



The Leading Network for Innovation at Independent Schools

Allyship Against Antisemitism

April 11 – 12, 2024



In collaboration with Hillel at Dartmouth College
at the Hanover Inn, Dartmouth Campus



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The Leading Network for Innovation at Independent Schools

OESIS Boston 2024: October 25 & 26 *Purpose & Engagement in the Age of A.I.*



Featured Speakers:



Charles Fadel, *Founder,*
Center for Curriculum Redesign
Education for the Age of AI



Stefan Bauschard
AI Literacy & Policy Expert
Transforming Speech &
Debate with AI



Melissa Loble, *Board Chair of*
1edtech.org & Chief Academic
Officer of Instructure
The Technology
Landscape of AI




Jessica Catoggio
Director of PD
World Leadership School
Pathways to Purposeful
Schools

OESIS Allyship Against Antisemitism at Dartmouth

United in Learning & Dialogue

Day I Thursday, April 11, 2024

<p>7.30 a.m. – Grand Foyer</p>	<p>Registration Open Breakfast</p>
<p>A1 8.30 a.m. – 8.45 a.m. Grand Ballroom</p>	<p>Welcome Rabbi Seth Linfield, <i>Executive Director</i>, Hillel at Dartmouth and Sanje Ratnavale, <i>President</i>, OESIS Network</p>
<p>A2 8.45 a.m. – 9.30 a.m. Grand Ballroom</p>	<p>Framing the Conference: Opportunities & Challenges for Allyship in the Curriculum</p>  <p>Sanje Ratnavale <i>President</i> OESIS Network <i>Publisher</i> Intrepid Ed News</p>
<p>A3 9.30 a.m. – 10.15 a.m. Grand Ballroom</p>	<p>Day I Morning Keynote: Rabbi David Wolpe</p>  <p>Rabbi David Wolpe Newsweek's Most Influential Rabbi in America Visiting Scholar at Harvard Divinity School and a Rabbinic Fellow with the ADL</p>
<p>10.15 a.m. – 10.20 a.m.</p>	<p>Coffee Break</p>

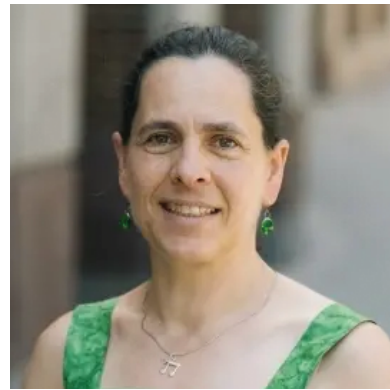
Managing Difficult Discussions in the Classroom

A4 10.25 a.m. – 11.15 a.m. Grand Ballroom

Dartmouth College Professor Panel



Professor Daryl Press
Professor of Government
Director Institute for Global Security



Professor Melissa Herman
Dartmouth College Senior Lecturer in
Psychological and Brain Sciences



Professor Michael Herron
Professor of Quantitative Social Science



Professor Ellen Rockmore
Dartmouth College Lecturer
in Law and Rhetoric

Intersecting Intolerances: the Connections Among Antisemitism, Islamophobia, and Racism

A5
11.20 a.m. – 12 noon
Grand Ballroom



Joel Backon
Editor in Chief (retired)
Intrepid Ed News
Vice President (retired)
OESIS Network

Noon – 1.30 p.m.

Lunch in the Grand Foyer

Sit outside the Ballroom in the Grand Foyer on tables for lunch conversations or take your food in and listen to the lunchtime sessions and panels.

Teaching Anti-semitic Literature: Reconsidering Texts & Practices

A6
12.05 p.m. – 12.45 p.m.
Grand Ballroom



Eli Keehn
English Faculty
Gann Academy (MA)

A7
12.45 p.m. – 1.30 p.m.

