

YOUR GUIDE TO AASA'S NATIONAL CONFERENCE ON EDUCATION

February 13-15, 2020 ► San Diego, CA www.aasa.org/nce



In schools to accelerate results.

Between exhausting night shifts as a custodian, debilitating seizures and feelings of depression, Kevin struggled to keep up in school. Alejandro from Communities In Schools became Kevin's ally, finding ways for him to catch up in the classroom and empowering him to overcome his difficult circumstances. With Alejandro's support, Kevin excelled in school and ultimately found the strength to become his own advocate. Now a high school graduate, Kevin plans to attend community college and has set his sights on opening a restaurant with his twin brother. There are millions of at-risk kids like Kevin who need a caring adult to help them stay in school and succeed in life. Behind our evidence-based model is a nationwide network of dedicated staff working in and alongside schools to accelerate results. Together, we're helping schools build a better tomorrow for today's youth.

Learn more about the power of partnership. cisnational.org/partnership

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President's Welcome Letter2



PRESIDENT'S Welcome Letter



Welcome to the 2020 AASA National Conference on Education in San Diego! Thank you for making the journey to this beautiful city, famously known for sandy beaches, fabulous weather and what locals call the "32nd Street Naval Station" You are among hundreds of education leaders who have some from across

Station." You are among hundreds of education leaders who have come from across the country to listen and learn as "critical friends" on behalf of the students we serve.

I hope you're ready to network with like-minded colleagues from large districts and small. I hope you're ready to collaborate with peers representing urban, suburban and rural communities. I hope you're ready to become inspired by the great strides taking place in schools from coast to coast. I hope you're ready to take advantage of your surroundings by engaging with colleagues about the most critical issues facing our schools.

As part of its mission, AASA is committed to your professional development. That's where this conference comes in. For generations, the nation's foremost thought leaders in public education have gathered here to share their insights and visions about what makes our school districts the bedrock of our society. Please attend the General Sessions and as many of the Thought Leader and Plenary Sessions as possible. Believe me, you'll be glad you did.

Let's grow together as we take in the myriad activities available. There has never been a more important time than now to speak out about public education. Through social media, I encourage you to use AASA's national conference as a platform to keep in touch with your communities back home by using the conference hashtag #NCE2020. By doing so, you'll be able to learn from leaders like you who are here and find out what their interests are.

No matter if this is your first AASA national conference or 10th, I applaud you for being here. Your voice matters. Your leadership matters. I hope I get a chance to speak to you during your stay in San Diego.

Thank you for the great work you do serving our children and may you inspire, innovate and lead greatly!

Sincerely,

Dr. Deborah L. Kerr

Deborah Kerr

President

AASA, The School Superintendents Association



EXECUTIVE DIRECTOR'S Welcome Letter



Dear Colleague,

On behalf of the thousands of superintendents and other school system leaders creating positive learning environments throughout our nation's public schools, welcome to San Diego and the 2020 National Conference on Education.

As ambassadors for the youth of America, it is truly exciting to see nearly 3,000 champions for children come together to share winning strategies and best practices and collaborate with one another for the benefit of ALL students.

Themed "The Personalization of Education," please take advantage of the myriad professional networking opportunities available. By doing so, you'll be able to leverage ideas and actions through conversations with peers about the critical issues facing education today.

You are here as "critical friends" to meet the needs of these young learners so they can become productive members of our society. You also made the journey to improve your school districts and the communities in which they're located. You are here because you are serious about building innovation into the cultures, policies and practices in order to scale up the nation's public education agenda.

I invite you to stop by the very popular Social Media Lounge and check out the latest trends and appropriate "how-tos" so you can determine the best social media platforms to communicate with your key audiences.

From start to finish, you will be able to follow what's happening at NCE '20 through *Conference Daily Online*. This award-winning online publication will provide wall-to-wall coverage to ensure that the leadership of our nation's school districts are aware of the relevant information and insights available. Check out *Conference Daily Online* by accessing nce.aasa.org/conference-daily-online.

Please be sure to stop by the Knowledge Exchange Theater, located in the Exhibit Hall, where you can speak directly to other thought leaders on the topics that mean most to you. While in the Exhibit Hall, you can also visit with more than 200 companies committed to improving K–12 education.

Once again, thank you for joining us. If there is anything you need while you're here, please let us know.

Sincerely,

Daniel A. Domenech

Executive Director

AASA, The School Superintendents Association

www.aasa.org/nce ▶▶▶ 3



WEDNESDAY, FEBRUARY 12

Registration Hours	2 – 5PM
Bookstore Hours	2 – 5PM
THURSDAY, FEBRUARY 13	
Registration Hours	7AM – 4:15PM
Bookstore Hours	7AM – 7:30PM

Principal Pipelines: A Cost-Effective Strategy to Improve Principal Retention and Student Achievement Featuring Douglas Anthony, Dan Domenech, Jeff Eakins, Monica Goldson,

▶ A Nation at Hope: Social and Emotional Learning and Success
Featuring Sheldon Berman, Stephanie Jones, Timothy Shriver, Gene Wilhoit

▶ Special Screening and Discussion: The Atlanta Public Schools Story, High-Stakes Testing Poverty and Race: A Cautionary Tale Moderated by LaRuth Gray

▶ Understanding the Brain: How Museum-District Partnerships Improve K-12 Education with the Science of Learning
Featuring David Baugh, John Sanville, Julia Skolnik

► The 2020 Political Landscape Featuring Robert G. Meadow

Nicholas Pelzer

▶ Strengthening Superintendent Early Childhood Leadership Skills Featuring Deborah Bergeron, Edward Manuszak

▶ Trauma-Sensitive Teaching: Personalizing Culture Featuring Susan Cole, Ray McNulty, Michael Munoz, Ryan Powers

Exhibit Hall Snack Break 1:45 - 3PM
Educational Sessions 3 - 4PM
General Session 4:15 - 6:15PM
Featuring David Brooks





FRIDAY, FEBRUARY 14

Bold Women — Bold Coffee Networking Breakfast	7:30 – 9AM
Registration Hours	7:30AM – 5PM
Bookstore Hours	7:30AM – 5PM
Educational Sessions	8 – 9AM
Job Central	8AM – 3PM
Second General Session	9 – 11AM
Blessings in a Backpack Stuffing	11AM – 12NOON
Exhibit Hall Hours	11AM – 2:30PM
Educational Sessions	11:15AM – 12:15PM
Thought Leader Sessions	11:15AM – 12:15PM

- ▶ Five Pivots for Education Leaders to Support World-Class Education Featuring Ted Fujimoto
- ▶ Superintendent Leadership for Youth Apprenticeship Pathways: Advancing Student Success, Equity and Readiness Featuring Susana Cordova, M. Ann Levett, Scott Siegfried, Dan Domenech

- ▶ Investing in Principal Supervisors to Lead School Improvement Featuring Gary Bloom, Michael Lord, Sito Narcisse, Max Silverman, Jackie Wilson
- ▶ Leading Personalization of Learning
 Featuring Mark Bedell, Lydia Dobyns, Michael Hinojosa, Katrina Stevens,
 Tom VanderArk, Mark Benigni

Exhibit Hall Snack Break 1:45 – 2:15PM
Thought Leader Session 2:30 – 3:30PM

▶ Superintendent/School Board Relations — A Discussion Between NSBA Executive Director Tom Gentzel and AASA Executive Director Dan Domenech Featuring Dan Domenech, Tom Gentzel

► Sobol Lecture — Where Teachers Thrive: Organizing Schools For Success Featuring Susan Moore Johnson

SATURDAY, FEBRUARY 15

Registration Hours	7:30AM – 12NOON
Bookstore Hours	
Educational Sessions	8 – 9AM
Educational Sessions	9:15 – 10:15AM
Closing General Session	10:30AM – 12NOON
Featuring Mawi Asgedom	

Thank You to Our CONFERENCE PARTNERS

LARGE STRATEGIC PARTNERS 2019-2020





Jim Yale

Horace Mann is an insurance and financial services company that is committed to helping educators achieve financial success. It helps identify existing resources and savings opportunities to fund financial goals. By reducing or eliminating student loan debt, securing classroom funding and finding savings through insurance program reviews, it works to maximize educators' hard-earned dollars and help develop a path to a successful financial future.



myOptions™

for college & career success



Bryan Contreras

myOptions[™] is a non-profit organization that provides assistance and valuable resources to millions of students, their parents, high school faculty and mentors nationwide. It offers the nation's largest free college planning program — myCollegeOptions®— which helps students create timely connections to the colleges and universities of their choice.

Specifically for secondary educators, myOptions Encourage is a complementary technology platform with progress-monitoring dashboards, custom reports and education-specific research that empowers you to lead your students to college and career success. Check your students' progress, monitor and advise on educational opportunities, and help students make informed post-secondary decisions.



2020 NATIONAL CONFERENCE ON EDUCATION PARTNERS

apptegy

The roles of school leaders are changing. They face competition for students' enrollment, teacher recruitment and public trust. Apptegy works with school administrators across the country to create a powerful identity by building technology that makes it easy to establish your brand across web, mobile, social media and alerts. Its goal is to help your school thrive in a competitive K–12 market.

aramark

Aramark (NYSE: ARMK) proudly serves Fortune 500 companies, world champion sports teams, state-of-the-art healthcare providers, the world's leading educational institutions, iconic destinations and cultural attractions, and numerous municipalities in 19 countries around the world. Its 270,000 team members deliver experiences that enrich and nourish millions of lives every day through innovative services in food, facilities management and uniforms. It operates its business with social responsibility, focusing on initiatives that support its diverse workforce, advance consumer health and wellness, protect the environment and strengthen its communities. Aramark is recognized as one of the World's Most Admired Companies by FORTUNE, as well as an employer of choice by the Human Rights Campaign and DiversityInc.

Chan Zuckerberg Initiative

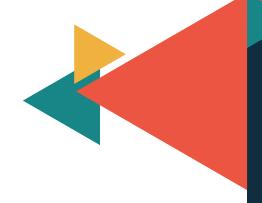
Founded by Dr. Priscilla Chan and Mark Zuckerberg in 2015, the Chan Zuckerberg Initiative (CZI) is a new kind of philanthropy that's leveraging technology to help solve some of the world's toughest challenges — from eradicating disease to improving education to reforming the criminal justice system. Across three core initiative focus areas of science, education and justice, and opportunity, we're pairing engineering with grantmaking, impact investing, and policy and advocacy work to help build an inclusive, just and healthy future for everyone. For more information, please visit www.chanzuckerberg.com.



EAB partners with education executives and their staffs to accelerate progress and drive results. It is honored to work with more than 1,400 colleges, universities and K–12 schools across North America and abroad to foster student success at every level. EAB works with K–12 districts to identify the most innovative, scalable and proven strategies to address top challenges. Its research and implementation toolkits focus on topics such as college access, career readiness, teacher recruitment, district communications and school safety. By equipping schools with the right tools to solve critical problems, EAB is helping to enhance opportunities for all students.



Mawi Learning, now part of ACT's SEL portfolio, empowers educators to drive academic growth and student well-being through the application of Social Emotional Learning (SEL). Selected for inclusion in CASEL's 2019 Effective Social and Emotional Learning Programs Guide, Mawi Learning helps schools and districts achieve their SEL goals through a comprehensive solution which includes professional development, student curriculum and assessment. The CASEL-aligned and research-based Mawi Learning Turbo Toolkit transforms abstract SEL concepts into tangible, grade-appropriate mental models, tools and frameworks which accurately map to ACT's SEL assessment tool, Tessera®. Founded by Ethiopian refugee and Harvard graduate Mawi Asgedom, Mawi Learning's online and blended courses have equipped more than 1 million K-12 students and educators with essential skills needed for success, in and out of the classroom. Together, Mawi Learning programs and the Tessera® assessment create a total SEL solution that supports ACT's mission: helping people achieve education and workplace success.





2020 NATIONAL CONFERENCE ON EDUCATION PARTNERS



Naviance by Hobsons is an online college, career and life readiness (CCLR) platform that helps middle and high school students discover their strengths, explore college and career interests, create actionable goals and find their best-fit path after high school.

Trusted by more than 14,000 schools, this robust solution promotes college, career and life readiness by encouraging academic rigor and aligning student strengths, interests and passions to long-term goals. Naviance is the partner who helps ensure students are future-ready.



Panorama Education designs tools and technology to provide a panoramic view of student success, helping schools take action on data to support the whole child. With a best-in-class data analytics platform, Panorama empowers educators to identify trends and intervene effectively to improve students' academic, behavioral, and social-emotional learning (SEL) outcomes. Panorama supports more than 9 million students in 11,500 schools across 46 states, including those in the New York City Department of Education, Dallas ISD, Seattle Public Schools and San Francisco USD.



Right At School provides safe, engaging and meaningful before and after school programs to inspire a love of learning, support schools and give parents peace of mind. Its highly trained local educators ignite afterschool joy and community for 35,000 students in more than 400 schools across the country — all at NO cost to districts. Parents love the affordable, flexible options, and kids have a blast with the Disguised LearningTM curriculum, enjoying hands-on FUN in STEM, SEL, fitness, homework help, service learning and more every day Right At School! For more information, visit www.rightatschool.com.



National University System

Sanford Programs were established through a generous gift to the National University System by renowned philanthropist T. Denny Sanford, and designed to develop educators and nonprofit leaders, and drive innovative, inspirational and transformative change worldwide.

- ▶ Sanford Harmony is the fastest growing PreK-6 social emotional learning program in the nation, promoting positive peer relations among students through lessons and activities that encourage communication, collaboration and mutual respect. Sanford Harmony has been recognized as a CASEL SELect program and is available at no cost to schools and organizations.
- ▶ Sanford Inspire offers free on-demand professional development modules and resources designed to help teachers effectively motivate and encourage Pre-K-12 students to be enthusiastic, engaged learners.



Sourcewell, the AASA Premier School Solutions Center Partner, helps K–12 schools better leverage national volume contract pricing on multiple areas of procurement to include school supplies, technology, maintenance supplies and equipment, furniture and facility construction projects. Sourcewell offers schools throughout the nation the best overall contract purchasing solutions and services available. It has competitively solicited and awarded contracts on behalf of 50,000 members. Not only does this create volume benefits, it also attracts solicitations from nationally-acclaimed vendors. School districts can avoid duplicating the bid process by accessing Sourcewell's contract opportunities. Let Sourcewell introduce you to the simple, streamlined and cost-effective steps to contract purchasing. Visit www.sourcewell-mn.gov for more information.



PROGRAM UPDATES

As soon as AASA receives information about changes in any conference programs, the news is posted to the top of the *Conference Daily Online* site. Check it daily.

Vavigate Sessions -> AT THE CONFERENCE

Depending on what particular strand you're most interested in, there will be plenty of Thought Leader and Breakout sessions to choose from at the National Conference on Education. Below is a guide to assist you in navigating the program.

GENERAL SESSIONS

There is one general session each day. They include the award presentations, special appearances and keynote speakers and are located in Hall A.

► THOUGHT LEADER SESSIONS

Thought Leader sessions are large-format educational sessions that touch on some of the most critical topics in the public education field. They are located in the Knowledge Exchange Theater in the Exhibit Hall or Room 6D.

EDUCATIONAL SESSIONS

These one-hour sessions, covering core professional development, run concurrently and offer a wide array of topics. They are located in meeting rooms 1–11.

▶ LEARNING EMPORIUM SESSIONS

The Learning Emporium provides an intimate setting for learning and sharing ideas and best practices with as many as 60 like-minded peers and colleagues. The format offers ample opportunity for discussion and reflective feedback and capitalizes on the smaller setting to maximize networking. All are one-hour sessions and take place in Room 6B.

► ROUNDTABLE SESSIONS

Attendees at Roundtable Sessions can choose the discussions to participate in during one-hour time slots. At the 30-minute mark, they have the opportunity to move to a second table if they wish. This format encourages group discussion in a relaxed environment. Sessions are located in the back of the Exhibit Hall.



AASA's Discover China Program

Summer Professional Development Program for K-12 Educators since 2014

An opportunity for American educators to network with Chinese

educators during a 12-day program



"Life changing and humbling experience connecting passionate educators who share many of the same dreams for students. Highly recommend and can't wait for my students to connect with their sister schools!"

