opportunity-Driven- Competency Driven
Milestone & Requirements are teacher designed but student driven drawing from academics, co-curriculars and extra-curriculars

Portfolio Use Cases

Level 1: Grade Level Repository of Growth- Student/Parent Conferences

Level 2: Pass/Fail Opportunities

Level 3: Programmatic- Integrating Select Areas- LMS Interfacing

Level 4: Holistic - Fully Integrated - Data Rich



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