Lunch Panel: Religious Identity on Campus



The Reverend Charles A. Wynder, Jr.
Dean of Chapel & Spiritual Life
St. Paul's School
(NH)



Rabbi David Wolpe
Newsweek's Most Influential Rabbi in America and Visiting Scholar at Harvard Divinity School



Rabbi Seth Linfield
Executive Director Hillel at Dartmouth and former independent school head for 20 years



Reverend Nancy A.G. Vogele
Chaplain and Director of the Tucker Center for Spiritual and Ethical Living
Dartmouth College

Afternoon Keynote: Dara Horn

B1
1.40 p.m. – 2.30 p.m.
Grand Ballroom



Dara Horn
Author
*People Love Dead Jews, and
Is Holocaust Education Making Anti-
Semitism Worse?*

B2 2.30 p.m. – 3.15 p.m. Grand Ballroom



Open Plenary Forum
Keynotes Rabbi David Wolpe & Dara Horn
moderated by OESIS President Sanje Ratnavale



3.15 p.m. – 3.30 p.m., **Tea Break**

B3
3.30 p.m. – 4.15 p.m.
Grand Ballroom

**DEI & Community Life Panel: A Discussion on
Inclusion, Civic Ideologies, Affinity Strategies & Allyship**



Moderator:
Sanje Ratnavale
President
OESIS Network



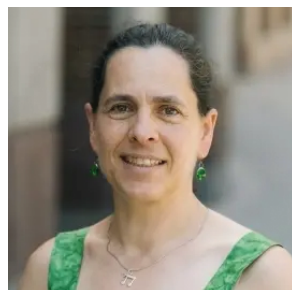
Edgar De Leon
Chief Equity Officer
Nobles & Greenough
(MA)



Julie O'Rourke
Director of Community
Well-being
Pingry School (NJ)

B4
4.15 p.m. – 5.00 p.m.
Ballroom B

Hillel Student Panel: Being Jewish in College



Moderated by Melissa Herman,
Dartmouth College Senior Lecturer
in Psychological and Brain Sciences
and Researcher of the perceptions of
multiracial people

OESIS Allyship Against Antisemitism at Dartmouth

United in Learning & Dialogue

Day 2 Friday, April 12, 2024

7.30 a.m. – Grand Foyer	Registration Open Breakfast
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CI Grand Ballroom
8 a.m. – 8.40 a.m.

Early Breakfast Humanities Panel: Revisiting The Literary Canon & Historical Themes



Eli Keehn
English Faculty
Gann Academy (MA)



Benjamin Joffe
World Languages, Latin
The Browning School
(NY)



Joel Backon
History Teacher (Retired)
Choate Rosemary
Hall (CT)



**Moderator:
Sanje Ratnavale**
President
OESIS Network

8.40 a.m.
Grand Ballroom

Welcome
Rabbi Seth Linfield, *Executive Director*, Hillel at Dartmouth, and
Reverend Nancy A.G. Vogele, *Chaplain and*
Director of the Tucker Center for Spiritual and Ethical Living

C2
8.45 a.m. – 9.30 a.m.
Grand Ballroom

Opening Keynote: The Unique Complexities of Jewish Identity



Rabbi Seth Linfield
Executive Director
Hillel at Dartmouth and
former independent school head
for 20 years

Day 2 Morning Keynote: Have Antisemitism, Islamaphobia and Campus Politics Changed How We Choose College?

C3
9.30 a.m. – 10.15 a.m.
Grand Ballroom



Michael Horn
Former NAIS Board Member
Co-Author, *Disrupting Class*, and
Author, *Choosing College*

10.15 a.m. – 10.25 a.m. **Coffee Break**

**Feminism & Jewish Allyship:
From Sisterhood to Identity Politics**

C4
10.25 a.m. – 11.15 a.m.
Grand Ballroom



Kara Jesella
A feminist scholar,
the former managing editor of a
feminist academic journal, and
the co-author of *How Sassy Changed
My Life*, a cultural history

C5
11.20 a.m. – 12.05 p.m.
Grand Ballroom

**Independent School Heads Panel:
Free Speech, Neutrality, Ideology, Civics, DEI and more**



Laura Danforth
The Masters
School (NY)



**Dr. Roderick
MacNeal, Jr.**
The Chestnut
Hill School (MA)





Seth Linfield
Former
HOS of two
Independent
Schools



Michael Horn
Former NAIS
Board Member

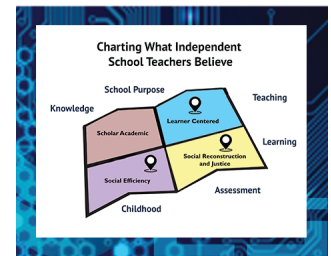


Matt Levinson
San
Francisco
University High
School (CA)