Donna W. Lewis, Superintendent and 2019 Discover China Participant Creighton School District, Phoenix, Arizona

Join our NCE session <u>Developing Global Engagement</u> in Room 10 at 11:15am – 12:15pm, Friday, Feb 14, 2020

For more information about 2020 program, please contact Tara Gao at tgao@aasa.org or 571.721.9585



Teaching through tragedy

Did you miss Dr. Joe Erardi's Sourcewell webinars on school safety? It's ok. You can watch the recorded webinars on demand. Dr. Erardi, retired superintendent from Newtown, Conn., shares his powerful story from the December 2012 Sandy Hook tragedy. We are proud to partner with Dr. Erardi to help you keep students safe.

Encore Webinar Presentation



sourcewell.co/erardi_webinar_aasa



Real Leaders No. ARE ON SOCIAL MEDIA

The Social Media Lounge returns to the Exhibit Hall this year at #NCE2020. Year after year, AASA staff has worked with Twitter-savvy superintendents to bring the Social Media Lounge to life. Conference-goers are encouraged to take advantage of insightful sessions, hands-on training and interaction with education leaders who are leading the way on social media. Stop by this tech-forward space to learn and share latest tips and tricks, snap selfies and create relationships that will last far beyond the conference.

Check out the official schedule for more information.





ACTIVITIES START THURSDAY, FEBRUARY 13

The Social Media Lounge is open during Exhibit Hall hours. In addition, there are various sessions taking place around the conference:

► THURSDAY, FEBRUARY 13

▶9 – 10AM

Breakout Session | Room 5A

Social Media in School Emergency Management: Appropriate Roles of Superintendents, Admins, Staff, Parents, Board and Community

▶11:30AM - 12:30PM

Breakout Session | Knowledge Exchange TheaterUsing Social Media to Support Your District's Mission:

Manage Consistency of Branding to Engage and Empower Students, Parents and the Community

▶1:30 - 2:30PM

Social Media Lounge Reception

Happy Hour and Meet and Greet with AASA Leadership and Social Media-Savvy Superintendents

▶3 - 3:30PM

Book Signing with Steve Webb, Author of Education in a Violent World: A Practical Guide to Keeping Our Kids Safe

► FRIDAY, FEBRUARY 14

▶11:15AM - 12:15PM

Breakout Session | Room 5A

Staying on Top of Social Media Trends: Why You Don't Need to Be on TikTok, But You Should Know What It Is

► SATURDAY, FEBRUARY 15

▶8 - 9AM

San Diego Marriott Marquis & Marina, Catalina Room

AASA Readership/Social Media Focus Group

All are welcome to attend a special focus group breakfast with AASA leadership, Social Media Lounge hosts and participants, and *School Administrator* magazine staff. We want to hear how we can help you achieve your social media goals and make you a more connected leader. We also hope you bring your ideas, thoughts and suggestions for how AASA can improve and better serve you. A light breakfast will be served and attendees will receive a small participation gift.

Social Media Lounge Sponsored by Zuckerberg

Chan Zuckerberg Initiative®

For questions, contact Gayane Minasyan, director online technologies, **gminasyan@aasa.org** or Juli Valentine, digital content editor, AASA, **jvalentine@aasa.org**

The School of the Future strives to provide superintendents with a futuristic approach to all aspects of education: Methodology & Curriculum, Technology, Food & Beverage, and Materials & Furniture. The School of the Future encourages new, out-of-the-box ways of thinking that allow students to reach their full potential with the products provided and showcased during the AASA National Conference on Education. School of the Future sessions take place in the Exhibit Hall in Booth 727.

► THURSDAY, FEBRUARY 13

▶7:55 - 8:15AM I Diligent

Track Your Success: Free Your Board to Focus on Strategic Goal Tracking

Learn how your district can benefit by leveraging BoardDocs technology to track your progress towards strategic goals and share the updates with the community.

• Marc Sitterud, Director of Sales

▶8:20 - 8:40AM I Xyity

How 1:1 implementation Landed One of Our Superintendents in the White House

Educating students for their future, not our past! Implementing state-of-the-art infrastructure to maximize student experiences in and out of the classroom.

• Mike Sumpter

▶11:20 - 11:40AM | ALC Schools

New Laws May Present New Risks to Your District Learn why you need to ensure that your providers, including alternative student transportation, are compliant with new legislation AND your state's current student transportation regulations.

- Megan Carey, Chief Revenue Officer, ALC Schools
- Erik Elkington, Business Development Specialist, ALC Schools

▶ 11:45AM – 12:05PM I Soter Technologies FlySense™ How to Create a Vape-Free Campus

Soter Technologies present FlySenseTM, the award-winning vaping deterrent solution, and explain how it is helping schools become vape-free. This presentation provides schools with methodology and technology supporting a healthier lifestyle.

• Derek Peterson

▶12:10 - 12:30PM I Palmer Hamilton, LLC

Makerspaces – Installation = Implementation
Just installing 3D printers in your school does not bring
21st-century skills to students. Eight elements are covered that go into creating an impactful Makerspace.

Greg Herker

▶2 - 2:20PM I Kiddom

Want to Promote Equity? Start by Being Intentional with Technology

King-Chavez Arts and Athletics Academy serves grades 3–5 in San Diego, CA. Teachers used education technology but maintained 20th-century practices. Then they found Kiddom.

- Carina Hernandez, Educator, King-Chavez
- Sandra Short, Director of Partnerships, Kiddom

▶2:25 – 2:45PM I New Classrooms

How Innovative Learning Models Can Enable Accelerated Learning

Learn how Teach to One: Math can provide middle grade math students with tailored learning paths that integrate pre-grade, on-grade and post-grade skills.

Joel Rose

FRIDAY, FEBRUARY 14

▶ 12:20 - 12:40PM | Ed Leadership SIMS

ELS Simulations — Engaging and Meaningful Leadership PD That Works for Difficult Topics Such as Equity, Student Safety and Implicit Bias

Ed SIMS are an engaging way to build resilience, teams and decision-making capacity to better prepare aspiring and sitting admins around topics like equity, security and bias.

 Ken Spero, CEO and Outside Faculty in Mid-Career Doctoral, Graduate School of Education, University of Pennsylvania

2020 National Superintendent of the Year Finalists.



THE FOUR FINALISTS FOR THE 2020 NATIONAL SUPERINTENDENT OF THE YEAR® ARE: **GUSTAVO BALDERAS**Eugene School District, OREGON

MICHAEL NAGLER

Mineola Union Free School District, NEW YORK

SAMANTHA FUHREY
Newton County School System, GEORGIA

JEFFERY SMITH

Hampton City Schools, VIRGINIA

2020 STATE SUPERINTENDENTS OF THE YEAR WINNERS

ALABAMA Jeff Goodwin

Oxford City Schools

ALASKA Kerry Boyd Yukon Koyukuk School District

ARIZONA Kristi Sandvik Buckeye Elementary School District #33

ARKANSAS Benny Weston Mena School District

CALIFORNIA

David Hansen
Riverside Unified School District

COLORADO
Pamela Swanson
Westminster Public Schools

CONNECTICUT
Kathleen C. Greider
Farmington Public Schools

DELAWARE Heath Chasanov Woodbridge School District

FLORIDA
Sandra Himmel
Citrus County Schools

GEORGIA Samantha Fuhrey Newton County School System

IDAHO Kevin Lancaster Bliss Joint District ILLINOIS
Kevin Blankenship
Scott-Morgan CUSD #2

INDIANA
Philip Downs
Metropolitan School District of
Southwest Allen County

IOWA Joel Pedersen Cardinal Community School District

KANSAS Cory Gibson Valley Center Unified School District 262

KENTUCKY

Brian Creasman

Fleming County Schools

LOUISIANA Kelli Joseph St. Helena Parish School District

MAINE David Murphy Maine School Administrative District 44

MARYLAND

Daniel (Dan) Curry

Calvert County Public Schools

MASSACHUSETTS

Bradford Jackson

Holliston Public Schools

MICHIGAN Robert Shaner Rochester Community School District MINNESOTA David Law Anoka-Hennepin ISD 11

MISSISSIPPI Wayne Rodolfich Pascagoula-Gautier School District

MISSOURI **Dr. Scott Spurgeon**Riverview Gardens School District

MONTANA Les Meyer Fairfield School District 21

NEBRASKA Mark Adler

Ralston Public Schools

NEVADA

Teri WhiteDouglas County School District

NEW HAMPSHIRE Mark MacLean SAU #46 (Andover and Merrimack Valley)

NEW JERSEY Mackey Pendergrast Morris School District

NEW MEXICO Jamie Widner Melrose Municipal Schools

NEW YORK

Michael Nagler

Mineola Union Free School District

NORTH CAROLINA Anthony Jackson Vance County Schools NORTH DAKOTA

Mike Bitz

Mandan Public Scho

Mandan Public School District

Mark Murphy
Tuscarawas Valley Local Schools

OKLAHOMA
Stacey Butterfield
Jenks Public Schools

OREGON
Gustavo Balderas
Eugene School District

PENNSYLVANIA

David Baugh

Centennial School District

RHODE ISLAND **Kathryn Crowley** East Providence

SOUTH CAROLINA

Joanne Avery

Anderson School District 4

SOUTH DAKOTA Joel Jorgenson Madison Central School District

TENNESSEE

Donna Wright

Wilson County Schools, TN

Keith Bryant Lubbock-Cooper Independent School District UTAH Rick Nielsen Nebo School District

VERMONT John Pandolfo Barre Unified Union School District

VIRGINIA Jeffery Smith Hampton City Schools

WASHINGTON
Greg Baker
Bellingham Public Schools

WEST VIRGINIA

Robin Daquilante

Tyler County School District

WISCONSIN Robert Mayfield Kimberly Area School District

WYOMING

Dustin Hunt

Hot Springs County
School District #1

CANADA Shannon Barnett-Aikman

Tlicho Community Services Agency
SUPERINTENDENT OF THE YEAR:
INTERNATIONAL WINNER

INTERNATIONAL WINNER
Andy Page-Smith
American International School
of Johannesburg
Johannesburg, South Africa







AASA, First Student K-12 Education, and AIG stand together to salute our nation's outstanding contributors to public education. Our heartfelt thanks for your dedication, talent, and ability to make education more accessible and more meaningful to America's students. First Student and AIG thank our partner, AASA, for their unfailing support, leadership, and commitment to the Superintendent of the Year Program.



A-Z CONFERENCE Information

► AASA APP



Stay connected with the official AASA app, powered by Blackboard. Blackboard solutions support school safety, community engagement and personalized learning.

Sponsored by Blackboard

► AASA BOOKSTORE

Hall A Lobby, Near Registration

Stop by the Bookstore to peruse the latest education-related

Sponsored by Sourcewell

Open during the following hours and hosting the following book signings:

Wednesday, February 12	2 – 5PM
Thursday, February 13	7AM – 7:30PM
Friday, February 14	7:30AM – 5PM
Saturday, February 15	
Book-Signing Schedule	
Thursday, February 13	
David Brooks	6:30 – 7PM
Friday, February 14	
Linda Darling-Hammond	11:15 – 11:45AM
Luvelle Brown	2 – 2:30PM
Susan Moore Johnson (Room	6D) 4:45 – 5:15PM
Saturday, February 15	-

Mawi Asgedom...... 12:15 - 12:45PM

► AASA INTERNET STATION

Located on the floor of the Exhibit Hall

While you are away, stay connected with your office and family at the AASA Internet Station.

AASA SOCIAL MEDIA LOUNGE

Located on the floor of the Exhibit Hall

Be sure to stop by the AASA Social Media Lounge. It's the go-to place for on-the-spot, hands-on assistance with Twitter, Facebook, Voxer, Periscope, TikTok, Instagram and so much more. See pages 12-13 for more info.

Sponsored by

Chan Zuckerberg Initiative @

AWARDS

AASA award and scholarship programs recognize excellence, profile best practices in public education, and honor leaders from inside and outside the field of school administration whose contributions have made a significant impact on the lives and learning of children. See pages 20-29 for the winners of this year's awards.

BADGES

Please wear your conference name badge at all times while in the San Diego Convention Center. Room monitors and security personnel have been instructed to deny entry to those without a badge. If your badge is incorrect or has been misplaced, visit the Badge Corrections and Reprints Counter in the AASA Registration Area, Hall B Lobby.

BLESSINGS IN A BACKPACK STUFFING

Exhibit Hall Floor, Booth 247

Friday, February 14...... 11AM – 12NOON

Approximately 13 million children struggle with hunger on a regular basis. AASA and Sourcewell are proud to partner with Blessings in a Backpack (BIB) during the 2020 National Conference on Education to help provide food on weekends for elementary students who qualify for their schools' free and reduced-price meal program. We will be stuffing bags in Booth 247 on the Exhibit Hall floor to be donated to a local San Diego school. Please come volunteer!

Sponsored by Sourcewell





▶ BOLD WOMEN — BOLD COFFEE **NETWORKING BREAKFAST (\$100)**

Room 6C, San Diego Convention Center

To purchase a ticket for this breakfast, see the Onsite/ Assisted Registration Counter in the AASA Registration Area, Hall B Lobby, San Diego Convention Center. Onsite tickets are sold on a first-come, first-served basis and are subject to sellout. See page 73 for details.

Sponsored by chartwells: thoughtexchange



BUSINESS CENTER

Thursday, February 13	8AM – 5PM
Friday, February 14	8AM – 5PM
Saturday, February 15	8AM – 5PM

A full-service business center is located inside the San Diego Convention Center across from Hall D.

CONFERENCE BAGS

Each registered attendee is allowed one conference bag. Bags can be picked up at the Materials Pick-Up Counter in the AASA Registration Area, Hall B Lobby, San Diego Convention Center.

Sponsored by



CONFERENCE DAILY ONLINE

AASA provides daily coverage of key speakers, topical sessions and award presentations, along with photos from the conference, short video clips, a conference blog with daily postings from several AASA members, and a Twitter feed. An e-newsletter is distributed daily and the AASA website is updated with conference news throughout the three days at nce.aasa.org/conference-daily-online.

▶ DR. EFFIE H. JONES MEMORIAL EQUITY LUNCHEON (\$70)

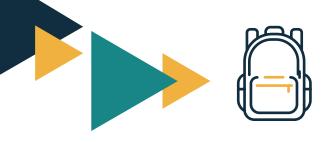
Room 6C, San Diego Convention Center Friday, February 14...... 12:30 – 2:30PM

To purchase a ticket for this lunch, see the Onsite/Assisted Registration Counter in the AASA Registration Area, Hall B Lobby, San Diego Convention Center. Onsite tickets are sold on a first-come, first-served basis and are subject to sellout. See page 85 for details.

Sponsored by be XCe

EDUCATIONAL SESSIONS

Choose from more than 100 Educational Sessions, Thought Leader Sessions, General Sessions, Roundtable Presentations and Learning Emporium Sessions. See session descriptions for more details about speakers. All sessions take place at the San Diego Convention Center unless otherwise noted.



▶ EDSPACES CLASSROOM

Room 2, San Diego Convention Center

Put yourself in the shoes of your students and experience a collection of learning zones brought together in one environment to represent the opportunity for choice, adaptability and functionality in support of blended learning and personalized education. OnPoint Innovative Learning Environments, in partnership with the Education Market Association, has created a space where you can explore innovative furniture and future-focused technologies integrated and designed for interdisciplinary learning. See what's possible.





EXHIBIT HALL: MAKING THE JOB OF SCHOOL SYSTEM LEADERS EASIER

Exhibit Hall B, San Diego Convention Center Thursday, February 13 7:45AM - 4PM Friday, February 14.......11AM - 2:30PM

Your schedules are full and your budgets are tight but your job still requires you to address your day-to-day school system needs. As the ultimate decision maker, you owe it to yourself to seek out the abundant resources available within the Exhibit Hall. Not a sales pitch, it is an avenue to invigorate your perspective on what is possible, what is new and cutting edge, and what can be applied or retooled to fit your unique K-12 community.

