



TABS

CONFERENCE

Concurrent Sessions Guide



2023
BOSTON

PROVINCETOWN, 3RD FLOOR

BY INVITATION ONLY

NEW HEADS SYMPOSIUM

Whether you're a first-time Head or have years of experience as a Head but are new to the boarding school world, the challenges and experiences of boarding school headship are unique.

Join seasoned TABS heads of school for a day of fellowship and conversation including:

- Boarding school management and lessons learned
- Working with boarding school boards for best results
- Public and community leadership
- Balancing our home and family lives within the unique context of boarding school

Build your network of fellow heads, offload your questions, and take with you valuable advice from seasoned boarding heads of school and your network of TABS leaders.

Henry Fairfax, Head of School at Concord Academy

Anthony Sgro, Head of School at Asheville School

Rachel Stone, Head of School at Canterbury School

SIMMONS, 3RD FLOOR

PRE-CON

BUILDING CULTURES OF MENTAL WELLNESS: STRATEGIC APPROACHES TO SUPPORTING STUDENT MENTAL HEALTH

Boarding school students and educators are in the midst of significant change and health challenges, with stress, anxiety, and depression at an all time high within our communities. Researchers, practitioners, and policy stakeholders all confirm that persistent stress has a negative impact on learning, healthy behaviors, and mental health.

In this workshop designed for non-medical staff and wellness staff alike, you'll harness your ability to cultivate a healthy culture and improve the wellbeing of your community, whether your role focuses explicitly on health and wellness or beyond. We'll examine the power of our interconnectedness to help us move from transactional to transformational relationships. In the workshop, you'll:

Design a self-care action plan, knowing that caring for ourselves helps us care for students.

Learn to observe and recognize signs and symptoms of mental health challenges in your students.

Understand strategies for responding to a student struggling with a mental health challenge.

Develop active listening skills for engaging non-judgmentally and effectively with students.

Christopher Howes, Director of Student Wellness, Tabor Academy

Jessica Matzkin, Dean of Student Life and Wellness, Loomis Chaffee School

SUFFOLK, 3RD FLOOR

PRE-CON

LESSONS LEARNED IN PREVENTION AND RESPONSE TO SEXUAL MISCONDUCT

Creating cultures of safety remains a critical issue on boarding school campuses. Now, as we look back on seven years of learning since TABS and NAIS joined forces to pinpoint effective measures for prevention and response of sexual misconduct, join a group of seasoned educators, researchers, and attorneys for an interactive workshop focused on sharing and examining lessons learned in our communities.

In this unique moment to unite, share, and learn from the collective wisdom and experiences of the boarding school community, participants will:

Discuss findings and learnings since the release of the task force report, focusing on trauma-informed responses to sexual assault incidents.

Share and learn about robust strategies, policies, and programs designed to counter sexual misconduct.

Engage in meaningful exchanges with fellow participants, aiming to harness the shared experiences and insights from a wide spectrum of independent schools.

Establish norms for addressing sensitive and challenging topics and ensuring confidentiality and trauma-informed discourse throughout the workshop and beyond.

Note: This workshop will address sensitive and challenging topics. Care will be taken to establish norms to ensure confidentiality and trauma-informed discourse.

Holly Barcroft, General Counsel, Phillips Exeter Academy

Jenny Elliott, Head of Student and Academic Life, Choate Rosemary Hall

Susan Esty, Dean of Students, Phillips Academy

Jessica Herbster, General Counsel, Phillips Academy

Karen Lassey, Assistant Principal, Phillips Exeter Academy

Christina Palmer, Director of Student Well-Being, Phillips Exeter Academy

Charol Shakeshaft, Professor, Education Leadership, VCU School of Education

ARLINGTON, 3RD FLOOR

PRE-CON

**BREAKING DOWN BARRIERS:
EXPANDING YOUR EXPERTISE FOR
EFFECTIVE LEADERSHIP**

When it comes to landing a new leadership role, the challenge lies in bridging the gap between your experience and the prerequisites of the position. Join us for an insightful session that encourages you to break down the barriers of your role and gain experience beyond your daily responsibilities. Discover how understanding areas outside your role can significantly enhance both your job performance and your career trajectory.

Our panel of expert consultants in enrollment management, finance, academic leadership, and advancement will help you learn how to reach across the aisle, whether you aspire to leadership, wish to support your colleagues in their leadership journeys, or simply recognize the value of understanding even more about the school you serve. We'll delve into entry points and current trends in each of these critical areas, equipping you with valuable insights and knowledge to excel in your career and foster a culture of leadership within your school.

Chris Baker, President, The Baker Group; Practice Leader, Carney, Sandoe & Associates

Sara Shulman, Consultant, Carney, Sandoe & Associates

Elyse Waterhouse, Consultant, Carney, Sandoe & Associates

Karen Whitaker, Senior Consultant, Carney, Sandoe & Associates

WELLESLEY, 3RD FLOOR

PRE-CON

**LEVERAGING TECHNOLOGY AND DATA
TO ACHIEVE ENROLLMENT GOALS**

What inspires families to choose boarding school—and what makes them stay? Join experts from Blackbaud and leaders in boarding school admission for a data-driven discussion about challenges and solutions in the realms of retention, financial aid, and leveraging data to design and implement a winning strategy for your school's unique context. You'll leave with new insights and approaches to:

- Driving enrollment and retention while staying true to your mission
- Leveraging technology to maximize your school's funnel Utilizing financial aid as a recruitment tool
- Applying insights from case studies and success stories
- Aligning DEI, culture, and retention goals Join us to engage with your peers and industry leaders, and leave with actionable strategies, greater insight, and vibrant connections.