<p>Noon – 1.30 p.m. Grand Foyer</p>	<p>Lunch</p>
<p>D1 1.30 p.m. – 2.30 p.m. Grand Ballroom</p>	<p style="text-align: center;">Bringing Jewish Literary Characters into Humanities Classrooms</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: right;"> <p>Benjamin Joffe <i>World Languages, Latin</i> The Browning School (NY)</p> </div> </div>
<p>D2 2.30 p.m. – 3.15 p.m. Grand Ballroom</p>	<p style="text-align: center;">My Senior Thesis on Antisemitism on College Campuses</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: right;"> <p>Sabrina Goldfischer A 2023 Harvard College Graduate</p> </div> </div>
<p>3.15 p.m. – 3.30 p.m.</p>	<p>Tea Break</p>
<p>E 3.30 p.m. – 4.15 p.m. Grand Ballroom</p>	<p style="text-align: center;">Part I Creating Alignment: OESIS Workshop on an Implementable Plan for Combating Racism & Antisemitism OESIS Network Leadership</p> <p style="text-align: center;">Part 2 Framework of Competencies: OESIS Workshop on an Implementable Plan for Combating Antisemitism and Racism OESIS Network Leadership</p>

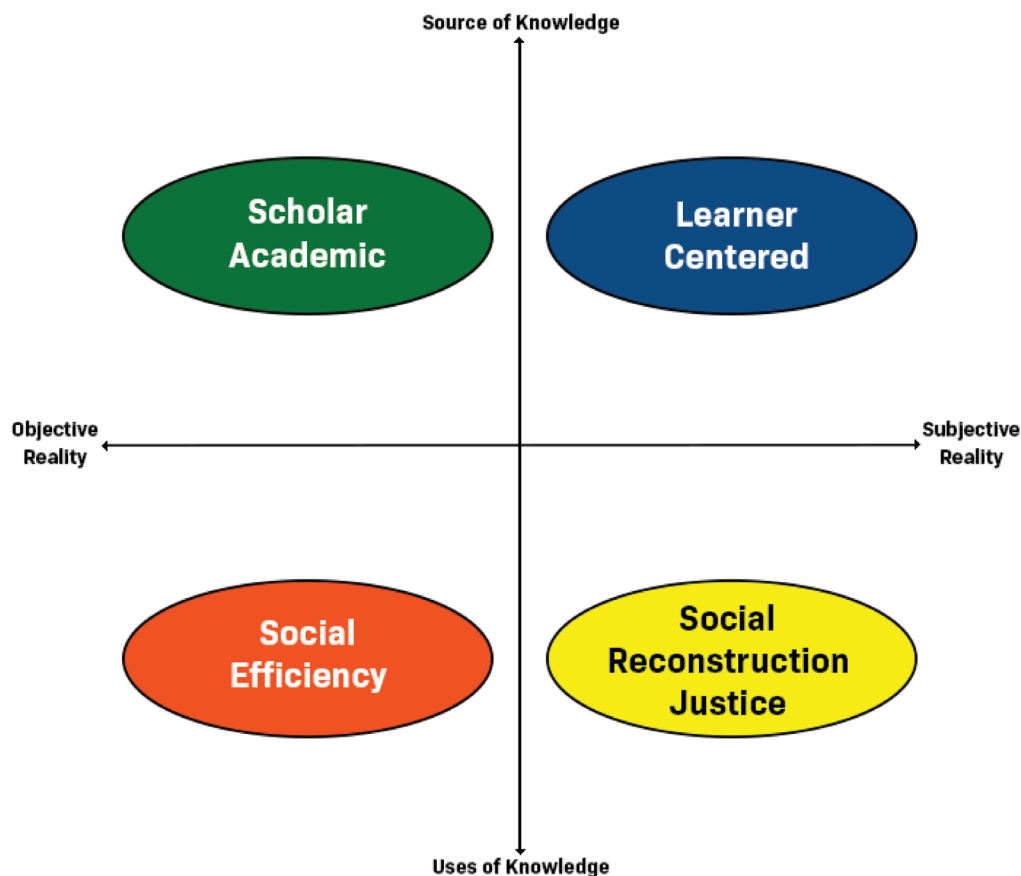
OESIS Teacher Survey 2022

The following survey, which OESIS conducted in 2022 as part of its School Fit initiative, is based on the work of Michael Stephen Schiro, author of *Curriculum Theory, Conflicting Visions & Enduring Concerns* (2nd Edition, Sage Publications). Dr. Schiro was a Professor of Education at Boston College until his retirement and got his doctorate from Harvard. The OESIS National Independent School Teacher Survey collected data in June 2022 from 343 teachers at 207 total schools from 29 states.