▶ FEDERAL RELATIONS LUNCHEON (\$70)

Room 6C, San Diego Convention Center

Thursday, February 13 12NOON - 1:30PM To purchase a ticket for this lunch, see the Onsite/Assisted Registration Counter in the AASA Registration Area, Hall B Lobby, San Diego Convention Center. Onsite tickets are sold on a first-come, first-served basis and are subject to sellout. See page 59 for details.

Sponsored by NAVIANCE

► FIRST AID

If you have a medical emergency, please pick up the nearest house phone to be connected with the facility's operator. If you are in need of non-emergency assistance, a first aid station is located in Room 15B, San Diego Convention Center.

▶ FOOD SERVICE

A variety of food stations are available in the Exhibit Hall, Hall B, San Diego Convention Center.



▶ GENERAL SESSIONS

General Session speakers are selected to help you take your leadership to new heights so you can move your district and community forward. All General Sessions take place at the San Diego Convention Center, Hall A.

THURSDAY, FEBRUARY 13 | 4:15 - 6:15PM



Educating the Heart and Soul David Brooks, Op-Ed Columnist and Author, *New York Times,* Washington, DC

FRIDAY, FEBRUARY 14 | 9 - 11AM



The Possibilities and Challenges of Personalizing Education

Linda Darling-Hammond, President and CEO, Learning Policy Institute, Palo Alto, CA

SATURDAY, FEBRUARY 15 | 10:30AM - 12NOON



Social Emotional Learning That Changes Lives Mawi Asgedom, Founder, Mawi Learning, and
Strategic Advisor for ACT, Social and Emotional
Learning, Elmhurst, IL

► HOTEL INFORMATION OFFICIAL CONFERENCE HOTELS



HEADQUARTER HOTEL

- San Diego Marriott Marquis & Marina
 333 West Harbor Drive, San Diego, CA 92101
 (619) 234-1500
- ▶ Embassy Suites San Diego Bay Downtown 601 Pacific Highway, San Diego, CA 92101 (619) 239-2400
- Hard Rock Hotel San Diego207 Fifth Avenue, San Diego, CA 92101(619) 702-3000
- ► Hilton San Diego Bayfront
 1 Park Boulevard, San Diego, CA 92101
 (619) 564-3333
- ▶ Hilton San Diego Gaslamp Quarter 401 K Street, San Diego, CA 92101 (619) 231-4040
- ► Hotel Solamar San Diego 435 6th Avenue, San Diego, CA 92101 (619) 819-9500
- ► Manchester Grand Hyatt San Diego 1 Market Place, San Diego, CA 92101 (619) 232-1234
- ▶ Omni San Diego Hotel 675 L Street, San Diego, CA 92101 (619) 231-6664
- ▶San Diego Marriott Gaslamp Quarter 660 K Street, San Diego, CA 92101 (619) 696-0234

► HOUSING

A representative from AASA Housing is available to answer questions about hotels and reservations during registration hours at the Housing Desk in the AASA Registration Area, Hall B Lobby, San Diego Convention Center. This representative can help you locate friends and colleagues who made their reservations through AASA's housing service.

▶JOB CENTRAL

SEARCH FIRMS AND STATE ASSOCIATIONS

Job Central provides efficient opportunities for state school board associations and potential job seekers to share information about opportunities within specific states and about the characteristics boards are seeking in candidates. The Job Fair is open Friday, February 14, 8AM – 3PM. Search firms and state associations can be found at Job Central, Room 6E, San Diego Convention Center. Job Central also has its own Focus Zone for Educational Sessions on topics such as career planning, interview skills and contract negotiations. When looking through the program book, look for sessions marked with "JC" to note Job Central sessions.

- ► Alaska Association of School Boards Rich Carlson, Consultant rcarlson@aasb.org
- ► Arizona School Boards Association Timothy Ogle, Executive Director (602) 738-3828 | ksisk@azba.org
- **▶BWP & Associates**

Debra Hill, Managing Director (847) 204-0462 | drmomaka29@gmail.com Mark Friedman, President (708) 361-4997 | friedman.markr@gmail.com

- ► Georgia Schools Boards Association Sam King, Consultant sking@gsba.com
- ► Hazard, Young, Attea
 Bill Adams, Consultant
 (609) 471-4046 | billadams@hyasearch.com
 Peter Flynn, Consultant
 (814) 275-9961 | peterflynn@hyasearch.com
 Glenn "Max" McGee, President
 (224) 234-6129 | maxmcgee@hyasearch.com
- ▶ Illinois Association of School Boards
 Jim Helton, Executive Searches IASB
 (217) 299-5820 | jhelton@iasb.com
 Tom Leahy, Executive Searches IASB
 (217) 299-5820 | tleahy@iasb.com
 Al Molby, Executive Searches IASB
 (217) 299-5820 | amolby@iasb.com
- ▶JE Consulting
 Joe Erardi, Consultant
 (571) 480-0313 | erardij@gmail.com



▶J.G. Consulting

Alton Frailey, Consultant (832) 748-0602 | alfrailey@yahoo.com James Guerra, President & CEO (214) 934-5537 | james@jgconsulting.us

▶ Kentucky Association of School Administrators

Janice Lantz, Superintendent Selection Services (502) 249-2022 | jan@kasa.org

▶ McPherson & Jacobson, LLC

William Dean, Consultant
(402) 991-7031 | W_dean@macnjake.com
Thomas Jacobsen, Owner & CEO
(402) 991-7031 | t_jacobson@macnjake.com
Steve Joel, Consultant
(402) 991-7031 | s_joel@macnjake.com

▶ Minnesota School Boards Association

Sandra Gundlach, Director of School Board Services (507) 469-9728 | sgundlach@mnmsba.org

North Carolina School Boards Association

Allison Schafer, Legal Counsel, Director of Policy (919) 931-1063 | aschafer@ncsba.org

▶ Ohio School Boards Association

Cheryl Ryan, Consultant (614) 540-4000 | cryan@ohioschoolboards.org

Oklahoma State School Boards Association

Stephanie Hyder, Director of Executive Searches (405) 528-3571 | stephanieh@ossba.org

Ray & Associates

Gary Ray, President; Consultant (319) 393-3115 | glr@rayassoc.com Ryan Ray, Consultant (319) 393-3115 | glr@rayassoc.com

▶Texas Association of School Boards

Butch Felkner, Director of Search Services (512) 848-0524 | butch.felkner@tasb.org

▶Virginia School Boards Association

Gina Patterson, Executive Director (434) 981-7334 | gina@vsba.org

▶Western Illinois University

Lora Wolff, Job Fair Host; Associate Professor (319) 670-8717 | Il-wolff@wiu.edu

►LOST AND FOUND

Turn in any items you may find at the AASA Information Kiosk, located in the AASA Registration Area.

► MEETINGS AND FUNCTIONS

See the index on page 125 to see which state associations and organizations are hosting events at the conference.

▶ PROGRAM CHANGES

AASA will post any program changes to the *Conference Daily Online* website at nce.aasa.org/conference-daily-online.

▶ PHOTOGRAPHY

PRINTING PROVIDED BY LIFETOUCH FOR SCHOOL ADMINISTRATOR MAGAZINE

AASA's official photographer Lifetouch

As the official photographer for AASA, Lifetouch Photography would like to share the images captured during NCE. You can find the images at http://bit.ly/LTNCE19. Please feel free to download (no need to log on or purchase) and share with family, friends and school district leaders and on social media. If you have any questions, please contact **Heather Dehn** at **(763) 238-0105** or **hdehn@lifetouch.com.**

▶ REGISTRATION

SCHOOL SAFETY & SECURITY PAVILION

As part of the exhibit area, AASA and the Center for Educational Leadership and Technology have curated a group of School Safety and Security vendors. The vendors have been organized together in a pavilion-like environment in the Exhibit Hall, providing attendees and selected vendors an opportunity to meet and find ways to work together in support of school safety and security. Visit this unique pavilion to learn more.

SCHOOL OF THE FUTURE

Exhibit Hall, San Diego Convention Center

The School of the Future strives to provide superintendents with a futuristic approach to education. It showcases products that allow students to reach their full potential in each of the designated areas: Methodology & Curriculum, Technology, Food & Beverage, and Materials & Furniture. School of the Future sessions take place in the Exhibit Hall in Booth 727.

► SHUTTLE SERVICE

HOTELS WITH SHUTTLE SERVICE:

Route A ► Embassy Suites San Diego Bay Downtown

Shuttles run during the following days and times:

All shuttles arrive at and depart from the Hall B Front Drive at the San Diego Convention Center.

▶ SOCIAL MEDIA

Share your experiences at the National Conference on Education on Twitter! Add this to your tweet: #NCE2020. Also, be sure to check out pages 12–13 of the program book for a complete listing of all of AASA's social media coverage and options at the conference.



THURSDAY, FEBRUARY 13 4:15 - 6:15PM OPENING GENERAL SESSION

NATIONAL SUPERINTENDENT OF THE YEAR® AWARD

The National Superintendent of the Year® Program has enabled Americans to recognize and honor U.S. superintendents for the contributions they make every day advocating for public education, our nation's children and our country's future. Now in its 32nd year, the National Superintendent of the Year® Program, co-sponsored by AIG Retirement Services, First Student, Inc. and AASA, celebrates the leadership of these outstanding public school superintendents. One of the four finalists will be named National Superintendent of the Year® and will represent colleagues and the profession over the next 12 months.

Sponsored by





AIG Retirement Services Caring for students today, tomorrow, together:

AASA AWARD WINNERS ARE:

▶ GUSTAVO BALDERAS

Superintendent, Eugene School District, Eugene, OR

Currently: Superintendent, Eugene School District, July 2015 - Present Previously: Superintendent, Ocean View School District, January 2012 - June 2015

Academic Degrees: University of Oregon, D.Ed - Educational Leadership; Portland State University, M.S., Curriculum and Instruction; Western Oregon State College, B.A., Secondary Education; Treasure Valley

Community College, A.A., General Studies

Gustavo Balderas is the superintendent of Eugene School District 4J in Eugene, OR. He became the district's 23rd superintendent in 2015. Balderas has been an educator for nearly 30 years. He started his career in education as a high school teacher and counselor, moved to elementary and middle school administrative roles, then served as an area executive director overseeing a cluster of K-12 schools and coordinating district curriculum, as well as an assistant superintendent of support services. He served as superintendent of the Madera Unified School District in Madera, CA, and the Ocean View School District in Huntington Beach, CA, before returning to Oregon to assume the superintendency of Eugene School District 4J. His career highlights include improving equity and cultural proficiency in the state's K-12 instruction through the Oregon Leadership Network and the Oregon State Action for Educational Leadership Project, as well as developing equity systems around instruction, student behavior and hiring practices in the school districts where he has worked. He is a founding member and past president of the Oregon Association of Latino Administrators, and currently serves as the northwest regional representative and treasurer for the National Association of Latino Administrators and Superintendents. Balderas was appointed to serve on the Oregon State Board of Education in 2018.



► SAMANTHA FUHREY

Superintendent, Newton County School System, Covington, GA

Currently: Superintendent, Newton County School System, July 2013 - Present

 $\textbf{Previously:} \ \ \textbf{Deputy Superintendent} - \textbf{Curriculum, Instruction and Technology, Newton County School System,} \\$

July 2011 - June 2013

Academic Degrees: Marywood University, B.S., Secondary English Education; State University of West Georgia,

M.Ed., Educational Leadership; Georgia College and State University, Ed.S., Educational Leadership

Samantha Fuhrey is currently serving her seventh year as superintendent of the Newton County School System. She is the first female superintendent since the inception of the school system almost 150 years ago. In 2017, 2018 and 2019, she was named one of four finalists for Superintendent of the Year for the state of Georgia. Additionally, her outstanding leadership abilities were recognized by the Georgia School Superintendents Association when she was awarded the President's Award in 2016. Marywood University in Dunmore, PA, recently recognized Fuhrey with the Distinguished Alumni Award in June 2019. Having extensive experience at the executive level, Fuhrey previously served as the deputy superintendent for curriculum and instruction, the executive director for secondary education, the director of secondary education and the director of professional learning for Newton County Schools. Fuhrey also served as principal of Indian Creek Middle School in Newton County after having been promoted from the assistant principal position. Prior to her employment with Newton Schools, she worked with the DeKalb County School System as an assistant principal and an English teacher.

► MICHAEL P. NAGLER

Superintendent of School, Mineola Union Free School District, Mineola, NY

Currently: Superintendent of Schools, Mineola Union Free School District, July 2009 – Present Previously: Deputy Superintendent, Mineola Union Free School District, July 2005 – June 2009 Academic Degrees: Columbia University, Doctor of Education; Brooklyn College City University of New York, Advanced Certificate, Educational Administration & M.A., History; State University of New York, B.A., History

Michael Nagler has held many positions in his 32 years in education. Before assuming his current position as superintendent of Mineola Public Schools, he began his career as a teacher in New York City while completing his master's degree and earning his professional diploma. Nagler then went on to earn his doctorate from Columbia University and accepted an administrative position with Mineola in 1999. Believing strongly in the district's mission to create lifelong learners who contribute positively to a global society, Nagler rooted himself in the Mineola School District and never left.

During his 19 years with the district, he has been a big proponent of using technology to engage students in rigorous content. Mineola was one of the first school districts to implement a 1:1 iPad initiative. Mineola's innovative use of the iPad has led to the rare feat of having all five Mineola schools to be recognized as Apple Distinguished Schools. Mineola is one of only 104 districts nationwide to be a member of the League of Innovative Schools. This distinction affords Mineola the ability to be at the forefront of nationwide initiatives such as Open Educational Resources (OER), the Maker Movement and Computer Science for All, #CSforall.

► JEFFERY SMITH

Superintendent, Hampton City Schools, Hampton, VA

Currently: Superintendent, Hampton City Schools, July 2015 - Present

Previously: Superintendent, West Point Public Schools, January 2008 – July 2015

Academic Degrees: Virginia Polytechnic Institute, EdD, Educational Leadership and Policy Studies; Virginia Commonwealth University, M.Ed., Educational Administration and Supervision; Virginia Union University, B.A.,

English & Journalism

Jeffery Smith began his tenure as superintendent of Hampton City Schools in July 2015. Prior to his employment with HCS, he served as superintendent of the Town of West Point Public Schools for seven years. Under his leadership, academic success is the highest it has been in decades at HCS. For the first time in Hampton City Schools history, 100% of the division's 29 schools are accredited without conditions. The school division has strengthened its dual enrollment program with Thomas Nelson Community College, to date yielding a 642% increase in the number of dual enrollment credits taken by HCS students. The on-time graduation rate has increased from 88% for the class of 2015 to 92.73% for the class of 2019.

The dropout rate has decreased from 5.1% for the class of 2015 to 1.26% for the class of 2019. In addition, the Hampton City community has earned the distinction of being the first Ford Next Generation Learning Community in the Commonwealth of Virginia. During the past three years, he has co-chaired the Academies of Hampton's operating and steering committees to transform the four high schools from five pocket academies to 16 wall-to-wall academies and from 18 to 41 career pathways. The Academies provide young people opportunities based on high-demand, high-wage jobs aligned with regional and state workforce data.

AASAAWARDS

THURSDAY, FEBRUARY 13 4:15 - 6:15PM OPENING GENERAL SESSION

AASA DR. EFFIE H. JONES HUMANITARIAN AWARD

The Dr. Effie H. Jones Humanitarian Award honors the memory of Effie H. Jones, a school administrator, teacher, counselor, organizer of the Office of Minority Affairs at AASA, and a champion of women and minorities in educational leadership. Equity and opportunity were the hallmark of her life's work, and closing the academic, health and social gap between children who have and those who don't was one of the cardinal intents of her rigorous efforts to increase the number of women and minority school system leaders. Because of her vision and commitment, AASA's focus on equity, on superintendent pipeline issues, and on vulnerable children and youth is sharp and unrelenting.