Charlie Lytle, Solutions Engineering Manager, Blackbaud

Jenn Haley, Blackbaud, Senior Solutions Engineer, Blackbaud

FEATURED SESSION

SALON D, 4TH FLOOR

ADMISSION, FINANCIAL AID, & ENROLLMENT MANAGEMENT

THE TRIFECTA: ALIGNING ADMISSIONS, DEVELOPMENT, AND FINANCE

In independent schools, three teams impact revenue: admissions, development, and finance. When these teams synchronize and are aligned on strategy and goals, you get a balanced budget trifecta.

Bringing the three revenue offices together can be challenging, as each office has unique perspectives, priorities, and approaches. Yet their collaboration is crucial to ensure they work towards financial sustainability. Join Jenn Haley—a former Director of Institutional Advancement—and Charlie Lytle—a former Director of Admissions—to learn how they fostered alignment among their admissions, development, and finance offices to improve the educational outcomes of students, support faculty and staff, and achieve long-term financial goals.

Charlie Lytle, Blackbaud, South Carolina

Jenn Haley, Blackbaud, South Carolina

SALON B, 4TH FLOOR

DEVELOPMENT & ADVANCEMENT • LEADERSHIP AND GOVERNANCE

PARTNERSHIPS BETWEEN HEADS OF SCHOOL AND CHIEF ADVANCEMENT OFFICERS

The relationship between Heads of School and Chief Advancement Officers are critical, not only for the financial sustainability of schools, but also for building relationships with a wide range of constituents. We invite you to come and hear from two heads and two advancement leaders about the importance of collaborating strategically to develop partnerships, maximize travel opportunities, steward donors, engage Trustees, execute strategic plans, and generate excitement and philanthropy among donors for the annual fund, capital projects and comprehensive campaigns.

Craig Hall, Chief Advancement Officer, Blair Academy, NJ

Quentin McDowell, Head of School, Mercersburg Academy, PA

Peter Curran, Head of School, Blair Academy, NJ

Lisa Winick, Chief Advancement Officer, Milton Academy, MA

DARTMOUTH, 3RD FLOOR

ADMISSION, FINANCIAL AID, & ENROLLMENT MANAGEMENT

POST-COVID ADMISSIONS: RECRUITING AND ASSESSING COMPLEX KIDS AND ANXIOUS PARENTS

How is our applicant pool changing? What are best practices for marketing to this shifting international and domestic demographic? How can we best work with COVID-disrupted children and hands-on, anxious parents? What are the best new assessment methods in this test optional/chatbot landscape? A panel consisting of a range of enrollment directors and an educational consultant/psychologist will address these macro questions that are driving current and future enrollment management best practices.

Don McMillan, Curator, Owl Boarding School Guide, McMillan Education, Massachusetts

Jill Hutchins, Associate Head of School for Enrollment, Dublin School, New Hampshire

Amy Graham, Dean of Enrollment Management, Stevenson School, California

Sarah McMillan, Psychologist/CEO Educational Consultancy, McMillan Education, Massachusetts

Charles Brown, Director of Admissions & Financial Aid, Indian Mountain School, Connecticut

John Hutchins, Director of Admissions and Financial Aid, Phillips Exeter Academy, New Hampshire

EXETER, 3RD FLOOR

ACADEMIC LEADERSHIP

GETTING RID OF TEACHER EVALUATIONS: THE POWER OF STUDENT COURSE FEEDBACK

Traditional teacher evaluations ask students to rate the effectiveness of instruction and pedagogy in the classroom, but students often don't know what helps them learn best, leading to inaccurate data and a lack of teacher buy-in. We will share our revised student feedback tool, based on a student's need to be known, focused, and supported. We will also share the research that led to this change and the subsequent impact on teaching at Mercersburg.

Amy Kelley, Mathematics Department Head, Mercersburg Academy, Pennsylvania

Jennifer Smith, Dean of Academics, Mercersburg Academy, Pennsylvania

BERKELEY, 3RD FLOOR
HEALTH & WELLNESS

THE ACADEMY STUDENT ASSISTANCE PROGRAM: EVALUATION AND TREATMENT OF TEENAGE SUBSTANCE USE WITH A NON-DISCIPLINARY APPROACH

In this workshop, you will hear about one school's model to assess, educate and provide support to students struggling with drug and alcohol use. The program's non-disciplinary nature is designed in parallel with the harm reduction approach to treating adolescent substance use and misuse. Its goal and intent is multifaceted, encouraging students to reach out for help for one self and others, receive counseling and health education support, and gain refusal skills amongst peers. It also aims to provide treatment interventions that attend to root causes of substance use, such as underlying mental health conditions and other maladaptive behaviors.

Szu-Hui Lee, Director of Counseling & Psychological Services, Phillips Exeter Academy, New Hampshire
Marco Thompson, Licensed Clinician/ASAP Coordinator, Phillips Exeter Academy, New Hampshire

FAIRFIELD, 3RD FLOOR
MARKETING & COMMUNICATIONS

TELLING AN AUTHENTIC STORY: A JOURNALISTIC APPROACH TO MARKETING

Traditional approaches to marketing involve the curation of stories and visuals that support the school's initiatives and goals rather than reflecting the face of the current student population. As our communities become more diverse, the MarComm approach needs to evolve to meet the needs of the institution while also authentically and organically telling the school story. In this presentation, we hope to share the tenants of the Cate Communications Office, the philosophy we follow that takes a journalistic approach, and the value it adds to the school's Admissions, Advancement, and DEI efforts. This session is geared toward MarComm professionals but is valuable for any external-facing department of the school, particularly those that collaborate with MarComm.