The questions were developed by Professor Schiro as a way of identifying the views of teachers and relating them to the four broad ideologies that have dominated American education in the last 150 years:

- The **Scholar Academic** ideology focuses on the cultural transmission of knowledge and truth within the disciplines.
- The **Social Efficiency** ideology focuses on preparing students with the skills and knowledge to serve useful, productive, and prosperous lives as adults.
- The **Learner-Centered** ideology focuses on the growth and self-actualization of the individual through experience and the meanings they are able to construct from their environments.
- The **Social Reconstruction (Social Justice)** ideology focuses on using education to build a fairer and more just society through social values rather than personal, normative, or objective values.



Source: Michael Stephen Schiro, *Curriculum Theory, Conflicting Visions & Enduring Concerns*: Sage Publications, 2013.

OESIS Teacher Survey 2022

Purpose

1. Schools should provide children with the ability to perceive problems in society, envision a better society, and act to change society so that there is social justice and a better life for all people.
2. Schools should be enjoyable, stimulating, child-centered environments organized around the developmental needs and interests of children as those needs and interests present themselves from day to day.
3. Schools should fulfill the needs of society by efficiently training youth to function as mature constructive members of society.
4. Schools should be communities where the accumulated knowledge of the culture is transmitted to the youth.

Knowledge

1. The knowledge of most worth is the specific skills and capabilities for action that allow an individual to live a constructive life.
2. The knowledge of most worth is the personal meaning of oneself and of one's world that comes from one's direct experience in the world and one's personal response to such experience.
3. The knowledge of most worth is a set of social ideals, a commitment to those ideals, and an understanding of how to implement those ideals.
4. The knowledge of most worth is the structured knowledge and ways of thinking that have come to be valued by the culture over time.

Childhood

1. Childhood is essentially a period of intellectual development highlighted by growing reasoning ability and capacity for memory that results in ever greater absorption of cultural knowledge.
2. Childhood is essentially a time when children unfold according to their own innate natures, felt needs, organic impulses, and internal timetables. The focus is on children as they are during childhood rather than as they might be as adults.
3. Childhood is essentially a time for practice in and preparation for acting upon society to improve both oneself and the nature of society.
4. Childhood is essentially a time of learning in preparation for adulthood, when one will be a constructive, contributing member of society.

OESIS Jewish Educator Survey

Teachers

1. Teachers should be aids to children, helping them learn by presenting them with experiences from which they can make meaning.
2. Teachers should be supervisors of student learning, utilizing instructional strategies that will optimize student learning.
3. Teachers should be companions to students, using the environment within which the student lives to help the student learn.
4. Teachers should be knowledgeable people, transmitting that which is known to those who do not know it.

Learning

1. Learning best takes place when children are motivated to actively engage in experiences that allow them to create their own knowledge and understanding of the world in which they live.
2. Learning best proceeds when the student is presented with the appropriate stimulus materials and positive reinforcement.
3. Learning best occurs when a student confronts a real social crisis and participates in the construction of a solution to that crisis.
4. Learning best proceeds when the teacher clearly and accurately presents to the student that knowledge which the student is to acquire.

Assessment

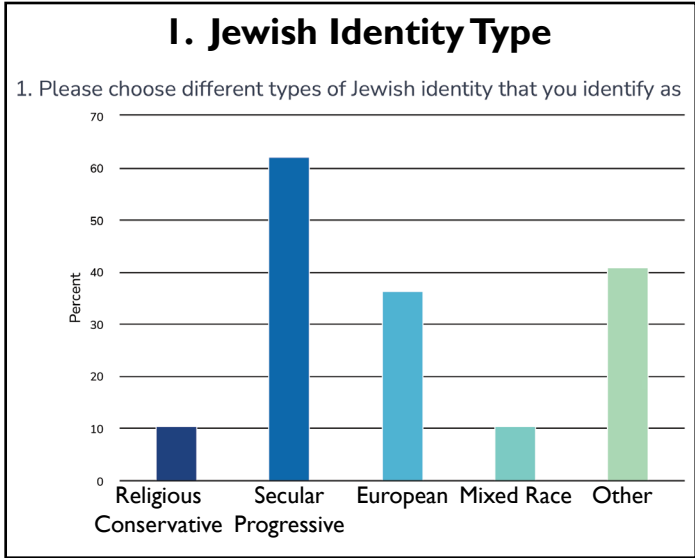
1. Evaluation should continuously diagnose children's needs and growth so that further growth can be promoted by appropriate adjustment of their learning environment. It is primarily for the children's benefit, not for comparing children with each other or measuring them against predetermined standards.
2. Evaluation should objectively indicate to others whether or not students can or cannot perform specific skills. Its purpose is to certify students' competence to perform specific tasks.
3. Evaluation should be a subjective comparison of students' performance with their capabilities. Its purpose is to indicate to both the students and others the extent to which they are living up to their capabilities.
4. Evaluation should objectively determine the amount of knowledge students have acquired. It allows students to be ranked from those with the greatest intellectual gain to those with the least.