THE 2020 RECIPIENTS ARE:

► STEVEN T. WEBB



Superintendent, Vancouver Public Schools, Vancouver, WA

Steven Webb's deep commitment to serving children and families, especially those impacted by poverty, took root early in his

life when his parents struggled to make ends meet. Owing to a scholarship and by working his way through college, he earned a B.A. from the University of Puget Sound, an M.A. in teaching from Lewis and Clark College and an EdD from Seattle University. He has 35 years in public education in Washington and California, serving as superintendent, deputy superintendent, principal and assistant principal, high school teacher and coach. As superintendent of Vancouver Public Schools since 2008, Webb has championed equity, excellence and innovation. He has recruited, selected and/or promoted 17 women into cabinet-level leadership positions. In addition, VPS has established a network of Family-Community Resource Centers in 18 poverty-affected schools and created two mobile FCRCs to serve other schools. Those strategic initiatives and others have improved the fouryear graduation rate from 64% in 2010 to 85% today in a diverse district where roughly half of the students qualify for federally subsidized meals and approximately 100 languages are spoken. As 2017-18 president of the Washington Association of School Administrators, Webb encouraged and supported equity opportunities, including a Women in Leadership conference. He was the 2016 Washington State Superintendent of the Year and one of four finalists for AASA National Superintendent of the Year.

REVIEWING NEW BOOKS

If you are interested in reviewing at least one or two new books on education or organizational leadership during the coming year for *School Administrator* magazine, please let the editor know at magazine@aasa.org.

Anyone who is a current member of AASA is eligible.

▶JOE A. HAIRSTON



Associate Professor, Educational Leadership and Policy Studies, Howard University School of Education; Co-Founder, AASA-Howard University Urban Superintendents Academy

Dr. Joe Hairston was a pioneer for equity and a public education. In 2000, he served as the

inclusiveness in public education. In 2000, he served as the first African-American superintendent in Baltimore County, MD. His 12 years of leadership in Baltimore saw improved academic achievement of African-American students, a rise in test scores and the graduation rate, greater student participation in Advanced Placement classes, a significant increase in National Blue Ribbon schools and more students going on to college. Dr. Hairston championed an "all means all" credo of equality in education both in Baltimore County and in Clayton County, GA, where he previously served as superintendent for five years. As a principal, he turned around a poorly performing high school in Suitland, MD, and was recognized by the White House and received a National Award of Excellence for this achievement. In 2014, he joined the faculty of Howard University, grooming the next generation of education leaders with a special interest in urban communities. In 2015, inspired by his work at Howard, and in response to the lack of diversity among superintendents, he worked with AASA leadership and cofounded the AASA-Howard University Urban Superintendents Academy. Dr. Hairston earned an EdD from Virginia Tech, an M.A. from American University, and a B.A. from Maryland State University (now the University of Maryland Eastern Shore). Dr. Hairston, a relentless champion for equity, died on December 27, 2019. His loss is deeply felt by many, but his legacy, like Dr. Effie Hall Jones, lives on in the lives of every student, educator and community member who benefited from his service.



SUPERINTENDENT of the Year

The highest performing state-level, Canadian and Association for the Advancement of International Education winners will also be honored.

ALABAMA > Jeff Goodwin, Oxford City Schools

ALASKA ► Kerry Boyd, Yukon Koyukuk School District

ARIZONA ► **Kristi Sandvik**, Buckeye Elementary School District #33

ARKANSAS ► Benny Weston, Mena School District

CALIFORNIA Mary McNeil, Needles Unified School District

COLORADO > **Pamela Swanson**, Westminster Public Schools

CONNECTICUT ➤ **Kathleen C. Greider,** Farmington Public Schools

DELAWARE > Heath Chasanov, Woodbridge School District

FLORIDA > Sandra Himmel, Citrus County Schools

GEORGIA > Samantha Fuhrey, Newton County School System

IDAHO ► **Kevin Lancaster**, Bliss Joint District

ILLINOIS ► **Kevin Blankenship,** Scott-Morgan Community Unit School District 2

INDIANA > **Philip Downs**, Metropolitan School District of Southwest Allen County

IOWA ► Joel Pedersen, Cardinal Community School District

KANSAS ► Cory Gibson, Valley Center Unified School District 262

KENTUCKY ► **Brian Creasman**, Fleming County Schools

LOUISIANA > Kelli Joseph, St. Helena Parish School District

MAINE ➤ David Murphy, Maine School Administrative District 44

MARYLAND > Daniel Curry, Calvert County Public Schools

MASSACHUSETTS ➤ Bradford Jackson, Holliston Public Schools

MICHIGAN ➤ Robert Shaner, Rochester Community School District

MINNESOTA ➤ David Law, Anoka-Hennepin School District 11

MISSISSIPPI ➤ Wayne Rodolfich, Pascagoula-Gautier School District

MISSOURI > Scott Spurgeon, Riverview Gardens School District

MONTANA ► Les Meyer, Fairfield Public Schools

NEBRASKA ► **Mark Adler**, Ralston Public Schools

NEVADA > Teri White, Douglas County School District

NEW HAMPSHIRE Mark MacLean, School Administrative Unit 46

NEW JERSEY Mackey Pendergrast, Morris School District

NEW MEXICO > **Jamie Widner**, Melrose Municipal Schools

NEW YORK ► Michael Nagler, Mineola Union Free School District

NORTH CAROLINA > **Anthony Jackson**, Vance County Schools

NORTH DAKOTA ► Mike Bitz, Mandan Public School District

OHIO Mark Murphy, Tuscarawas Valley Local Schools

OKLAHOMA > **Stacey Butterfield**, Jenks Public Schools

OREGON ► Gustavo Balderas, Eugene School District

PENNSYLVANIA > David Baugh, Centennial School District

RHODE ISLAND > Kathryn Crowley, East Providence

SOUTH CAROLINA ➤ Joanne Avery, Anderson School District 4

SOUTH DAKOTA ➤ **Joel Jorgenson**, Madison Central School District

TENNESSEE ► **Donna Wright**, Wilson County Schools

TEXAS ► **Keith Bryant,** Lubbock-Cooper Independent School District

UTAH ► **Rick Nielsen**, Nebo School District

VERMONT ➤ **John Pandolfo,** Barre Unified Union School District

VIRGINIA > **Jeffrey Smith**, Hampton City Schools

WASHINGTON ► **Greg Baker**, Bellingham Public Schools

WEST VIRGINIA ► **Robin Daquilante**, Tyler County Board of Education

WISCONSIN ► Robert Mayfield, Kimberly Area School District

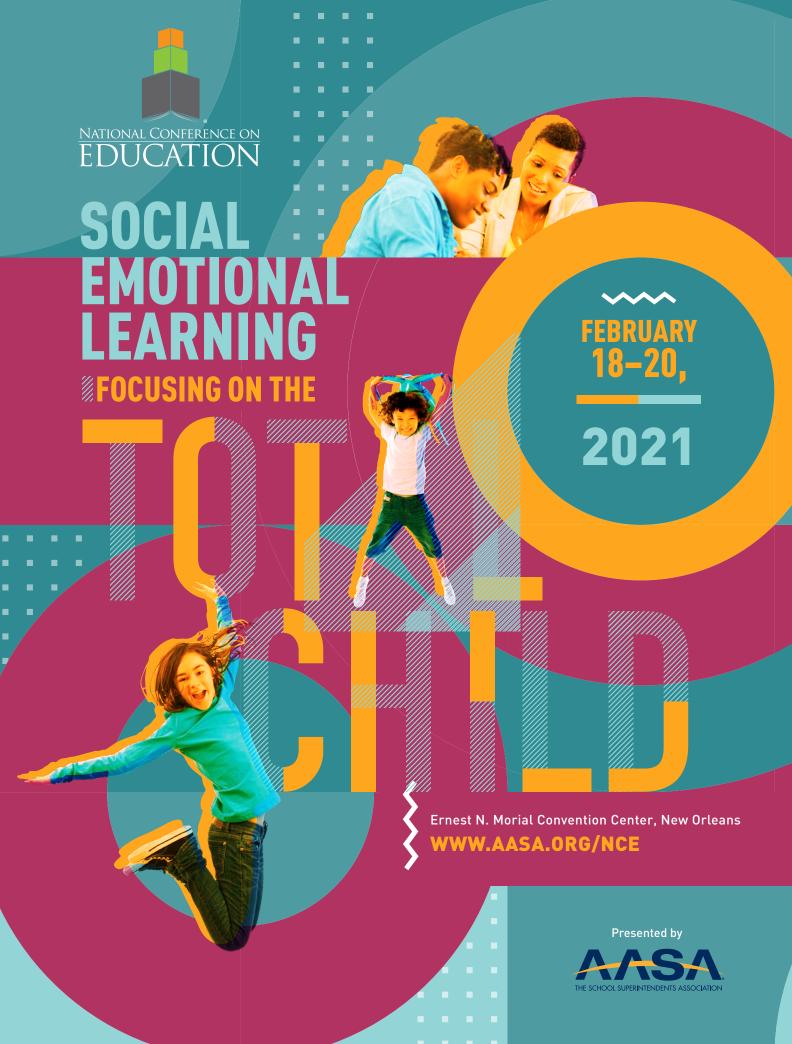
WYOMING > Dustin Hunt, Hot Springs County School

District 1

CANADA ➤ **Shannon Barnett-Aikman,** Tlicho Community Services Agency

INTERNATIONAL ► Andy Page-Smith, American International School of Johannesburg

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44SHAWARDS

FRIDAY, FEBRUARY 14 9 - 11AM SECOND GENERAL SESSION

WOMEN IN SCHOOL LEADERSHIP AWARD

The Women in School Leadership Award, sponsored by Horace Mann and AASA, pays tribute to the talent, creativity and vision of outstanding women educational administrators in the nation's public schools. Any female superintendent, assistant superintendent, aspiring superintendent, central-office director, school principal or classroom teacher in the United States who plans to continue in the profession may apply. The award program is designed to recognize the exceptional leadership of active, front-line women in school leadership who are making a difference in the lives of students every day. One Women in School Leadership Award will be given in each category.



THE 2020 FINALISTS IN THE **CENTRAL OFFICE/PRINCIPAL CATEGORY ARE:**

► SARA PAUL

Assistant Superintendent, White Bear Lake Area Schools, Saint Paul, MN

Establishing quality programs through partnerships has been a key theme throughout Sara Paul's career. She received the Ethical Leadership Award from the William and Betty MacMillan Foundation for an innovative program she developed in partnership with the Rotary Club and a renowned federal prosecutor. Paul is in her sixth year serving as the assistant superintendent for the White Bear Lake Area Schools. She is committed to increasing access to innovative programs in order to equip today's students with the skills to thrive in tomorrow's world.

► SHELLY REGGIANI

Executive Director, Equity & Instructional Services, North Clackamas School District, Milwaukie, OR

Shelly Reggiani has more than 25 distinguished years in public education, the past eight years as the executive director of equity and instructional services for the North Clackamas School District (NCSD). This south suburban Portland district consists of 32 schools serving 17,327 students. More than 60 native languages are spoken by students and families in the district, and the community is growing in its racial and cultural diversity. NCSD is continually recognized for its work with educational equity within Oregon and nationally.

► PATRICIA SULLIVAN-KOWALSKI

Senior Director of Student Support and Special Education, Meriden Public Schools, Meriden, CT

Patricia Sullivan-Kowalski has been an educational and instructional leader in urban education for more than 23 years. She is currently the senior director of student supports and special education for the Meriden Public Schools, Meriden, CT. Sullivan-Kowalski successfully balances numerous responsibilities and demands while maintaining a student-centered approach. She oversees and manages a

\$30 million budget and leads student programs and departr She supervises more than 300 and classified staff members a recently became the lead supe the two middle school principa



THE 2020 FINALISTS IN THE SUPERINTENDENT CATEGORY ARE:

► SUSAN ENFIELD

Superintendent, Highline Public Schools, Burien, WA

Susan Enfield is a former high school English, journalism and ELL teacher. She served as chief academic officer and then as interim superintendent for Seattle Public Schools before coming to Highline in 2012. She previously held leadership positions in Evergreen Public Schools (Vancouver, WA), Portland Public Schools and the Pennsylvania Department of Education.

► LATONYA GOFFNEY

Superintendent, Aldine Independent School District, Houston, TX

LaTonya Goffney serves as the superintendent of schools for the Aldine Independent School District. Since taking the helm in July 2018, she has dedicated herself to more than 67,000 students and more than 9,000 employees of the district as well as the entire Aldine community.

► CANDACE SINGH

Superintendent, Fallbrook Union Elementary School District, Fallbrook, CA

Candace Singh, has been an educator in San Diego County for close to 30 years. She is well-known and respected for her work as a turnaround principal and superintendent, blending courage, action and exceptionally high expectations with grace, respect and kindness to create schools and working environments that inspire greatness in students and adults. Her proven track record of transforming public schools has contributed to her reputation as a highly valued leadership coach, speaker and consultant.

THE 2020 FINALISTS IN THE SCHOOL-BASED CATEGORY ARE:

▶ LESLEY BRUINTON

Public Relations Coordinator, Tuscaloosa City Schools, Tuscaloosa, AL

Lesley Bruinton is an accredited in public relations practitioner with more than 18 years of professional experience. The former television journalist now serves as the public relations coordinator for the Tuscaloosa City Schools—an urban district with more than 10,000 students. It's a job where she can continue her craft of writing with her rapid-fire typing skills. She can usually be found brainstorming and selling a big idea, much to the chagrin of those around her who know it will be a lot of work, but a lot of fun! She is a two-time past president of the Alabama School Public Relations Association and a two-time winner of the Gold Medallion, awarded by the National School Public Relations Association.

▶ SHENÉE HOLLOWAY

Program Specialist, Gwinnett County Public Schools, Suwanee, GA

Shenée Holloway is an educational leader who has been in the field of education since 2002. She taught middle grades at a small private academy for two years in Charlotte, NC, before moving to Georgia in 2004 where she taught 6th- and 8th-grade language arts at Hull Middle School in Duluth. Holloway served as a mentor and was a Teacher of the Year. In the 2013–14 school year, she served as a teacher, then as a parent instructional coordinator then led the first freshman mentoring program.





DISTINGUISHED SERVICE AND Scholarship

FRIDAY, FEBRUARY 14 9 - 11AM SECOND GENERAL SESSION

AASA DISTINGUISHED SERVICE AWARD

AASA honors exceptional educational leaders as well as the immediate past president of the association with the Distinguished Service Award. These educational leaders are recognized by AASA for bringing honor to themselves, their colleagues and their profession; rendering exemplary service to their state or national professional association; and contributing to the education field through writing, public advocacy or other activities.

THE 2020 RECIPIENTS ARE:

▶JOHNNY L. VESELKA

Johnny Veselka retired in June 2018 after serving as executive director of the Texas Association of School Administrators (TASA) for more than 32 years. Under his leadership, TASA became a major voice for school administrators on legislative and state policy matters, and became the leading provider of professional development for school system leaders in Texas. TASA's Public Education Visioning Institute (2006) published the document "Creating a New Vision for Public Education in Texas" focused on school transformation. Through his efforts, the Texas Legislature then created the Texas High Performance Schools Consortium to facilitate the Institute's work. He guided the development of the Texas Public Accountability Consortium and, prior to his retirement, organized the TASA 2025 Task Force to create a Strategic Framework for the association's future. An AASA member for 36 years, he actively promoted collaboration between AASA and the state associations. Upon his retirement, Veselka was named Executive Director Emeritus in recognition of his service to the association.

CHRISTOPHER GAINES

An education innovator, Chris Gaines, superintendent of Mehlville School District in suburban St. Louis, MO, is a leader in digital transformation and in personalizing the learning experience for all students. His leadership has resulted in higher levels of student engagement and academic achievement at each of the districts he has served. Gaines has served as a school superintendent for the past 19 years. Prior to Mehlville School District, he led Wright City R-II School District and Crawford County R-1 School District. Before taking on those roles, Gaines was a high school principal, science teacher, math teacher, coach and bus driver. A national and state leader in education, Gaines is the past president of AASA, The School Superintendents Association. He also serves on the Missouri Association of School Administrators Executive Committee. He holds degrees from Southeast Missouri State University and earned his doctorate at Saint Louis University in Educational Leadership. Gaines lives on a small horse farm outside St. Louis with his wife Debbie and son Zack.