Avani Shah, Director of Communications & Marketing, Cate School, California

CLARENDON, 3RD FLOOR
LEADERSHIP AND GOVERNANCE •
HEALTH AND WELLNESS

TOOLS FOR TRAUMA-INFORMED SUPPORT IN MOMENTS OF CRISIS AND BEYOND

Are you a senior leader--perhaps a Head, Assistant Head, Dean of Students, or Advisor--navigating the complex waters of responding to sexual misconduct, interpersonal violence, and boundary crossings? Whether the scenarios concern students or students and adults, understanding the nuances of trauma and how it impacts the experiences of survivors can reduce personal harm and promote healing, while also saving time and reducing cost to your school. This workshop combines research insights, scenario-based activities, and tools to understand how trauma impacts the brain. You'll leave with strategies to help a dysregulated individual, foster empowerment, and approach these challenging situations with a trauma-informed lens.

Jamie Forbes, Founder and Survivor, Learning Courage, New Hampshire
Amy Wheeler, Executive Director and Survivor Learning Courage, New Hampshire
Jayde Bennett, Director of Programs, Learning Courage, New Hampshire
Christy Cooper, Former Sexual Misconduct Prevention and Response Coordinator, The Hotchkiss School, Connecticut

SALON C, 4TH FLOOR
RESIDENTIAL & STUDENT LIFE •
DIVERSITY, EQUITY & INCLUSION

INTEGRATION V ISOLATION: CREATING A SUCCESSFUL ALL GENDER HOUSING FLOOR

Creating an all-gender housing space is only the first step. What comes next? How do you incorporate an all-gender floor into the rest of your dorm space? George School's Tom Hoopes and Ginny Waller share their experience creating an all-gender housing floor and more importantly, provide tips on how to integrate an all-gender housing floor within an existing gendered dormitory.

Tom Hoopes, Head of the Religions Department; Dorm Head, George School, Pennsylvania
Ginny Waller, Director of Parent Engagement and Giving; All Gender Housing Co-ordinator, George School, Pennsylvania

EXETER, 3RD FLOOR
ACADEMIC LEADERSHIP

**DATA SCIENCE, MACHINE LEARNING,
AND AI**

Artificial intelligence has advanced and is now integrated into our daily lives. But how does it really work? What is AI? How does it think and make decisions? In this presentation, I will explain how the algorithms that power AI work in general terms that anyone can understand. No prior knowledge is necessary. Knowing how AI functions will give you a deeper understanding of its strengths and weaknesses, as well as possible future innovative applications.

Michael Lomuscio, Dean of Studies, 'Iolani School, Hawaii

CLARENDON, 3RD FLOOR
**ADMISSION, FINANCIAL AID,
& ENROLLMENT MANAGEMENT**

**WHAT'S IN A NAME? REBRANDING YOUR
FINANCIAL AID OFFICE**

Thinking about rebranding your financial aid department? Join representatives from Lawrenceville who will share their experience shifting from the “Financial Aid Office” to the “Office of Scholarship Aid”. The discussion will cover 1) why the importance of a name change and what it signifies 2) what are some concrete examples of how the operation has modernized and 3) education both internally and externally on the goal of access and affordability.

Lauren Gold, Director of Scholarship Aid, The Lawrenceville School, New Jersey

Gregory Buckles, Director of Enrollment Management, The Lawrenceville School, New Jersey

FAIRFIELD, 3RD FLOOR
**ADMISSION, FINANCIAL AID,
& ENROLLMENT MANAGEMENT**

**MAXIMIZING INTERNATIONAL
RECRUITMENT WITHIN A BUDGET**

Take a deep dive into what other school recruiters do as they look at planning an international recruitment trip. This session will go through case studies, budget plans, the ability to cohort with other schools, and the proper channel's to help guide your trip and make it successful. Join three schools as they discuss how they navigate this and what they have learned over the years.

Vanessa Goulding, Business Development Manager, ICEF, Americas

Julie Cameron, Director of Enrollment Management & Admissions, Ridley College, Ontario

Tyler Hart, Director of Admissions and Financial Aid, Cushing Academy, Massachusetts

Andrew Garlinski, Director of Admissions, Shattuck-St. Mary's School, Minnesota

SALON D, 4TH FLOOR
**DIVERSITY, EQUITY & INCLUSION •
ACADEMIC ADMINISTRATION**

**A DEI AUDIT FOR ASSESSING TEACHER
PRACTICE: EMPOWERING SCHOOLS TO
BUILD INCLUSIVE CLASSROOMS**

How can schools lead faculty to self-assess their incorporation of diversity, equity, and inclusion in the classroom from a variety of perspectives including intentional pedagogy, inclusive curriculum, social justice, and classroom climate? Learn how the Kravis Center for Excellence in Teaching and the DEI Center at Loomis Chaffee collaborated to research, design, develop, and administer a DEI audit and how the results informed individual and departmental areas of growth and professional development opportunities moving forward.

Sara Deveaux, Director, Kravis Center for Excellence in Teaching, Loomis Chaffee, Connecticut

Fiona Mills, Assistant Director of DEI Curricular and Pedagogical Development, Kravis Center for Excellence in Teaching, Loomis Chaffee, Connecticut

Ashley Augustin, Director, Center for Institutional Equity, Diversity and Inclusion, Loomis Chaffee, Connecticut

SALON C, 4TH FLOOR
HEALTH & WELLNESS

**INTERSECTIONALITY, CONNECTEDNESS
AND YOUTH WELLBEING**

The COVID-19 pandemic exacerbated already declining youth mental health with disproportionate impact on LGBTQ+ and BIPOC youth. “School connectedness” and access to supportive resources and adults serve as a protective barrier for youth, but at boarding schools, the stakes seem higher than ever amidst institutional reckoning with histories of harm. This workshop is an inquiry into the personal day model at The Thacher School, including key findings related to identity and student well being.