Purpose: 1. SJ 2. LC 3. SE 4. SA; **Knowledge:** 1. SE 2. LC 3. SJ 4. SA; **Childhood:** 1. SA 2. LC 3. SJ 4. SE
Teachers: 1. LC 2. SE 3. SJ 4. SA; **Learning:** 1. LC 2. SE 3. SJ 4. SA; **Assessment:** 1. LC 2. SE 3. SJ 4. SA

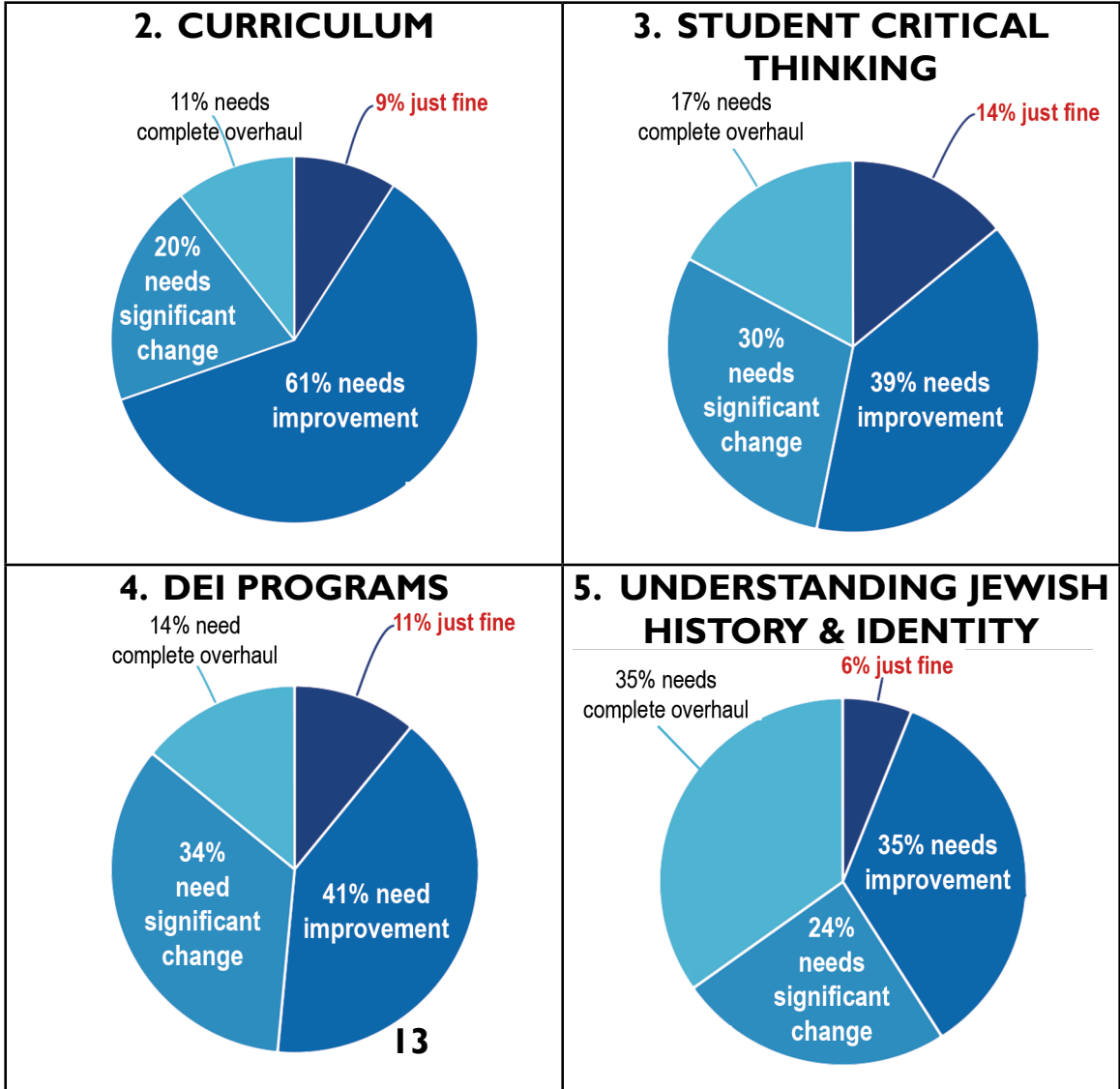
OESIS Jewish Educator Survey

The OESIS Jewish Educator Survey 2023-24 saw participation from 66 identified educators (total sample was 112) in 19 states from the 53 schools listed below. Over 90% are independent schools belonging to NAIS. Less than 7% of the schools were Jewish schools and a diverse distribution by age and experience was found in the survey sample.

- boyslatinmd.com
- branson.org
- browning.edu
- buckley.org
- burkes.org
- bwscampus.com
- campbellhall.org
- cathedral.org
- chapin.edu
- cshnyc.org
- curtisschool.org
- dalton.org
- dublinschool.org
- eHillel.org
- emmawillard.org
- esdallas.org
- gannacademy.org
- gds.org
- gulliverprep.org
- harveyschool.org
- headwaters.org
- hw.com
- kentplace.org
- keysschool.org