VH1 SAVE THE MUSIC

This award for distinguished support of music education is sponsored by the VH1 Save The Music Foundation in collaboration with AASA. The award is given to a superintendent or chief executive officer who is committed to ensuring that music education is part of the core curriculum in all schools in his or her school district.



THE 2020 RECIPIENT IS:

Keely Roberts

Zion Elementary School District 6 Zion, IL



THE FRIENDS OF AASA AWARD

This award is given by AASA's executive director to a non-educator or school district-based person or group/organization who has consistently supported the mission of AASA and has given their time and effort to help the association accomplish our goals to advocate on behalf of public education and assist with the professional development of our members.

THE 2020 RECIPIENTS ARE:

▶JACINDA H. CONBOY

General Counsel, New York State Council of School Superintendents, Albany, NY

Jacinda "Jazz" Conboy, Esq., is the general counsel at the NYS Council of School Superintendents. At the Council, she provides provides advice regarding education issues, holds legal conferences, frequently presents to superintendents, negotiates contracts and assists superintendents in various legal matters. In addition, she recently developed a program to promote and support women leaders in education in New York state.

Conboy spent approximately 12 years in private practice and previously concentrated her practice in representing school districts, municipalities and private sector clients in complex employment and civil rights litigation. She has considerable experience in advising clients on employment practices and policies, preparing employment policies and agreements, and has lectured regarding employment practices.

► MAREE SNEED

Partner, Hogan Lovells US LLP, Washington, DC

Maree Sneed is a life-long supporter of public education and has dedicated her career to strengthening public schools and supporting the leaders within them. Her rich career reaches from her time as a teacher and principal to her current work as an expert in legal and regulatory impact on public schools. She is a long-time friend of AASA, supporting our work related to superintendent pathway, development, employment and contracts. Districts seek her advice because of her extensive experience working in the education system, her legal acumen, her public policy work, and her ability to make connections between the education and legal arenas. Sneed has advised clients in the education sector on a broad range of issues, including from social media, bullying and cyberbullying, harassment, and sex and race discrimination to English language learners, special education/IDEA, equitable access and opportunities, and integration and desegregation. She also provides regulatory advice to clients and litigated cases for clients in state courts as well as federal, district and appellate courts.

SATURDAY, FEBRUARY 15 10:30AM - 12NOON CLOSING GENERAL SESSION

AASA EDUCATIONAL ADMINISTRATION SCHOLARSHIP AWARD

The AASA Educational Administration Scholarship was created in 1949 to provide incentives, recognition and financial assistance to outstanding graduate students in school administration who intend to make the school superintendency a career. AASA selects recipients on the basis of their experience and excellence in school administration, personal essays and recommendations from university faculty. Each recipient receives a \$2,500 scholarship given in honor of AASA's former executive directors: Sherwood D. Shankland, Worth McClure, Finis E. Engleman, Forrest E. Connor, Paul B. Salmon, Richard D. Miller and Paul D. Houston.

THE 2020 RECIPIENTS ARE:

- ▶ Stephanie Andler, Selah School District
- ▶ Jessica N. Betz, Father Marquette Catholic Academy
- ▶ **Deborah L. Elder,** Albuquerque Public Schools
- ▶ Michael Gaines II, Franklin Township Community School Corporation
- ▶ Clara Jessica Garay, Esperanza Elementary School
- ▶ Julie H. Lam, Oswego East High School
- ▶ Maisha G. Rounds, Boston Public Schools





SPONSOR AWARD Acknowledgments

AASA ACKNOWLEDGES AND EXPRESSES SINCERE APPRECIATION TO OUR AWARD SPONSORS:

► NATIONAL SUPERINTENDENT OF THE YEAR® AWARD





AIG Retirement Services

Caring for students today, tomorrow, together.º

▶ DR. EFFIE H. JONES HUMANITARIAN AWARD



WOMEN IN SCHOOL LEADERSHIP AWARD



▶ VH1 SAVE THE MUSIC AWARD



FRIEND OF AASA AWARD









2020 AASA/SOURCEWELL HELPING KIDS MINI GRANT

Since 2012, Sourcewell and AASA have joined forces to bring the Helping Kids Program, an urgent mini grant that is funded by AASA through a partnership with Sourcewell, to AASA and Sourcewell members. This year the grant has been increased to \$70,000 in grant funds to help meet the urgent health, social service, academic and/or related needs of individual students and their families. Examples include clothing, medical care, dental care, eyeglasses, prescriptions, hearing aids, food, shelter, supplies, fuel, emergency transportation, childcare, enrichment and academic or life-enhancing opportunities that could not otherwise be provided.

Sourcewell is AASA's Premier School Solutions Center Partner. We would like to thank Sourcewell for its continuing support of AASA and for supporting students in need through the Helping Kids Program.

Award all schools affected by natural disaster: 6

- Tuscaloosa City Schools, Tuscaloosa, AL Superintendent: Mike Daria
- Urbandale Community Schools, Urbanale, IA Superintendent: Steve Bass
- Wyoming Central School, Wyoming, NY Superintendent: Kathleen Schuessler
- Marlboro County School District, Bennettsville, SC Superintendent: Gregory McCord
- Dallas Independent School District (Grant 1), Dallas, TX Superintendent: Michael Hinojosa
- Dallas Independent School District (Grant 2), Dallas, TX Superintendent: Michael Hinojosa

Award the following:

- Hoover City Schools, Hoover, AL Superintendent: Kathy Murphy
- Cedar Ridge School District, Newark, AZ Superintendent: Andy Ashley
- Deer Valley Unified School District, Phoenix, AZ Superintendent: Curtis Finch
- Alhambra Unified School District, Alhambra, CA Superintendent: Denise Jaramillo
- Community Consolidated School District #168, Sauk Village, IL Superintendent: Donna Leak
- Vienna High School 13-3, Vienna, IL Superintendent: Joshua Stafford
- Waukegan #60, Waukegan, IL Superintendent: Theresa Plascencia

- Battle Creek Public Schools, Battle Creek, MI Superintendent: Kimberly Carte
- Little Falls Community Schools, Little Falls, MN Superintendent: Stephen Jones
- Boonville R-1 School District, Boonville, MO Superintendent: Sarah E Marriott
- Hazelwood School District, Florissant, MO Superintendent: Nettie Collins-Hart
- Browning Public Schools, Browning, MT Superintendent: Corrina Guardipee Hall
- Solen Public School District, Solen, ND Superintendent: Justin Fryer
- Rio Rancho Public Schools, Rio Rancho, NM Superintendent: V. Sue Cleveland
- Groton Central School District, Groton, NY Superintendent: Margo Marin
- Butler Area School District, Butler, PA Superintendent: Brian J. White
- Franklin Regional School District, Murrysville, PA Superintendent: Gennaro R. Piraino
- Halifax Area School District, Halifax, PA Superintendent: David R. Hatfield
- Mt. Lebanon School District, Pittsburgh, PA Superintendent: Timothy J. Steinhauer
- Loudoun County Public Schools, Ashburn, VA Superintendent: Eric Williams
- Indian Prairie School District 204, Aurora, IL Superintendent: Karen Sullivan
- Intermediate District 287, Plymouth, MN Superintendent: Sandra Lewandowsi



AASA NATIONAL SUPERINTENDENT Certification Program®

The **AASA NATIONAL SUPERINTENDENT CERTIFICATION PROGRAM®** sharpens the skills that successful superintendents identify as essential for leading in today's complex and challenging education environment. The certification program is developed by superintendents, exclusively for superintendents, and led by seasoned and successful superintendents, which is an excellent formula for premier professional development. The certification program offers three cohorts with consecutive start dates: East — Virginia; Midwest — Illinois; and West — California.







EAST 2020 GRADUATES

Mark Albertus ► Superintendent, Carrollton City School District, Carrollton, GA

Kenny Blackwood > Superintendent, Spartanburg School District 3, Glendale, SC

Michael Carolan > Superintendent, Dover-Eyota Independent School District 533, Eyota, MN

Michael Daria > Superintendent, Tuscaloosa City Schools, Tuscaloosa, AL

Harry "Doc" Ervin ➤ Superintendent, Bakersfield City School District, Bakersfield, CA

Jeffrey Fecher > Superintendent, Abington School District, Abington, PA

George Fiore ► Executive Director, Chester County Intermediate Unit, Downingtown, PA

Anthony Hamlet > Superintendent, Pittsburgh Public School District, Pittsburgh, PA

Matthew Hillmann ➤ Superintendent, Northfield Independent School District 659, Northfield, MN

Russell Holden > Superintendent, Sunapee School Administrative Unit 85, Sunapee, NH

Jeffrey Holm > Superintendent, Willmar School District 347, Willmar, MN

Justin Jennings > Chief Executive Officer, Youngstown City School District, Youngstown, OH

Lois DaSilva-Knapton ► Former Superintendent, Canterbury Public Schools, Canterbury, CT

Fredrick McDowell > Former Superintendent, Trenton School District, Trenton, NJ

Rick Ross > Superintendent, Mason County School District, Maysville, KY

Michael Rossi ➤ Superintendent, Sparta Township School District, Sparta, NJ

Kimberly Rizzo Saunders ➤ Superintendent, Contoocook Valley Regional School District, Peterborough, NH

Victor Shandor ➤ Superintendent, York County Schools, Yorktown, VA

Nicolas Wade ► Superintendent, Elmwood Park Community Unit School District 401, Elmwood Park, IL

Barry Williams ► Superintendent, Gates County Schools, Gatesville, NC

School Safety

Armor at Hand, smart shields for instant protection

CitizenAID, empowering school communities to save lives.

CIT Integration – EAGL gunshot detection and lockdown system.

CrisisGO, emergency communications tools for schools.

National Fire Adjustment (NFA), ensure the district is utilizing all areas of insurance policywhen losses

Save Money

The Association Partner, AASA's digital ad retargetingresource

Diamond Assets, premier Apple hardware trade-up services.

E-Rate Advantage, Full service E-Rate consulting services.

Gotzoom, student loan relief and forgiveness for district employees

UPS, shipping, freight, logistics, and supply



AASA School Solutions Center companies help schools save money, raise money and improve student performance.

Please contact Tara Gao at tgao@ aasa.org or 571.721.9585



<u>Premier SSC Partner: Sourcewell-Contract Purchasing Solutions for Schools</u>

Curriculum and Innovation

JASON Learning, STEM education through exploration

Triway International Group, bridging china and the world

Wonder Media Story Maker®, cultivates intentional writing.

Leadership/Professional Development

ECRA Group, leadership, planning and analytic solutions.

Quantum Learning, transformative, schoolwide professional development.

VitalInsight™, context, focus, breakthrough



ASPIRING SUPERINTENDENTS Academy

The **ASPIRING SUPERINTENDENTS ACADEMY®** is a highly interactive year-long program that provides the real-world skills our next generation of superintendents need to thrive presented in four in-person meetings.







ASPIRING SUPERINTENDENTS ACADEMY

Fernando Benavides ► Director of Secondary Human Resource Services, Mansfield Independent School District, Mansfield, TX

Marlinda Boxley > Senior Project Director, Innovation in Education Reform, Bethesda, MD

Jeff Bresler ► Assistant Superintendent of Schools, Mehlville School District, Saint Louis, MO

Steve Burnham ► Principal, Wilson School District, Sinking Spring, PA

Rick Carter > Executive Director, Athens City Schools, Athens, AL

Erika Cook ► Chief, Standards and Curruculum, Iowa Department of Education, Des Moines, IA

Natalyn Gibbs ► Principal, Metro Nashville Public Schools, Hermitage, TN

Alesia Gillison ► Chief Academic Officer, Columbus City School District, Columbus, OH

Douglas Kent ► Assistant Principal, Radnor Township School District, Havertown, PA

Debbie Lane > Director, Talent Development, Alexandria City Public School District, Alexandria, VA

Nancy Martinez ► Assistant Principal, Orange County Public School District, Orlando, FL

Margaret McGregor ► Instructional Support Leader, Chicago Public School District 299, Chicago, IL

Terry Morawski ► Chief Operations Officer, Fort Smith School District, Fort Smith, AR

Phil Potenziano > Assistant Superintendent, Maine Regional School Unit #21, Kennebunk, ME

Kelvin Stroy ► Director of Student Services, Mansfield Independent School District, Mansfield, TX

Patricia Sullivan-Kowalski ► Director, Student Supports and Special Education, Meriden Public School District, Meriden, CT

Tami Vardy ► Superintendent, Boyd Independent School District, Boyd, TX

Brent Yeager ► Assistant Superintendent for Learning Services, Olathe Public Schools, Olathe, KS

James Zavodjancik ► Principal, Shelton City School District, Trumbull, CT





The ASPIRING SUPERINTENDENTS ACADEMY® BLENDED LEARNING MODEL is a highly interactive year-long program that provides the real-world skills our next generation of superintendents need to thrive presented in two in-person and six virtual meetings.





ASPIRING SUPERINTENDENTS ACADEMY® BLENDING LEARNING MODEL AND **BLENDED LEARNING WITH EQUITY 2019-2020**

Veronica Bayles ► Principal, Tuscumbia City School District, Tuscumbia, AL

Carmen Bergmann > Assistant Superintendent, Regional Office of Education 17, Bloomington, IL

Debra Biersdorff > Chief Academic Officer, Washoe County School District, Reno, NV

Kenneth Bowen ► Strategist & Consultant, Laurinburg, NC

Aimee Cepeda ► Principal, District of Columbia Public Schools, Washington, DC

Kathry DeFerrari ► Assistant Superintendent, Jefferson County School District, Louisville, KY

Scott DeShong > *Principal*, Avon Grove School District, Lincoln University, PA

Annmarie Ekey ► Manager, School Leader Support, District of Columbia Public Schools, Washington, DC

Eric Hamilton ► Principal, Community High School District 117, Cary, IL

Chris Hardin ► High School Principal, Pennsylvania Leadership Charter School, Garnet Valley, PA

Jeff Horton ► Assistant Superintendent, Duluth Independent School District 709, Duluth, MN

Meredyth Hudson ➤ Chief of Strategy and Human Capital, Campbell Union High School District, San Jose, CA

Ed Klein ► Assistant Superintendent, Chardon Local School District, Chardon, OH

Trevor Liburd ▶ Principal, Prince George's County Public Schools, Hyattsville, MD

Bob Marcucci > Principal, San Rafael City Elementary School District, San Anselmo, CA

Stephen McWilliams ▶ Principal, Barrington Community Unit School District 220, Barrington, IL

Laura O'Donnell > Assistant Superintendent, Olympia Community Unit School District 16, Stanford, IL

Bret Range ➤ Director, Student Services, Springfield School District R12, Springfield, MO

Keeyana Riley ► PBIS/MTSS District Coordinator, Crete Monee Community Unit School District 201U, Crete, IL

Christy Shepard ► Principal, Coldwater Elementary School, Anniston, AL

C. Bernard Solomon > Principal, Lange Middle School, Columbia MO

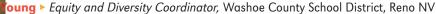
Selim Tanyeri > Principal, Sonoran Schools/Daisy Education Corp, Chandler AZ

Shawn Thorpe ► Instructor, Alexandria City Public School District, Alexandria VA

Dawna Tully > Teacher, Pasadena Unified School District, Pasadena CA

Lori Wiggins ► Principal, Arlington Public Schools, Arlington VA

nkelman ► Assistant Superintendent of K-12 Schools and Operations, Community Unit School District 220, Barrington IL





BRING MEANING TO THE WORD "ALL."

AASA'S MISSION STATEMENT ADVOCATES FOR EQUITABLE ACCESS FOR ALL STUDENTS TO THE HIGHEST QUALITY PUBLIC EDUCATION.

"In my district, our student-centered culture has yielded impressive results. We have found that solid relationships, high expectations and a relentless pursuit of equity are the foundation for school and district success. AASA's Children's Programs Department shares that same commitment to students and works to drive systemic change and increase educational equity. Through its campaigns and partnerships, AASA provides superintendents with resources and support to refocus their district on student success."

MICHAEL NELSON

Superintendent
Enumclaw School District 216
Enumclaw. WA

ENGAGE WITH AASA AND YOUR MEMBERSHIP BENEFITS

Visit **AASA.ORG** or call **703.528.0700** to take advantage of everything AASA membership has to offer you.