Kendra Hart, Director of Counseling and Wellness, The Thacher School, California

Sepideah Mohsenian-Rahman, Director of Diversity, Equity and Inclusion; Counselor, The Thacher School, California

BERKELEY, 3RD FLOOR
MARKETING & COMMUNICATIONS

**WINNING THE MARKETING GAME: HOW
COLLABORATION CREATES CHAMPIONS**

“Talent wins games, but teamwork wins championships.” Those words ring true for the most successful businesses, organizations, and schools too. In this session we’ll discuss how Baylor School masterfully unlocked the potential within their marketing and admissions teams. We’ll share the ways they worked together, how they embraced the importance of their digital presence, and became a poster child for investing in collaboration- and reveal how your school can too.

Tracy Tigchelaar, Senior Marketing Consultant, Finalsité, Connecticut

Barbara Kennedy, Director of External Affairs, Baylor School, Tennessee

Rob DiMartino, Chief Evangelist and Co-Founder, Finalsité, Connecticut

DARTMOUTH, 3RD FLOOR
LEADERSHIP AND GOVERNANCE

**LEADERSHIP IN INDEPENDENT SCHOOLS:
A CASE STUDY FOR ADVANCING
WOMEN’S CAREERS**

A panel presentation of a case study of leading professionals in the private school arena. While women have historically dominated the education profession only 26% occupy positions of leadership, including Head of School and President. A multi-pronged effort will be required to overcome barriers to women in leadership. Professional male colleagues will need to join the conversation to help determine what is needed in terms of mentoring and support to then move the needle. A case study of intentional mentoring and career advancement will be presented. Panelists will share their experiences of positioning themselves, self advocacy and professional development necessary to achieve advancement to and success in leadership. Come meet a dynamic group of professionals making strides in the private school industry.

Jacqueline Yamada, International Educational Consultant, Delaware

Laurie Lambert, Head of School, Stoneleigh-Burnham School, Massachusetts

SALON B, 4TH FLOOR
RESIDENTIAL & STUDENT LIFE

**TEN STEPS TO EFFECTIVE
CRISIS RESPONSE**

It can happen anytime; allegations of student misconduct such as assault, bullying or hazing. In this interactive session a head of school, dean of students and legal counsel will take you through a hypothetical applying the ten steps to effective crisis response. How you respond to a situation involving the safety and well-being of your students is critical to both those involved as well as to the overall operation and long-term reputation of your school.

Linda Johnson, Vice Chair of the Education Law Group, McLane Middleton Professional Association, New Hampshire
Mb Dukett, Assistant Head of School, George School, Pennsylvania

John McVeigh, Head of School, Holderness School, New Hampshire

FEATURED SESSION

SALON A, 4TH FLOOR

ADMISSION, FINANCIAL AID,
& ENROLLMENT MANAGEMENT

IT'S NOT YOU, IT'S YOUR DATA: 5 QUESTIONS YOU SHOULD ASK YOUR DATA EVERY DAY

It feels like your school is doing everything “right” when it comes to making data-informed decisions around enrollment. You’ve invested heavily in your website and marketing strategy, you’ve doubled down on the travel budget, and you have the FTEs to enroll a strong class...so why are you struggling to achieve your strategic goals? Whether your school is looking to find and enroll more students, source more full/high pay families, or meet other strategic enrollment plans, this session will identify some of the most common metrics to watch, where you might be missing out, and how to get the most out of the data you have.

Jill Hutchins, Associate Head of School for Enrollment, Dublin School
Kate Auger-Campbell, Executive Director of Sales & Marketing, ISM

CLARENDON, 3RD FLOOR
**ADMISSION, FINANCIAL AID,
& ENROLLMENT MANAGEMENT**

**THE STATE OF BOARDING
SCHOOL ENROLLMENT**

What is the state of boarding school enrollment? This data-rich session will feature key findings from the Enrollment Management Association's recent State of the Independent School Enrollment Report with an emphasis on data and takeaways for boarding schools. Interested in learning how many FTEs should be in your enrollment office? Wondering if admission or enrollment is the best title? Want to know the latest DEI admission practices? Come to this session to equip yourself with the most up-to-date data and insights from EMA!

Jim Daughdrill, Director of Business Development, Enrollment Management Association, New Jersey

Christina Dotchin, Vice President, Member Relations, Enrollment Management Association, New Jersey

EXETER, 3RD FLOOR
HEALTH & WELLNESS

**INCLUSIVE EDUCATION: SUPPORTING
NEURODIVERGENT STUDENTS IN THE
CLASSROOM**

Neurodivergent students are entering boarding schools in increasing numbers. Students who are "twice exceptional". Students who have academic disabilities, performance deficits, and social-emotional challenges. Many have undergone psychoeducational assessments and the summary reports are replete with classroom recommendations. Although psychoeducational assessments are an evidence-based practice, there is scant research on how to best communicate assessment findings to teachers and ensure that they produce positive outcomes for neurodiverse students. Thus, the objective of this interactive presentation is to use a targeted multi-tier approach to translate assessment results and recommendations into teacher-friendly classroom interventions. Best-practice interventions that work in real time and are effective will be provided.

David Chiarella, Director, Department of Counseling and Psychological Services, Western Reserve Academy, Ohio
Julie Badynee, Director, The Academic Center, Western Reserve Academy, Ohio

BERKELEY, 3RD FLOOR
DIVERSITY, EQUITY & INCLUSION

**DESIGN MATTERS: CREATING SPACES
AND PLACES FOR BELONGING**

For too long, schools have under-considered the significant impact that the physical organization of space has on the way that we can develop and enhance all aspects of community life. Research pertaining to educational architectural design and the built environment will be offered to provide school leaders with a better toolkit for understanding the ways in which the landscape of our campuses, particularly gathering spaces, directly drives climate and outcomes related to belonging within our schools. We will explore the compelling case that being more strategic about the small details of our facilities and big picture of our campus architecture can improve messaging to communities, behaviors within community spaces, and contribute to positive outcomes related to the school environment and stakeholder wellbeing. Key tools and takeaways that leadership teams can readily apply to their campuses will also be provided.