- kingswoodoxford.org
- lawrenceville.org
- lexmontessori.org
- lovet.org
- maret.org
- mbs.net
- missporters.org
- newarka.edu
- newmanboston.org
- nobles.edu
- packer.edu
- pingry.org
- polyprep.org
- putneyschool.org
- rowlandhall.org
- rutgersprep.org
- sbcglobal.net
- severnschool.com
- sfuhs.org
- sps.edu
- stlukesct.org
- stpaulsmd.org
- tasisportugal.org
- theschool.columbia.edu
- tjs.org
- trinityschoolnyc.org
- tvs.org
- woosterschool.org
- wyomingseminary.org

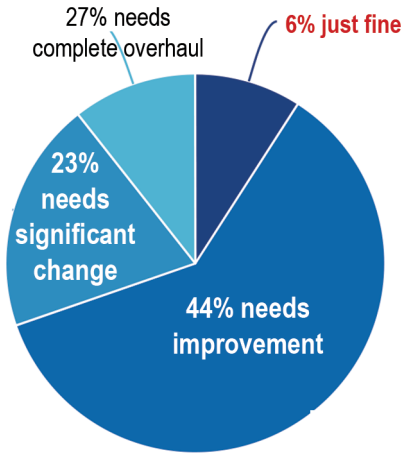


How have the October events in Israel and the reactions in the U.S. and internationally impacted your views as an independent school educator?

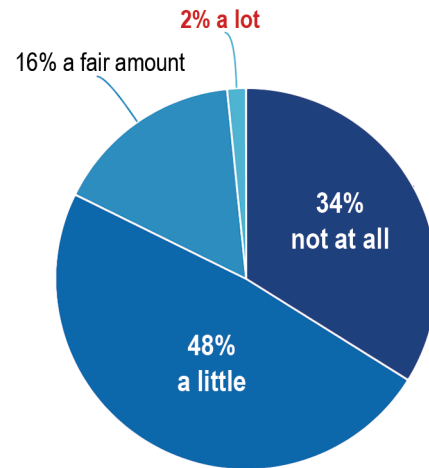


OESIS Jewish Educator Survey

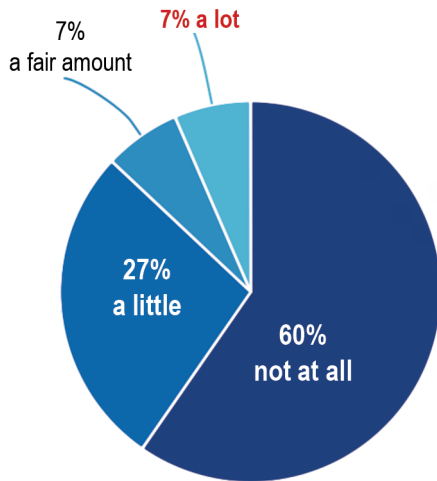
6. Skin Color Prejudice: How have the October events in Israel and the reactions in the U.S. and internationally impacted your views as an independent school educator on the Equating of Racism with Skin Color Prejudice at schools?