Our purpose is to serve as a personalized professional learning continuum to meet superintendents and other educational leaders' needs via job-embedded programs throughout their careers as well as opportunities to connect with peers and mentors as they progress in their field. We provide real-world certification, in-depth professional learning, critical friendships and mentors, research, resources, and models for leading-edge methodologies and technologies.

ATTEND THE
2020 AASA GRADUATION
CEREMONY & PROGRAM
INFORMATION SESSION

Thursday, February 13th at 7:15 pm in Room 6D

There are six pathways you might consider as part of your leadership journey with AASA:



JOIN

If you are not already a member of AASA, you can join directly at AASA.org/join.aspx.



PREPARE

If you are an aspiring administrator consider joining our Aspiring Superintendents Academies.



CERTIFY

Our certification programs include the National Superintendent Certification Program® and the Urban Superintendents Academy.



LEARN

The Leadership Network represents a large array of targeted professional learning opportunities to deepen your understanding of key topics such as National Standards for Educational Leaders, Education Technology, and Equity.



INNOVATE

Our network programs accelerate superintendent leadership through national superintendent cohorts such as: Social and Emotional Learning, Digital, Redefining Ready!, Early Learning, STEM Leadership, Digital Learning, Personalized Learning, and Innovation And Transformational Leadership.



COLLABORATE

We encourage our members to share their knowledge, expertise, and professional experiences with other members of our profession through partnerships and collaboration.



"Our aim is to bottle the spirit of collegiality, professionalism, support, caring, friendship, growth, and reflection that are pervasive in every cohort, academy, and thought leader group in the AASA Leadership Network ..."

 Mort Sherman, Associate Executive Director, Leadership Network, AASA, The School Superintendents Association

Visit https://www.aasa.org/LeadershipNetwork/ to enroll in one of AASA's 35+ Leadership Network Programs

OUR GOAL

To ensure each child has access to equitable, rigorous, and relevant educational opportunities, the AASA Leadership Network is committed to supporting a pipeline of diverse school superintendents and educational leaders as they refine the knowledge, skills, and dispositions for highly effective leadership.



URBAN SUPERINTENDENTS Academy

The **URBAN SUPERINTENDENTS ACADEMY** is a cross-institutional partnership that offers a dynamic approach to urban superintendent preparation and certification. AASA has launched distinct partnerships with Howard University and the University of Southern California to bolster the effectiveness of school district leadership in our nation's urban areas.







AASA/HOWARD UNIVERSITY URBAN SUPERINTENDENTS ACADEMY COHORT GRADUATES

Anthony Anderson ► Deputy Superintendent, Pittsburgh Public School District, Pittsburgh, PA

Nadia Bennett > Principal, Mastery Charter Schools, Philadelphia, PA

Sherrie Birts ► Principal, Rich Township High School District 227, Chicago, IL

Jody Bloyer ► *Deputy Chief,* Secondary Transformation, Racine Unified School District, St. Francis, WI

Chrystal Bolden ► District Instructional Specialist, Prince George's County Public Schools, Brandywine, MD

Michelle Boyd > Executive Director, Piedmont Regional Education Program, Charlottesville, VA

Arcelius Brickhouse ► Director of Student Services, Dorchester County Public Schools, Cambridge, MD

Warletta Brookins ► Former Superintendent, WI

Lucretia Brown > Assistant Superintendent, Allentown City School District, Allentown, PA

Eboni Chillis > CTE Director, Clayton County Public Schools, Jonesboro, GA

Niquelle Cotton ➤ CEO, Strategy Officer, Q-Factor Consulting LLC, Pembroke Pines, FL

Chevonne Hall > Chief Executive Officer, Baltimore Leadership School for Young Women, Baltimore, MD

Nyah Hamlett ► Chief of Staff, Loudoun County Public Schools, Ashburn, VA

Kyeko Henderson ► *Graduate Student,* Howard University, Washington, DC

Ramona Hollie-Major ► Executive Director, Operations, The School District of Philadelphia, Philadelphia, PA

Monica Kelsey-Brown ► Director, Curriculum, Brown Deer School District, Brown Deer, WI

Shaun Mason ► Manager, School Operations Support, Baltimore City Public School District, Baltimore, MD

Jazz Parks ► Executive Director, Middle and K-8 Schools, Ann Arbor Public School District, Ann Arbor, MI

Delila Pinckney ► *Graduate Student*, Howard University, Washington, DC

Josh Rideaux ► Graduate Student, Howard University, Washington, DC

Marcy Roan ► Principal, Guilford County School District, Gibsonville, NC

Lorenzo Russell ► Academic Superintendent, Cleveland Metropolitan School District, Cleveland, OH

Deltonia Shropshire Medical Educator, Howard University, Hyattsville, MD



Ralph Simpson ➤ *Deputy Superintendent,* Clayton County Public Schools, Jonesboro, GA

Billy Walker ► Director of Student Affairs, Shelby County School District, Memphis, TN

Triscilla Weaver ► Regional Superintendent, Dekalb County School District, Lithonia, GA

Lyndsie Whitehead > *Graduate Student,* Howard University, Washington, DC

Shamera Wilkins ► *Graduate Student,* Howard University, Washington, DC

Briant Williams > Principal, Muscogee County School District, Columbus, GA

Darrell Williams ► Assistant Superintendent, Beloit School District, Beloit, WI

Jamie Wilson > Chief Human Resources Officer, Clayton County Public Schools, Jonesboro, GA

Jermall Wright > Chief Academic Officer, Birmingham City Public School District, Birmingham, AL

Mary Young ► Executive Director, Prince George's County Public Schools, Waldorf, MD







AASA/USC URBAN SUPERINTENDENTS ACADEMY COHORT GRADUATES

Kimberly Berman ► Superintendent, Lemon Grove School District, Lemon Grove, CA

Renae Bryant ➤ Director, Multilingual Services, Anaheim Union High School District, Norco, CA

Bobbi Burkett > Assistant Superintendent, Alpine Union Elementary School District, Spring Valley, CA

Charla Chailland ► ESL Specialist, Indianapolis Public School District, Indianapolis, IN

Heather Griggs > Superintendent, Oro Grande Elementary School District, Oro Grande, CA

Verenice Gutierrez ► Chief Academic Officer, LEEP Dual Language Academies, San Antonio, TX

Antoinette Hudson > Principal, Denver Public School District 1, Denver, CO

Wardell Hunter > Director, Leadership Development, Atlanta City Public Schools, Atlanta, GA

Josie Jackson ► Assistant Superintendent, Perris Elementary School District, Perris, CA

Todd Jaeger ► Superintendent, Amphitheater School District 10, Tucson, AZ

Andy Johnsen > Superintendent, Lakeside Union School District, Lakeside, CA

Maritza Koeppen ➤ Superintendent, Vallecitos Elementary School District, Fallbrook, CA

Paul Marietti > Assistant Superintendent, Human Resources, Pleasant Valley School District, Camarillo, CA

Valencia Mayfield ► Assistant Superintendent, ABC Unified School District, Cerritos, CA

Greg Nehen ► Assistant Superintendent, Antelope Valley Union High School District, Lancaster, CA

Yolanda Rogers ► Assistant Superintendent, Lemon Grove School District, San Diego, CA

Jennifer Root > Assistant Superintendent, Anaheim Union High School District, La Verne, CA

Shiree Slade ► Director, Curriculum and Instruction, University Heights Charter School, West Orange, NJ

Yee Wan ► Director, Multilingual Education Services, Santa Clara County Office of Education, San Jose, CA

Avis Williams > Superintendent, Selma City School District, Selma, AL





🔼 Administration and Leadership 🛛 Curriculum and Instruction 🔑 Professional Learning 🐧 School Environment

7 – 9AM	
Shuttle Service	
7AM – 4:15PM	
Registration Hours I Lobby	
7AM – 7:30PM	
Bookstore Hours I Lobby	
7:45 – 9AM	
Exhibit Hall Coffee Break I Exhibit Hall B1	
7:45AM – 4PM	
Exhibit Hall Hours I Exhibit Hall B1	
7:55 – 8:15AM	
SCHOOL OF THE FUTURE I Exhibit Hall B1, Booth 727 BoardDocs a Diligent Brand Presentation	
8AM – 3PM	
Job Central I ROOM 6E	
8:20 – 8:40AM	
SCHOOL OF THE FUTURE Exhibit Hall B1, Booth 727 Xyity Presentation	
9 – 10AM	
LEARNING EMPORIUM I ROOM 6B, Section 1 The School Vaping Crisis & Emerging Litigation	SE
LEARNING EMPORIUM I ROOM 6B, Section 2 The Elephant in the Room: Identifying Giftedness in Underrepresented Populations	AL
LEARNING EMPORIUM I ROOM 6B, Section 3 The Future of Learning: Meeting the Needs of ALL Learners	C I
LEARNING EMPORIUM I ROOM 6B, Section 4 BC Skills: Rural Relevance in the Technology Workforce & Economy	CI
LEARNING EMPORIUM I ROOM 6B, Section 5 Achieving Social, Emotional and Cognitive Learning Through Academic Teaming	CI
LEARNING EMPORIUM I ROOM 6B, Section 6 The Birth of a Home-Grown Character Education Program	SE
ROUNDTABLE Table #1 Creating a Learner-Centered Framework Focused on Student Behaviors	C I
ROUNDTABLE Table #2 Equity Awareness and Its Impact on Teacher and Student Learning	AL
ROUNDTABLE Table #3 National Service and You: Using AmeriCorps and Senior Corps	AL
Resources	

ROUNDTABLE Table #5 Empowerment Begins with U — Positive Mind, Positive Results	A
ROUNDTABLE I Table #6 Making a Difference: An Equity Team in Every School	s
ROUNDTABLE I Table #7 A Roadmap to Family Engagement and Attendance Improvement	A
ROUNDTABLE I Table #8 Enriching STEM Education Through Hands-on Experiential Simulations	C
ROUNDTABLE I Table #10 Beyond the Devices: Unpacking the Professional Learning Needed to Make the Shift to Personalization	P
ROUNDTABLE I Table #11 Building Everyday Educator's Compassion	C
ROUNDTABLE Table #12 Solving School Overcrowding Through Public Private Partnerships (P3)	A
ROUNDTABLE Table #14 Improving School Culture from the Inside Out — Reducing Staff Stress	S
ROOM 9 Pivotal Practices of Instructional Leadership: How Principal Supervisors Serve as Catalysts of Change	A
ROOM 7A How to Diversify ILTs: Gaining Diversity in Leadership Roles	A
ROOM 2 Prevent Failure: Preparing Middle School Students for Success in High School	C
ROOM 5B Collegiate Edu-Nation: A P-20 System Model for Student Success	S
ROOM 8 Creating Equity of Opportunity for Underrepresented Students in AP/IB Programs	С
ROOM 3 AASA Federal Education Update	A
ROOM 4 Mental Health in Schools: Meeting the Pressing Needs of Students and Staff	S
ROOM 5A Social Media in School Emergency Management: Appropriate Roles of Superintendents, Admins, Staff, Parents, Board and Community	S
ROOM 11A Superintendent Stress: Its Significance, Suggestions and Solutions	A
ROOM 10 Aligning Best Practices to Make Schools Safer	S
ROOM 1A Five Things High School Education Leaders Need to Know About College Search	C
ROOM 1B Scalable SEL Solutions: Combining Curriculum, Assessment and Professional Development for Powerful Results	P



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Cultivating Relationships and System Alignment Through a

Creating and Sustaining a Parent Leadership Academy Network in

Strategies for Educating Black and Latino Male Students Who Have

Designing a Culture Handbook to Build Trust in Changing Times

Lessons Learned: Reducing Crises, Increasing Student Well-Being

What to Do When the Board No Longer Loves You

Is Gifted Identification a Social Justice Issue?

Continuous Learning Framework

From Conformity to Connection

ROUNDTABLE | Table #13

ROUNDTABLE | Table #14

and Tackling School Climate

ROUNDTABLE | Table #11

Your School District **ROUNDTABLE | Table #12**

Experienced Trauma

ROOM 7A

ROOM 5A





Administration and Leadership 📵 Curriculum and Instruction 🔑 Professional Learning 🙉 School Environment

3 – 4PM	
LEARNING EMPORIUM I ROOM 6B, Section 1 Building System-Wide Instructional Leadership Capacity for Student Success	AL
LEARNING EMPORIUM I ROOM 6B, Section 2 Bridging the Gap Between School and Community with Entrepreneurial Education	AL
LEARNING EMPORIUM I ROOM 6B, Section 3 Our Children Are Our Future	CI
LEARNING EMPORIUM I ROOM 6B, Section 4 Utilizing STEAM: Transforming the Summer Slump into a Summer Bump	C I
LEARNING EMPORIUM I ROOM 6B, Section 5 Co.Lab — A Problem-Based Approach to High School Freshman Year	C I
LEARNING EMPORIUM I ROOM 6B, Section 6 Extraordinary Measures for Statewide Family Engagement and Kindergarten Readiness	AL
ROUNDTABLE Table #1 You Can't Grow a School from Your Office	AL
ROUNDTABLE I Table #2 It's Not You Actually, It's You: The Art of Helping People Change	AL
ROUNDTABLE I Table #3 Technology Improving School Safety — Safer Schools in America Research Initiative	SE
ROUNDTABLE I Table #4 Prep, Planning & Homework: Timing Your Next Career Move	AL
ROUNDTABLE Table #5 Coach and Mentor Future District Leaders Using Video	AL
ROUNDTABLE Table #6 Everyone Does STEAM Fridays	C I
ROUNDTABLE Table #7 Impact Aid 101	AL
ROUNDTABLE Table #8 ROI: A School District Model for Aligning Resources to Priorities and Impact	AL
ROUNDTABLE Table #9 A Smooth Transition to a New Beginning	AL
ROUNDTABLE Table #10 Fostering Professional Development for a Multigenerational Workforce of School Leaders	PL
ROUNDTABLE I Table #11 Put Me in Coach!	PL
ROUNDTABLE I Table #12 Leading Change Through Service	PL
ROUNDTABLE Table #13 Strategic Dashboard — Strategic Leadership	AL
ROUNDTABLE Table #14 Leading with Heart Before, During and After a Teacher Strike	AL
ROOM 5A Computer Science for ALL — Superintendent Panel	PL
ROOM 2 Investing in Your Teachers and Students Through National Board Certification	AL

ROOM 7A	
Women's Leadership in Education	A L
ROOM 5B Building Leadership Capacity and Succession Planning: Being Future Ready	AL
ROOM 9 Aim for Excellence: Transforming Schools Through Leadership Pipeline Development	AL
ROOM 8 Creating Culture Change Through the Triple Bottom Line Process	AL
ROOM 3 Vouchers: The Latest Research, Polling and Policy Battles	AL
ROOM 11B Join, Connect and Grow with the AASA Urban Superintendents Academy	PL
ROOM 4 Enhancing Attendance and Equitable Learning Environments	AL
ROOM 11A Social Media: A Two-Way Street	SE
ROOM 10 Measuring Social and Emotional Learning	CI
ROOM 1A Building Pathways to Career Readiness	CI
ROOM 1B Consumer Expectations in K–12: Taking a Proactive Approach to Maintain and Grow Your Food Program	AL
ROOM 7B Responding to the Adolescent Mental Health Crisis	SE
4:15 – 6:15PM	
General Session I Hall A	
6:30 – 7:30PM	
Welcome Reception	
6:45 – 8:30PM	
Shuttle Service	
7:15 – 8:15PM	
AASA Graduation Ceremonies I ROOM 6D	





7 - 9AM

Shuttle Service

7AM - 4:15PM

Registration Hours | Lobby

7AM - 7:30PM

Bookstore Hours | Lobby

7:45 - 9AM

Exhibit Hall Coffee Break | Exhibit Hall B1

7:45AM - 4PM

Exhibit Hall Hours | Exhibit Hall B1

8AM - 3PM

Job Central | ROOM 6E

9 - 10AM

LEARNING EMPORIUM

ROOM 6B, Section 1

THE SCHOOL VAPING CRISIS & EMERGING LITIGATION

The American Heart Association is helping lead the fight against e-cigarettes and vaping — and a growing number of school districts are turning to litigation as a means to curb this serious threat to public health. For this session, attorneys from Lieff Cabraser Heimann & Bernstein LLP, a national law firm serving as co-lead counsel in litigation against a large vaping device manufacturer, provide information about the state of the nation's school vaping crisis and facilitate a dialogue on what districts need in order to cope with the problem.