Carrie Grimes, Asst. Professor/Director of Independent School Leadership M.Ed., Vanderbilt/Peabody College, Tennessee

Alex Curtis, Head of School, Choate Rosemary Hall, Connecticut

DARTMOUTH, 3RD FLOOR
LEADERSHIP AND GOVERNANCE

**INCREASING SAFETY THROUGH RISKS
AND CONTROLS ASSESSMENT**

Educating and caring for students at a boarding school can be an enormous liability with all of the safety issues and concerns that can arise on a daily basis. The use of a risks and controls assessment can be an effective tool to highlight the greatest risk areas along with ensuring you have adequate controls in place to reduce risk to a level of acceptable tolerance. While there will always be potential for safety concerns, this preventative approach will help ensure the proper guards and supports are in place to create the safest environment possible on your campus.

Sara Fieman, Senior Manager-Risk and Assurance Internal Audit, Kamehameha Schools, Hawaii

Laura Perales, Principal of Residential Life, Kamehameha Schools, Hawaii

SALON B, 4TH FLOOR

LEADERSHIP AND GOVERNANCE • FINANCE

SAFETY AND RISK MANAGEMENT IN STUDENT HOUSING: LEGAL TIPS FOR INDEPENDENT SCHOOLS

This session will provide guidance to independent schools on how to identify, prevent, and proactively manage potential risks in student housing. Learn about the potential legal challenges that schools face and strategies on how to mitigate those challenges in areas including student health and safety, drug and alcohol use, appropriate boundaries, managing student on student interactions, service animals, and threats from third parties. Learn to spot issues and understand tools available to protect students and your school.

Grace Lee, Partner, Venable, DC

Caryn Pass, Partner, Venable, DC

Megan Harlan, Head of School, Fountain Valley School of Colorado, CO

SALON D, 4TH FLOOR

MARKETING & COMMUNICATIONS

MICROSOFT ADS FOR BOARDING SCHOOL ENROLLMENT

Google is great – but is Bing better? Did you know that 1/3 of private schools' organic website traffic comes from Microsoft search engines? In the same way that Google Ads allows you to run ads on the Google search network and partner networks, Microsoft Ads allows you to run ads on both the Bing search network and its partners including Yahoo, DuckDuckGo, AOL, and more — yes, people still use these search engines! We will dive into how to develop and execute an authentic Bing Ads campaign, how it ties in with an overall enrollment marketing campaign, and review the data through a Microsoft Ads Case Study with Saint Andrew's School in Boca Raton, FL.

Alexandra Tolischus, Director of Enrollment Management, Saint Andrew's School, Florida

Angie Ward, President, Enroll Media Group, Massachusetts

FAIRFIELD, 3RD FLOOR

MARKETING & COMMUNICATIONS

DRIVING BORDER MARKETING AND RECRUITMENT THROUGH LINKEDIN

A look at how boarding schools can use the free platform of Linked In to target current and prospective parents, drive brand awareness, maximize messages, build a following and use analytics to adapt and respond.

Robin Fletcher, CEO, Boarding Schools' Association, London

SALON C, 4TH FLOOR

RESIDENTIAL & STUDENT LIFE

HOW TO GROW OLD IN BOARDING SCHOOL: LONGEVITY AND RELATABILITY

Boarding school is hard work. Two different generations of boarding school educators share their perspectives on retaining your most experienced and valuable faculty. We will talk about how to support faculty in building equity, finding purpose and balance, and creating the financial security for retirement. We will present strategies to help manage the contradiction of faculty taking care of themselves and taking care of their students by continuing to stay connected and relatable to students.

Nolan LaVoie, Director of Student Experience and Campus Life, Miller School of Albemarle, Virginia

Christopher Button, Associate Head of School, Virginia Episcopal School, Virginia

SALON D, 4TH FLOOR
ACADEMIC LEADERSHIP

BIGGER THAN OURSELVES: CULTIVATING ENGAGEMENT, ACCOUNTABILITY, AND COMPASSION WITHIN OUR COMMUNITY

Learn how Pomfret School implemented an experiential learning course that engages students in solving real-world problems and the impact of the course on our community. The curriculum focuses on food insecurity in America: understanding the complexities of the problem and educating our school community on these issues. Throughout the course, students plan, pack and deliver backpack meals to the local elementary school. They must pose questions, solve problems and assume responsibility for the program to be successful.

Brenda Bullied, Director of Facilities, Faculty, Pomfret School, Connecticut

Anne Richards, Coordinator of Yoga, Faculty, Pomfret School, Connecticut

SALON C, 4TH FLOOR
DEVELOPMENT & ADVANCEMENT

A UNIQUE PROPOSITION: EXPLORING THE OPPORTUNITIES AND CHALLENGES OF BOARDING SCHOOL FUNDRAISING

As centers of rich traditions and exemplary facilities and programs, boarding schools naturally offer opportunities for students and families to build affinity with the school. However, the increasingly competitive landscape means a strong value proposition and creative stewardship strategies are more important than ever to secure philanthropic support. Three heads of school will explore how to make a compelling case for your institution's unique value and foster a culture of philanthropy among families and alumni.