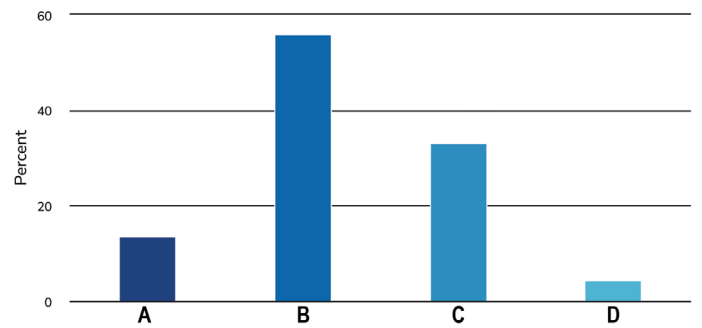
7. Do you think that Jewish identity is well understood by your school?



8. Have the DEI efforts at your school included combatting antisemitism?

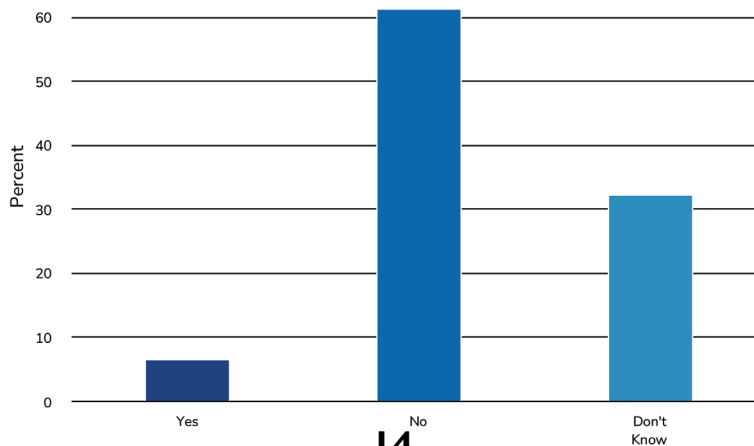


9. What is the place of Jewish history and literature at your school?



- A An elective on the Holocaust
- B Very limited or no content
- C Appropriate Inclusion of Content
- D Part of the Western Canon that is being superseded by CRT-oriented content

10. Does the teaching of oppression at your school give enough weight to the oppression and "otherness" (marginalization) of Jews in history?



OESIS Jewish Educator Survey

11. Are you worried about a rise in antisemitism at your school?

	Not at all	A little	A Fair Amount	A Lot
In the school community at large				
Count	14	34	12	6
Row %	21.2%	51.5%	18.2%	9.1%
From your colleagues				
Count	26	26	10	4
Row %	39.4%	39.4%	15.2%	6.1%
From your students				
Count	20	36	6	4
Row %	30.3%	54.5%	9.1%	6.1%
From parents				
Count	25	29	10	2
Row %	37.9%	43.9%	15.2%	3.0%

12. Have you been asked the following by your school, its DEI efforts or its professional development?

	Yes	No
To grapple with your white privilege		
Count	58	8
Row %	87.9%	12.1%
To recognize your complicity as a colonizer		
Count	23	43
Row %	34.8%	65.2%

13. If you went to the People of Color Conference, how would you feel about the current choices of affinity groups?

	Ideal	Better than nothing	Not safe	Wholly inappropriate
Greater Middle Eastern				
Count	5	24	26	11
Row %	7.6%	36.4%	39.4%	16.7%
White European Awareness & Accountability Group				
Count	8	31	17	10
Row %	12.1%	47.0%	25.8%	15.2%



2024 MEMBERSHIP OPTIONS

The Leading Network for Innovation at Independent Schools

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OESIS College Dual Enrollment	\$2,000 per annum + cost per course	
Access to Intrepid content	Full access for all faculty to Intrepid is included through a paywall	Full access for all faculty to Intrepid is included through a paywall
Intrepid Ed News Advertising	\$5,000 for 12 months of ads on Intrepid Ed News	
OESIS Faculty Placement	All positions fees: 5% of Year 1 Salary and 5% if rehired in Year 2	
Intrepid Ed News Job Board	Unlimited Postings	up to 10 job postings
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Curriculum Consulting & Strategic Planning	Only for member schools	