Presenters:

Kenneth Byrd, *Partner*, Lieff Cabraser Heimann & Bernstein LLP, Nashville, TN

Mark Chalos, *Partner,* Lieff Cabraser Heimann & Bernstein LLP, Nashville, TN

LEARNING EMPORIUM

ROOM 6B, Section 2

THE ELEPHANT IN THE ROOM: IDENTIFYING GIFTEDNESS IN UNDERREPRESENTED POPULATIONS

Researchers have estimated that more than 700,000 African-American, Hispanic and Native American students in K–12 public schools today could have been identified for gifted programs but were not. Why not? The typical identification process puts too much emphasis on knowledge of the English language despite well-meaning efforts to achieve more diversity. Even when a matrix of data is used, the language demands of some verbal and quantitative ability tests can block students with limited background knowledge and English language skills.

Presenters:

Dina Brulles, *Director of Gifted Education,* Paradise Valley Unified School District, Peoria, AZ

Mark Joraanstad, Executive Director, Arizona School Administrators, Phoenix, AZ

Kimberly Lansdowne, Executive Director, Gary K. Herberger Young Scholars Academy, Arizona State University, Phoenix, AZ Jack Naglieri, Research Professor, University of Virginia, Great Falls, VA

LEARNING EMPORIUM

ROOM 6B, Section 3

THE FUTURE OF LEARNING: MEETING THE NEEDS OF ALL LEARNERS

As educators, it is our duty to ensure every student has access to a rigorous curriculum and an equitable experience. We must recognize and honor that every student doesn't learn the same or have the same needs, but all are entitled to an excellent education. This session dives into what it really means to have culturally responsive and equitable classrooms. Learn effective practices and strategies to ensure equity and access for all learners.

Presenters:

Dawn Benaitis, Senior Director of Education, Right at School, Lisle, IL

Dan Bridges, *Superintendent,* Naperville Community School District 203, Naperville, IL

LEARNING EMPORIUM

ROOM 6B, Section 4

BC SKILLS: RURAL RELEVANCE IN THE TECHNOLOGY WORKFORCE & ECONOMY

Once considered a thriving manufacturing and agricultural community, Barren County, KY, is bearing the yokes of deindustrialization and "farming belt" cuts made in the past two decades. As a countermeasure and via the visionary leadership of the superintendent, BC Skills, a computer programming and entrepreneurship apprenticeship program, was constructed in partnership with representatives from the technology industry as well as local community leaders and philanthropists. The results are staggering! BC Skills is successfully training regional high school seniors and adults in a manner that allows them to thrive in the 21st-century economy and workforce. Though most learners entered the program with no programming experience, many now have been hired by software development firms in Boston, Louisville and Nashville; have built their own technology start-ups; or are continuing their education in computer science at the university level.

Presenters:

Justin Browning, *Project Manager*, BC Skills, Barren County Board of Education, Glasgow, KY

Scott Harper, *Director of Instruction and Technology,* Barren County Board of Education, Glasgow, KY

Amy Irwin, *Principal*, Barren County High School, Glasgow, KY **Bo Matthews**, *Superintendent*, Barren County Board of Education, Glasgow, KY



📭 Administration and Leadership 🛘 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

9 - 10AM

LEARNING EMPORIUM

ROOM 6B, Section 5

ACHIEVING SOCIAL, EMOTIONAL AND COGNITIVE **LEARNING THROUGH ACADEMIC TEAMING**

Educators can empower students to take ownership of their own learning and behavior through student-led academic teaming, a new model of instruction. Academic teaming is an evidence-based daily instructional process that takes student grouping to the next level. It prepares students to succeed in college and the workplace by building skills such as leadership, grit, communication, critical thinking and creativity. Presenters share results and examples from schools nationwide where students experienced remarkable growth in SEL and academic achievement while closing gaps and promoting equity and access in core instruction. Engage in reflection activities and develop a vision for instruction that helps students master rigorous academic standards while, at the same time, equipping them with SEL skills. Leave ready to transform your classroom, school or district through the power of student teaming.

Presenters:

Patricia Saelens, Superintendent, Caroline County Public Schools, Denton, MD

Michael Toth, Education Author and CEO, Learning Sciences International, West Palm Beach, FL

LEARNING EMPORIUM

ROOM 6B, Section 6

THE BIRTH OF A HOME-GROWN CHARACTER **EDUCATION PROGRAM**

Studies of effective early childhood education confirm that academic skills in the first years of schooling are intertwined with the ability to regulate emotions and behaviors and engage in positive social interactions with peers and adults. Schools must focus on building community and nurturing and enabling students to develop socially and emotionally. Without programs to support the social and emotional development of the students at a young and critical age, behaviors that require disciplinary action will always be an issue. Learn how to provide consequences appropriately and effectively to the different targeted age groups based on their social and emotional cognitive levels and encourage all students to become good citizens and to be proud of their efforts.

Presenter:

Christopher Meyrick, Superintendent, Beach Haven School District, Beach Haven, NJ

ROUNDTABLE

Table #1

CREATING A LEARNER-CENTERED FRAMEWORK **FOCUSED ON STUDENT BEHAVIORS**

To prepare students to be lifelong learners capable of adapting to new technologies and interacting with people in a global environment, schools must focus on the learner. A learnercentered framework is one way districts can create a common language for discussing important elements of the learning process and desired student outcomes. This common language serves as a resource to align and strengthen professional practice by facilitating impactful coaching conversations, which positively affects instruction and ultimately increases student achievement. Hear from a school district that is developing a learner-centered framework designed to complement their existing teaching rubric and support student learning of 21stcentury skills. Leave with tools and resources.

Presenters:

Kandace Bethea, Superintendent, Marion County School District, Marion, SC

Jason Culbertson, CEO, Insight Education Group, Encino, CA

ROUNDTABLE

Table #2

EQUITY AWARENESS AND ITS IMPACT ON TEACHER AND STUDENT LEARNING

Engage in discussion and planning around not only what equitable education entails, but, more importantly, ways to address equity with a growth mindset in order to develop a better plan for addressing equity in the future. This session challenges you to examine your biases, the biases of your districts, and any existing equity support structures in your districts with the aim of re-evaluating their effectiveness. Engage in dialogue to push thinking about what an equitable education truly means in order to unpack what your districts are doing (and not doing) to improve education for all students. This session extends to specific school structures, such as ILTs and PLCs, while permeating the school culture surrounding what it means for all students to experience an equitable education. Leave with concrete ideas for how to begin addressing equity in your own district.

Presenters:

Dusty Blakey, Superintendent, Colonial School District, New Castle, DE

Michael Moody, Founder, Insight Education Group & Insight Advance, Encino, CA



Table #3

NATIONAL SERVICE AND YOU: USING AMERICORPS AND SENIOR CORPS RESOURCES

The Corporation for National and Community Service is the federal agency that administers AmeriCorps and Senior Corps programs across the country. Nearly 300,000 people serve with AmeriCorps and Senior Corps annually, almost a third of whom provide in-school and after-school support to at-risk youth. AmeriCorps and Senior Corps members work in more than 12,000 schools, including one out of every four low-performing schools. This interactive session features the Corporation for National and Community Service's Superintendent's/Principal's Toolkit, which provides education leaders with an overview of national service resources and examples of how they can advance district- and school-level goals. It also includes information about how education leaders can expand their college- and career-readiness priorities to include having their alumni serve in AmeriCorps, which will better prepare them to succeed after high school. AmeriCorps also serves as a pipeline for future educators.

Presenter

Lisa Bishop, Senior Advisor for Education Initiatives, Corporation for National and Community Service, Washington, DC

ROUNDTABLE

Table #4

REVOLUTIONIZING EDTECH WITH INTEROPERABILITY

Learn how to revolutionize your edtech and gain invaluable insights into your students with connected tools. Join Project Unicorn and Providence Public Schools to discuss how districts can dig deeper to develop a digital ecosystem with interoperability. Discuss pain points commonly identified by districts, including privacy, security, policy compliance, rostering and login management. Technology will never replace great teaching, but it can help educators inform instruction, save time and improve student outcomes. Learn how to optimize your data and mobilize your movement in the digital space with interoperability.

Presenters:

Cameron Berube, *Executive Director of Teaching and Learning*, Providence Public Schools, Providence, RI

Julia Michaelis, InnovateEDU/Project Unicorn, Project Unicorn, New York, NY

ROUNDTABLE

Table #5

EMPOWERMENT BEGINS WITH U — POSITIVE MIND, POSITIVE RESULTS

Our approach to life affects our entire well-being — physically, mentally, emotionally and spiritually. Stress and anxiety can manifest in physical illness such as headaches/migraines, irritability, stomach tightness or upset, back or joint pain, depression or a general feeling of being run down. We can help ourselves by improving our mental attitude. Clearing the clutter in our mind as well as in our physical surroundings lifts our spirits and changes our perspective. Positive emotions can contribute to marital/relationship satisfaction, higher incomes, friendship/social development and better physical health. Leave this session understanding that nurturing wellness is about ensuring that our physical and mental needs are being met and that this will go a long way toward improving our overall happiness and welfare. This is important for students and teachers alike.

Presenter:

Dagmar Bryant, *Manager,* Wholebeing Wellbeing LLC, La Habra, CA

ROUNDTABLE

Table #6

MAKING A DIFFERENCE: AN EQUITY TEAM IN EVERY SCHOOL

What are the foundational components necessary for developing equity teams in predominantly white schools? What are the common missteps and how can your teachers and district leaders avoid them? How can teachers center equity and still have time for everything else they are required to do? Predominantly white school districts are increasingly expected to raise competencies and accountability with respect to equity, diversity, inclusion and social justice. It is an effort that takes long-term commitment and investment on both macro and micro levels. Lasting change benefits marginalized and privileged students, teachers, staff and families by removing barriers to learning through increased awareness, skills and action. Learn how small, committed groups of educators can make an enormous difference in their districts.

Presenters:

Sonia Nicholson, Assistant Director of English Learner Program, Bethel School District, Spanaway, WA Tom Seigel, Superintendent, Bethel School District, Spanaway, WA

Kathryn Weymiller, Principal, Custer Elementary School, Lakewood, WA



Administration and Leadership 🐧 Curriculum and Instruction 📫 Professional Learning 🐧 School Environment



ROUNDTABLE

Table #7

AL A ROADMAP TO FAMILY ENGAGEMENT AND ATTENDANCE IMPROVEMENT

This session showcases Meriden Public Schools' pathway to success in boosting student attendance districtwide and can serve as a roadmap for school systems across the country. In this collaborative session, learn about the district's roadmap, which includes (1) managing change in a schoolwide shift from one-way communication to two-way family engagement; (2) strengthening relationships among students, families and educators; (3) establishing shared accountability and buyin among all stakeholders; and (4) partnering with leading organizations to build capacity and amplify impact. Come away with tactical strategies to boost attendance and engage families in alignment with ESSA.

Presenters:

David Cardona, Family-School Liaison, Meriden Public Schools,

Alexandra Meis, Chief Product Officer, Kinvolved, New York, NY

ROUNDTABLE

Table #8

ENRICHING STEM EDUCATION THROUGH HANDS-ON EXPERIENTIAL SIMULATIONS

For more than three decades, Challenger Center has offered experiential STEM-focused simulations to more than 5 million students across the country. Every Las Cruces Public Schools 6th-grade student participates in one of these simulations at their Challenger Learning Center. Presenters discuss why the district incorporated the program into the school year and how these types of programs can benefit students — from increasing engagement and self-efficacy to developing critical 21st-century skills. Learn more about what elements keep students engaged and how these standards-aligned, hands-on experiential programs can spark a passion for learning and open students' eyes to myriad STEM careers.

Presenters:

Kathleen Guitar, Lead Flight Director, Challenger Learning Center of Las Cruces/Las Cruces Public Schools, Las Cruces, NM Denise Kopecky, Vice President of Education, Challenger Center, Washington, DC

Wendi Miller-Tomlinson, Associate Superintendent for Curriculum & Instruction, Las Cruces Public Schools, Las Cruces, NM

ROUNDTABLE

Table #10

BEYOND THE DEVICES: UNPACKING THE PROFESSIONAL LEARNING NEEDED TO MAKE THE SHIFT TO PERSONALIZATION

Transformational learning initiatives often begin with the introduction of new technology but stop short before teachers are equipped to shift practice and personalize instruction for students. Learn how Naperville District 203's multiyear strategy has built the capacity of educators to develop personalized learning environments. Understand the underlying professional learning structures created to sustain this shift, then use collaborative work time to draft a plan for your school or district.

Presenters:

Jill Hlavacek, Director of Innovation & Learning, Naperville Community Unit School District 203, Naperville, IL Jayne Willard, Assistant Superintendent of Curriculum & Instruction, Naperville Community Unit School District 203, Naperville, IL

ROUNDTABLE

Table #11

BUILDING EVERYDAY EDUCATOR'S COMPASSION

BeeCompassion is an experience designed to help educators better identify, understand and work with children who have faced extreme adversity.

Presenters:

Alli Ryan, Outreach Coordinator, BeeCompassion, Trumbull, CT Abbie Smith, Practitioner and Founder, BeeCompassion, Trumbull, CT





ROUNDTABLE

Table #12

SOLVING SCHOOL OVERCROWDING THROUGH PUBLIC PRIVATE PARTNERSHIPS (P3)

Anne Arundel County Public Schools experienced overcrowding in a cluster of schools that the district's capital improvement plan was not able to resolve for a decade. The board of education was under fire from the families in the community and developers in the area were unable to build due to a county ordinance preventing development in communities with schools closed to enrollment. A local education management organization, The Children's Guild, stepped in to partner with the school district and local developer to build a school at no cost to the district. Through a contractual relationship, the school system was able to target the enrollment of the overcrowded schools and establish a school of choice, operated by The Children's Guild. The public private partnership (P3) reduced overcrowding in the targeted schools' AACPS and The Children's Guild replicated the model in another cluster of schools with similar results.

Presenters:

Stephen Baldwin, *Chief Financial Officer,* The Children's Guild, Inc., Baltimore, MD

Patrick Crain, Director of Alternative Education, Anne Arundel County Public Schools, Annapolis, MD

Kathy Lane, Chief Education Officer, The Children's Guild, Inc., Baltimore, MD

Donna O'Shea, *Principal*, Monarch Global Academy Public Contract School, Anne Arundel County Public Schools, Laurel, MD

ROUNDTABLE

Table #14

IMPROVING SCHOOL CULTURE FROM THE INSIDE OUT — REDUCING STAFF STRESS

Look at the green-eyed monster face to face to make the change in the school building. Learn the science behind why staff fall into negativity on a daily basis and how to overcome it.

Presenters:

Donna Fields, *Director of Curriculum*, Goshen County School District 1, Torrington, WY

Ryan Kramer, Superintendent, Goshen County School District 1, Torrington, WY

ROOM 9

PIVOTAL PRACTICES OF INSTRUCTIONAL LEADERSHIP: HOW PRINCIPAL SUPERVISORS SERVE AS CATALYSTS OF CHANGE

Research from The Wallace Foundation and the Center for Educational Leadership address effective practices that affect the principal supervisor's ability to build principal capacity. The reports state the main focus of principal supervisors should be on improving overall principal capacity. This presentation draws upon the research that asserts the importance of instructional leadership and the key role principal supervisors play in supporting the growth and development of principals in that role. Learn how a large, diverse urban school district mobilized district resources and reorganized for collaborative work to build pivotal principal instructional leadership capacity. Develop an understanding of how to recognize and eliminate random acts of principal support. Learn how to break down organizational silos and foster collaboration.