Lise Charlier, Head of School, The Cambridge School of Weston, Massachusetts

Rick Happy, Chairman, CCS Fundraising, New York

Dan Griffiths, President, Stevenson School, California

Laura Danforth, Head of School, The Masters School, New York

FAIRFIELD, 3RD FLOOR
**ADMISSION, FINANCIAL AID,
& ENROLLMENT MANAGEMENT**

RACE IN ADMISSIONS: ASSESSING THE IMPACT OF THE HARVARD SUPREME COURT CASE ON BOARDING SCHOOLS

Admission practices around diversity, equity, and inclusion are critical issues for all schools. This interactive session will explore how the SFFA v. Harvard ruling impacts boarding schools, and will provide school leaders with tips on how they should respond to the ruling.

Brian Garrett, Of Counsel and Chair of Education Practice Group, McLane Middleton, New Hampshire

Christina Dotchin, Vice President of Member Relations, Enrollment Management Association, New Jersey

SALON B, 4TH FLOOR
HEALTH & WELLNESS

FEMALE BOARDING STUDENTS ON THE SPECTRUM: UNDER DIAGNOSED AND MISUNDERSTOOD

Males are diagnosed with Autism Spectrum Disorder at four times the rate of females. The symptoms of ASD in females present challenges in a boarding setting where community expectations often center on pro-social behaviors, strong executive functioning skills, and the ability to adapt to new routines. In this session we will share strategies for working with neurodivergent students and crowd-source data on how schools are adapting to their needs.

Caroline Hedde, Director of Counseling Services, George School, Pennsylvania

Eric Wolarsky, Associate Dean of Students, George School, Pennsylvania

DARTMOUTH, 3RD FLOOR
LEADERSHIP AND GOVERNANCE

MANAGING THE BEHAVIORAL EXPECTATIONS OF NON-EMPLOYEE SPOUSES AND PARTNERS

Many schools have adopted practices to ensure their employees understand behavioral expectations regarding student safety including criminal background checks, codes of conduct, handbook policies and training programs. But what about the non-employee spouses and partners of your faculty and employees? Most of those programs are not applied to them. This session will provide practical guidance on ensuring that all members of your school community understand expectations regarding healthy interactions with students and mandatory reporting obligations.

Linda Johnson, Vice Chair of the Education Law Group, McLane Middleton Professional Association, New Hampshire

EXETER, 3RD FLOOR
RESIDENTIAL & STUDENT LIFE

THE CULTURAL CARRIERS OF THE SCHOOL: WHAT CAN BOARDING SCHOOLS DO TO EMPOWER, EQUIP, AND DEPLOY THE SENIOR CLASS?

As residential community educators, we know that the culture of a school is set and supported by the senior class. A great senior class will have resounding effects on a school well beyond the year of their graduation. So how can we ensure that a great culture is passed down from year to year? This session will explore the way that 2 fully residential boarding schools have programmatically approached student life, residential life, and leadership coaching, all specifically aimed at supporting the senior class in their ownership of the school culture. We will discuss obstacles and opportunities from practical experience.

Gregory Guldin, VI Form co-Dean, St. Andrew's School (DE), Delaware

Ryan Alexander, co-Dean of Students, Woodberry Forest School, Virginia

BERKELEY, 3RD FLOOR
RESIDENTIAL & STUDENT LIFE

THE PHONE CONUNDRUM: WHY SCHOOLS NEED TO MAKE THE CALL

Phones are a permanent part of life, but what's the right place for them at boarding schools? They're convenient, but the individual and community "costs" of convenience are high: fractured attention, lost focus, diminished bandwidth, sexting, insufficient sleep, a diminished sense of community, and decreasing student wellbeing. We will share a novel process for keeping core school values and student needs at the center of our decision-making by involving all stakeholders in the conversation.

Justin Pannkuk, Humanities Instructor, Culver Academies, Indiana

Jen Cerny, Humanities Instructor, Culver Academies, Indiana

CLARENDON, 3RD FLOOR
RESIDENTIAL & STUDENT LIFE

EXPANDING THE TOOLKIT: ALTERNATIVE APPROACHES TO STUDENT SEXUAL MISCONDUCT

Over the years, many independent schools have developed robust sexual misconduct policies that include a formal investigative process. Some components of these investigative processes have been developed in response to the heightened protections required in college and university settings and, thus, may not appropriately account for the unique opportunities and challenges of a high school setting particularly in circumstances when younger students might benefit from an alternative form of resolution. Deerfield Academy Associate Head of School for Student Life, Amie Wilmer Creagh, and General Counsel, Christopher Brigham, will combine two different perspectives (residential life and legal) to discuss alternative, non-disciplinary models that in certain situations can be used to empower students, restore relationships, and contribute to a more positive campus culture. The presentation will invite collaborative discussion on the risks/benefits of implementing such alternative models.

Amie Wilmer Creagh, Assistant Head of School for Student Life, Deerfield Academy, Massachusetts

Christopher Brigham, Shareholder, Updike, Kelly & Spellacy, P.C., Connecticut

FAIRFIELD, 3RD FLOOR
DIVERSITY, EQUITY & INCLUSION

**END THE EXODUS: STRATEGIES FOR
RETAINING FACULTY OF COLOR**

In recent years, the most forward-thinking schools have turned their eye to expanding diversity amongst the faculty to provide mirrors for the student body. However, without solid retention efforts, a school may experience the “leaky bucket effect” and need to attract exponentially more faculty of color just to maintain their current levels. This workshop will cover several strategies and tools your institution can use to increase retention amongst BIPOC faculty.

Claudia McGuigan, Associate Dean of Faculty, The Hotchkiss School, Connecticut

EXETER, 3RD FLOOR
HEALTH & WELLNESS

**INTEGRATED HEALTH & WELLNESS AT
WESTOVER SCHOOL: HOW IT WORKS &
CAN BE REPLICATED**

Westover School utilizes an integrated model for health and wellness to support our students. The Director of Health and Director of Counseling & Student Wellness have created various protocols that foster whole-person wellness. Some of these include how we approach differential diagnosis, co-facilitating interventions, multiple methods for formal communication, and our approach to absences or formal medical leaves. We will outline these methods and invite questions so others can replicate this at their schools!

Jen Hill, Director of Health, Westover School, Connecticut
Victoria Bosse, Director of Counseling and Student Wellness, Westover School, Connecticut

CLARENDON, 3RD FLOOR
**FINANCIAL MANAGEMENT & SUSTAINABILITY •
LEADERSHIP AND GOVERNANCE**

**FACULTY LOAD: FINDING THE BOARDING
SCHOOL “FIT” IN A NEW LABOR
LANDSCAPE**

The session presents research from other industries along with education on difficulties around recruitment and retention. The presenter will share current strategies being used to address the challenge with time for participants to share in groups.

Brenda Petersen, Associate Head of School, Western Reserve Academy, Ohio

SALON B, 4TH FLOOR
**LEADERSHIP AND GOVERNANCE •
ACADEMIC ADMINISTRATION**

**RETHINKING THE TRIPLE THREAT—
BUILDING A HOUSE FOR FACULTY
THRIVING**

A confluence of factors today is creating a tipping point for the teaching profession: The number of teachers leaving their jobs is increasing, the number of college students pursuing teaching continues to decrease; and burnout continues to be significant for educators after the pandemic. Generational trends and new priorities suggest rethinking the traditional “triple threat model” for independent schools, expanding this to consider a new model that supports faculty thriving and student engagement. This presentation will consider the possibilities for moving forward.

Michael Spencer, Head of School, Oregon Episcopal School, Oregon

Greg Martin, Humanities Chair and Director of Professional Development, Vermont Academy, Vermont

SALON C, 4TH FLOOR

LEADERSHIP AND GOVERNANCE

TACKLING BIG, SYSTEMIC, SCARY INSTITUTIONAL QUESTIONS

There are moments in a school's institutional journey when a commitment to stewardship requires senior leaders and trustees to take on big, systematic institutional questions. Raising these topics can feel intimidating because we know that even starting the discussion can feel scary to members of the community. Addressing these critical questions and coming out stronger is best done through an agile combination of process design, group facilitation, savvy data analysis, and approachable data visualization. As a tangible example, we will use St. Anne's-Belfield School's discernment process weighing whether to continue their boarding program. The session will then trace how the school leveraged this process to accelerate progress once the decision had been made to reinvest in the residential life program and examine its impact on the holistic strategic priorities of the Preschool - Grade 12 community.

Ari Betof, Co-Founder & Partner, Mission & Data, Pennsylvania Autumn Graves, Head of School, St. Anne's-Belfield School, Virginia

SALON D, 4TH FLOOR

RESIDENTIAL & STUDENT LIFE

ANTICIPATING AND PREPARING FOR STUDENT CRISES IN BOARDING SCHOOLS

Leading a boarding school is increasingly more challenging, and the student crises are increasingly complex. In this lively and interactive program, Sara Schwartz will outline the challenges we see in 2023, including: defining in loco parentis and the scope of a school's legal duty to protect students from risks, such as self-harm, sexual assault and sexual abuse. Sara will offer strategies for anticipating, preventing and responding to student crises; supporting communities in the wake of a crisis; institutional accountability; and transparency and communication approaches.

Sara Schwartz, Founder & President, Schwartz Hannum PC, Massachusetts

DARTMOUTH, 3RD FLOOR

MARKETING & COMMUNICATIONS

TIPS FOR BUILDING YOUR SCHOOL'S STRATEGIC MARKETING PLAN

Building a strategic marketing plan for your boarding school is a critical component of your school's enrollment marketing strategy. A well thought out marketing plan should incorporate strategies, tactics, and detailed calendar and budget to support your enrollment marketing efforts.

*Jonathan Oleisky, President, Kalix Marketing Group, Maryland
Donna Balinkie, Marketing Strategy Lead, Kalix Marketing Group, Maryland*

BERKELEY, 3RD FLOOR

DEVELOPMENT & ADVANCEMENT

RECESSION, RESIGNATION, AND REVENUE: THE INDEPENDENT SCHOOL FUNDRAISING LANDSCAPE

We will lead a discussion on the trends monitored from independent schools across the nation. This will cover a range of topics related to the giving landscape, financial aid need, and demographic shifts, as well as their impact on school fundraising strategy: How can historic fundraising trends inform how schools adjust fundraising strategy during times of economic uncertainty? What has changed about the ways financial aid is sought and granted? Who is most likely to give to your school, and why? Is it alumni, parents, or other community members? Finally, what are the impacts of demographic cliffs and shifts on school strategy? How will the makeup of your constituents change, and what effects and takeaways exist relative to fundraising efforts? By staying attuned to these trends, you can ensure that your school is well positioned to meet the challenges and opportunities of the future.

*Jackie Sullivan, Chief Client Services Office and Independent Schools Practice Group Leader, Graham-Pelton, New York
Jen Herrmann, Vice President, Graham-Pelton, New York*

SALON D, 4TH FLOOR

DEVELOPMENT & ADVANCEMENT

STRATEGIC VIRTUAL ENGAGEMENT OPPORTUNITIES INCLUDING AN EXCLUSIVE PROGRAM FOR ALUMNI

Video/virtual tools like Zoom have provided an opportunity to connect with alumni and constituents all over the world. Utilizing this resource, Westminster has embraced several virtual engagement opportunities, including the Seventh Form, a new program exclusively for alumni who have celebrated their 50th Reunion and older.

Jennifer Keyo, Director of Legacy and Leadership Giving, Westminster School, Connecticut

CLARENDON, 3RD FLOOR

DIVERSITY, EQUITY & INCLUSION

THE POWER OF “I AM FROM” FOR IDENTITY, PLACE AND CONNECTION

We believe it is crucial for students to understand where they have come from to be able to hold their identity, navigate connections with their peers and staff, and set a trajectory for their success beyond your institution. In this session we will highlight an exercise developed from an article by Beverly Tatum, participants will engage in sharing about their identity and practicing a creative tool that might help their students too.

Tyler Pau, Vice Principal of Residential Life, Kamehameha Schools, Hawaii

Rei Koizumi, Residential Life Advisor, Kamehameha Schools, Hawaii

EXETER, 3RD FLOOR

DIVERSITY, EQUITY & INCLUSION

AMPLIFYING DEI GOALS WITH TECHNOLOGY: A FRAMEWORK TO OPERATIONALIZE DEI

From better data to faculty/staff professional development to enhanced classroom experiences, technology can be the key to unleashing your school's DEI initiatives. Understanding how to design and implement technology solutions to address complex DEI priorities will allow schools to reach their instructional and operational goals and foster inclusive cultures. Boarding school leaders interested in the intersectionality of technology and DEI must have a clear understanding of what's possible and insights into innovative strategies being deployed at schools around the country. Attendees will receive access to a DEI framework that provides a road map for the technology puzzle pieces your school might be missing for a complete DEI strategy.

Christina Lewellen, Executive Director, Association of Technology Leaders in Independent Schools, North Carolina
Lawrence Alexander, DEIB Consultant, Independent Consultant,

DARTMOUTH, 3RD FLOOR

HEALTH & WELLNESS • ACADEMIC ADMINISTRATION

EMOTIONAL INTELLIGENCE 101: BABY STEPS TOWARD INCORPORATING E.I. INTO YOUR CURRICULUM AND YOUR SCHOOL CULTURE

This workshop will provide simple, practical ways that classroom teachers can begin to incorporate Emotional Intelligence into their courses and collaborate with other professionals at their schools to begin to raise the Emotional Intelligence of their overall school culture. The workshop will be led by a classroom teacher, a school psychologist, and the director of our school's health and wellness program. Participants will have the opportunity to practice some of these strategies and will leave with some simple tools they can begin implementing immediately in their classrooms and beyond.

Mary Elizabeth Martin, Director of Blues CORE, Asheville School, North Carolina

John Gregory, Humanities Instructor, Asheville School, North Carolina

Scott Miller, Licensed Psychologist, Asheville School, North Carolina

BERKELEY, 3RD FLOOR
RESIDENTIAL & STUDENT LIFE

MAKING BOARDERS' LIVES BETTER

There are many ways staff can improve the life of their boarders, building from the development of positive relationships and school systems. In this session, explore how the Australian boarding staff create a positive boarding experience for their students by defining staff roles, robust staff training, keeping child protection and safeguarding at the forefront, knowing where their boarders are and what they are doing, staying active whilst on duty, and above all, truly getting to know their boarders and their families.

Richard Stokes, Chief Executive Officer, Australian Boarding Schools Association

Jared Daunt, General Manager, Australian Boarding Schools Association

SALON C, 4TH FLOOR
RESIDENTIAL & STUDENT LIFE

MIDDLE MANAGEMENT: LEADING BY COACHING

Assistant deans and directors, form deans, house heads, dorm parents, and advisors are managers of students and, at times, colleagues. In this session, we will first introduce five essential skills from the practice of coaching for leaders to use in decision making, navigating group dynamics, challenging conversations, accountability, and boundary setting before opening the floor to creative collaboration to guide attendees on the practical application of these skills in their work with both students and colleagues.

Jacquelin O'Rourke, Principal Consultant and Coach, Outermost Education Services, Massachusetts

Ellissa Popoff, History Teacher, The Frederick Gunn School, Connecticut

Maureen Harrison, Leadership Trainer, Outermost Education Services, Massachusetts

SALON B, 4TH FLOOR
RESIDENTIAL & STUDENT LIFE

ESTABLISHING A PROFESSIONAL LEARNING COMMUNITY OF BOARDING AND RESLIFE STAFF—AND LEVERAGING TABS' SUPPORT ALONG THE WAY

Join two Heads of House from Ridley College and the TABS Member Engagement team to learn how a cohort of Canadian residential life leaders launched a professional learning community of residential life staff—and explore how you might partner with TABS to host a residential life gathering in your area. The Ridley team will provide a framework for establishing a local network, stress the significance of collegiality among like-minded boarding schools, and partner with TABS to promote the professionalization of the residential-life positions.

Jessica Roud, Head of House, Ridley College, Ontario

Andrew McNiven, Head of House, Ridley College, Ontario

Emily Breite, SVP Member Learning & Engagement, TABS, North Carolina

FAIRFIELD, 3RD FLOOR
RESIDENTIAL & STUDENT LIFE •
HEALTH AND WELLNESS

PREVENTING INTENSE HOMESICKNESS AT BOARDING SCHOOL

Students' healthy adjustment to separation from home involves preventing homesickness, partnering with parents, and promoting social connection. Nearly all boarding students miss something about home; fortunately, a smaller percentage experience intense homesickness associated with clinically significant symptoms of anxiety and depression. For those students, their performance suffers along with their mental health and can eventually result in medical leave or withdrawal. Learn how to prevent and treat extreme homesickness with innovative, inexpensive, research-based supports.

Christopher Thurber, Associate Director, CAPS, Phillips Exeter Academy, New Hampshire