Presenters:

Adrienne Battle, *Director of Schools,* Metro Nashville Public Schools, Nashville, TN

Karen Gallman, Executive Director of School Support and Improvement, Metro Nashville Public Schools, Nashville, TN Michelle Springer, Community Superintendent, Metro Nashville Public Schools, Nashville, TN

ROOM 7A

HOW TO DIVERSIFY ILTs: GAINING DIVERSITY IN LEADERSHIP ROLES

Learn how to diversify your leadership teams by prioritizing not only the structures necessary to locate and hire exceptional, experienced, diverse leaders, but also the supports and scaffolds needed to develop their skills and help them to be successful in their new roles. Hear from a district that is developing and implementing a leadership academy focused on cultivating and developing talent across racial and identity lines. Discuss ways that you can incorporate these structures into your own buildings and leave with ideas for creating a diversity-focused leadership pipeline with appropriate supports.

Presenters:

Sharon Contreras, *Superintendent,* Guilford County Schools, Greensboro, NC

Jason Stricker, *Founder,* Insight Education Group & Insight Advance, Encino, CA

CONFERENCE NEWS COVERAGE

Stories about presenters and award winners, short video clips, photos and blog postings about this year's AASA conference in San Diego are added daily to the *Conference Daily Online* site. Visit AASA's home page to access.





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ROOM 2

PREVENT FAILURE: PREPARING MIDDLE SCHOOL STUDENTS FOR SUCCESS IN HIGH SCHOOL

College and career readiness begins in middle school. Student performance in 9th grade is a strong indicator of later high school success or failure, and students who finish 9th grade on track are four times more likely to graduate from high school. The good news is that many districts can and are helping students successfully navigate that critical transition. Join three district leaders for a candid discussion about what works and what doesn't when it comes to strategies for supporting struggling middle school students with intervention and remediation to get them back on track and prepared for the transition to high school.

Presenters:

Laurie Barron, Member, Association for Middle Level Education Board of Trustees, and Superintendent, Evergreen School District 50, Westerville, OH

Tami Cummings, Associate Principal, Horace Mann Middle School, Wausau, WI

Kerrie Torres, Assistant Superintendent, Brea Olinda Unified School District, Brea, CA

ROOM 5B

COLLEGIATE EDU-NATION: A P-20 SYSTEM MODEL **FOR STUDENT SUCCESS**

Collegiate Edu-Nation is a nonprofit developed in Roscoe Collegiate Independent School District in Roscoe, TX, with support from the Texas Education Agency to scale rural innovations in education throughout Texas and the United States. The Edu-Nation P-20 System Model for Student Success is a collaboration between higher education and workforce that provides non-traditional support for non-traditional students through completion of a graduate degree. The three pillars of the Edu-Nation Model include the expectation that all students will earn college degrees symbolic of college readiness, earn industry-recognized STEM certifications symbolic of workforce readiness, and conduct meaningful research projects symbolic of lifetime learning to prepare them for careers that do not yet exist. The goal for the model is to impact student outcomes in more than 300 of the 700 small and rural schools in Texas by 2030 as part of the 60 X 30 Texas Initiative.

Kim Alexander, Superintendent, Roscoe Collegiate Independent School District/Collegiate Edu-Nation, Roscoe, TX Marsha Alexander, Dean of Academic Affairs, Collegiate Edu-Nation, Roscoe, TX

ROOM 8

CREATING EQUITY OF OPPORTUNITY FOR **UNDERREPRESENTED STUDENTS IN AP/IB PROGRAMS**

Although "challenging high school courses" and "advanced classes" can be defined in many ways, a focus on AP/IB programs provides the clearest measurable standard aligned with college-level work. The issue of access to challenging high school coursework affects students from all backgrounds; however, low-income students and students of color access AP/ IB courses at the lowest rates. This presentation shares tools for integrating growth mindset concepts into the identification, recruitment and enrollment of underrepresented students into AP/IB courses, including student and staff survey tools.

Presenters:

David Belcher, Assistant Professor, Educational Leadership, University of Missouri, Columbia, MO

Tracey Conrad, Partnership Director, Equal Opportunity Schools, Seattle, WA

Kristin Horan-Ingold, Program Coordinator for Enriched Programs, Pasco County Schools, Land O'Lakes, FL Dave Larson, Superintendent, Glenbard Township High School District 87, Glen Ellyn, IL

ROOM 3

AASA FEDERAL EDUCATION UPDATE

AASA's full advocacy team gives you the latest and greatest on what's happening in Washington, DC. Hear about funding levels, the latest on higher education and child nutrition reauthorizations, recent and forthcoming regulations that could impact district finances, and much more.

Presenters:

Noelle Ellerson Ng, Associate Executive Director, Policy & Advocacy, AASA, Alexandria, VA

Sasha Pudelski, Advocacy Director, AASA, Alexandria, VA Chris Rogers, Policy Analyst, AASA, Alexandria, VA





ROOM 4

MENTAL HEALTH IN SCHOOLS: MEETING THE PRESSING NEEDS OF STUDENTS AND STAFF

Students come to school with poverty, homelessness, stress and myriad other traumas that greatly impact their ability to do well, and can sometimes be the greatest impediment to academic achievement and a successful transition to college/career. What can schools do to support students with mental health needs? How can staff recognize when a student or colleague needs support? Presenters share findings from recent research on student mental health, including the CDC report on Adverse Childhood Experiences. Mental health also has important implications for the safety of students, staff and the larger school community. A representative from the new National Center for School Safety discusses the Center's organization, including resources on mental health, violence prevention and capacity building. Opportunities for engaging the Center and availing its resources are also discussed.

Presenters:

Phyllis Holditch Niolon, Behavioral Scientist, Centers for Disease Control and Prevention, Atlanta, GA

Thomas Reischl, Associate Research Scientist, University of Michigan School of Public Health, Ann Arbor, MI

ROOM 5A

SOCIAL MEDIA IN SCHOOL EMERGENCY MANAGEMENT: APPROPRIATE ROLES OF SUPERINTENDENTS, ADMINS, STAFF, PARENTS, BOARD AND COMMUNITY

Social media can be a great tool for spreading the word quickly and widely. Hear from a panel of seasoned education leaders with real-world examples of why they turned to social media during a crisis situation and the role it played during and after the emergency.

Presenters:

Michael Kuhrt (Moderator), Superintendent, Wichita Falls Independent School District, Wichita Falls, TX Curtis Finch, Superintendent, Deer Valley Unified School District, Phoenix, AZ

Anthony Kiekow, *Executive Director of Communications*, Riverview Gardens School District, St. Louis, MO

Kirk Koennecke, *Superintendent,* Indian Hill Exempted Village School District, Cincinnati, OH

M. Ann Levett, Superintendent, Savannah-Chatham County Public Schools, Savannah, GA

Seth Trench, *Director of Communications*, Fallbrook Union Elementary School District, San Diego, CA

ROOM 11A

SUPERINTENDENT STRESS: ITS SIGNIFICANCE, SUGGESTIONS AND SOLUTIONS

This interactive session explores stress based on data from Illinois and lowa superintendents, as well as how administrative assistants perceive superintendent stress. Explore questions that include: What are the greatest superintendent stressors? How do demographic factors impact stress levels? What is the impact of stress on the superintendent's personal life? How do superintendents manage stress? Ideas, suggestions and recommendations for addressing the stress of the superintendency are also presented.

Presenters:

Adam Ehrman, *Superintendent*, New Berlin School District, New Berlin, IL

Tad Everett, *Superintendent,* Sterling School District, Sterling, IL

Lora Wolff, Associate Professor, Western Illinois University, Macomb. IL

ROOM 10

ALIGNING BEST PRACTICES TO MAKE SCHOOLS SAFER

The new technologies designed to make schools safer are only as effective as the best practices that are in place to support and integrate them into appropriate routines. Research-based practices related to the programs, protocols, interrelationships and metrics that are shared among stakeholders must be aligned. Learn how to diagnose the effectiveness of the alignment of safety and security practices and select the technologies that will be most purposeful. Vitalinsight™ is a School Solutions Partner of AASA and is the point of the spear in the GG4L Safer Schools in America Initiative, designed to match schools with the technologies they most need to create secure learning environments. Gain from the knowledge and experience of those whose schools have been engaged in the project.

Presenters:

Amy Boettinger, *Principal*, Diamond Ridge High School, Canyons District, UT

Ronna Cadarette, Superintendent, Northumberland-Stark-Stratford School Administrative Unit 58, Groveton, NH Phil Esbrandt, CEO, Vitalinsight, Blue Bell, PA Bruce Hayes, Vice President, Vitalinsight Technology, Cherry Hill, NJ

Steve Tucker, Superintendent, Laconia School District SAU 30, Laconia, NH



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9 – 10AM

ROOM 1A

INTERPOLATION LEADERS NEED TO KNOW ABOUT COLLEGE SEARCH

How do student priorities shift during the college search process and application cycle? What role do student mindsets play in the college planning process? And, what blind spots must students overcome as they prepare for their postsecondary journeys? Get answers from eudcation leaders to these questions and how to help your students manage the college planning process. Gather best practices from Heidi Sipe, superintendent of Umatilla School District, about how her district leverages myOptions resources. Leave with a deeper understanding on how to provide the right support to each student at the right time using the new educator platform, myOptions Encourage, and gain an understanding about myOptions — the nation's largest free voluntary college and career planning program.

Presenters:

Bryan Contreras, Vice President, myOptions, Houston, TX Cara Quackenbush, Vice President of Research, Eduventures Research, Boston, MA

Heidi Sipe, Superintendent, Umatilla School District, Umatilla, OR



ROOM 1B

SCALABLE SEL SOLUTIONS: COMBINING **CURRICULUM, ASSESSMENT AND PROFESSIONAL DEVELOPMENT FOR POWERFUL RESULTS**

For social-emotional learning to truly transform schools, districts need a comprehensive solution that meets the needs of their students, their staffs and their communities. At the same time, districts need flexible solutions and provide easy pathways to scalability. In this interactive session, learn how Miami Dade fundamentally changed their approach to SEL through the Middle School Redesign Initiative and hear about the impacts of their scaled, multi-year approach. Hear from on-the-ground experts about how curriculum, assessment and professional development offer districts the opportunity to boldly reimagine the impact and outcomes of SEL.

Presenters:

Molly Hoehn, Senior Director of SEL, ACT

Ilia Molina, Executive Director, Miami Dade Redesign Team (virtual), Miami, FL

Evona Jones, Senior Account Executive for SEL, Plant City, FL



ROOM 6D

PRINCIPAL PIPELINES: A COST-EFFECTIVE STRATEGY TO IMPROVE PRINCIPAL RETENTION AND STUDENT ACHIEVEMENT

Research indicates that in terms of school-related factors, quality of school leadership is second only to quality of teaching in level of impact on student learning. Learn how six districts, with support from The Wallace Foundation, invested in a Principal Pipeline Initiative that resulted in improved student achievement in literacy and improved principal retention. The Principal Pipeline Initiative, a six-year effort, was launched in the 2011-2012 school year in Charlotte-Mecklenburg, NC; Denver, CO; Gwinnett County, GA; Hillsborough County, FL; New York, NY; and Prince George's County, MD. The "pipeline" refers to four mutually reinforcing components the districts put in place to seek to boost principal effectiveness: rigorous standards that spell out what their principals are supposed to know and do; high-quality preservice training for aspiring principals; data-informed hiring; and well-aligned support and evaluation of principals, especially newcomers to the job. The findings suggest that a student scoring at the 50th percentile in reading in a comparison school would have scored in the 56th percentile in a pipeline school with a new principal. The positive results were felt districtwide across the participating districts and, to a large extent, across grade levels. Statistically significant, positive benefits in reading and math were seen in both elementary and middle school, while high school saw such benefits in math.

Presenters:

Dan Domenech (Moderator), Executive Director, AASA, Alexandria, VA

Douglas Anthony, Chief Consultant, Anthony Consulting Group, Bowie, MD

Jeff Eakins, Superintendent, Hillsborough County Public Schools, Tampa, FL

Monica Goldson, CEO, Prince George's County Public Schools, Upper Marlboro, MD

Nicholas Pelzer, Senior Program Officer, The Wallace Foundation, New York, NY



THOUGHT LEADER

KNOWLEDGE EXCHANGE THEATER A NATION AT HOPE: SOCIAL AND EMOTIONAL LEARNING AND SUCCESS

Members of the National Commission on Social, Emotional and Academic Development share insights and recommendations from the commission's recently released report, A Nation at Hope. Join the commission's co-chair Timothy Shriver and leading members of the policy, practice and research working groups to hear about the science of social and emotional learning, its role in schools and schooling, and key recommendations for the next generation of practice, policy and research.

Presenters:

Sheldon Berman, *Superintendent,* Andover Public Schools, Andover, MA

Stephanie Jones, *Professor of Education*, Harvard Graduate School of Education, Cambridge, MA **Timothy Shriver**, *Chairman*, Special Olympics

Timothy Shriver, *Chairman,* Special Olympics International, Washington, DC

Gene Wilhoit, *Executive Director,* Center for Innovation in Education, Lexington, KY

ROOM 11B

SPECIAL CONTRACTS SESSION

No part of a superintendent's working conditions is more important than the contract with the school board. Get an overview of key contract provisions for superintendent contracts and contract provisions to avoid. Participate in a discussion about who should negotiate a contract for a superintendent, how a superintendent can avoid being terminated and key provisions of severance agreements should termination be necessary.

Presenter:

Maree Sneed, Partner, Hogan Lovells US LLP, Washington, DC



10:15 - 11:15AM

LEARNING EMPORIUM

ROOM 6B, Section 1

BUILDING TEACHER LEADERS TO COMBAT EDUCATIONAL INEQUITIES

The School District of Osceola County (SDOC) is one of the fastest-growing districts in Florida. Yet, the families who live there face financial and housing struggles, working in a tourism-based economy. Teacher retention is historically low among high-needs schools, often leaving students who have the greatest needs being taught by less-qualified teachers. Recognizing this impact on students, SDOC officials partnered with New Teacher Center (NTC) to identify strong teacher leaders to serve as mentors, accelerate the teaching practice of new teachers and increase retention. By building teacher leaders who provide quality, strengths-based instructional feedback, educators champion equity in their schools and classrooms and create an equitable learning environment for their diverse student learners. Through its work with NTC, SDOC mentors learn to create optimal learning environments that balance academic standards and the social and emotional needs of both teachers and students.

Presenters:

Aimee Ballans, *Senior Program Consultant,* New Teacher Center, Santa Cruz, CA

Mackenzie Bertram, Coordinator of New Teacher Induction, The School District of Osceola County, Kissimmee, FL Debra Pace, Superintendent of Schools, The School District of Osceola County, Kissimmee, FL

LEARNING EMPORIUM

ROOM 6B, Section 2

IMPACT OF PBIS AND CULTURALLY RELEVANT PEDAGOGY FOR STUDENT SUCCESS

Students who attend urban schools in high-poverty neighborhoods face challenges that can lead to negative behaviors and impact their educational achievement. Research suggests that quality early childhood education with a strong social-emotional component improves the educational outcome of these students. Additionally, positive behavior interventions and supports (PBIS) and the consideration of the cultural background of students is a promising way to reduce behavior issues and increase academic engagement. Hear about how a superintendent of a high-poverty urban school district studied the impact of providing PBIS and practicing culturally relevant pedagogy; explore successful approaches to supporting diverse students who need it most; discover how to lead the implementation of PBIS with fidelity to mitigate negative effects and provide supports to diverse students; and engage in conversation around cutting-edge trends in socialemotional learning and solutions you can implement now.

Presenters:

Rhonda Brunner, Associate Professor, Educational Leadership, Shippensburg University, Shippensburg, PA

Ann Gaudino, Associate Professor, Educational Foundations, Millersville University, Millersville, PA

Samantha Neidlinger, *Assistant Principal,* Steelton-Highspire School District, Steelton, PA

Travis Waters, *Superintendent,* Steelton-Highspire School District, Steelton, PA



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🛮 🔑 Professional Learning 🔀 School Environment

10:15 - 11:15AM

LEARNING EMPORIUM

ROOM 6B, Section 3

NO COST ON-THE-JOB TRAINING EXPERIENCES FOR SENIOR STUDENTS IN CAREER AND TECHNICAL **EDUCATION PROGRAMS**

In a small rural school district, it can be difficult to find partner businesses for student practicums and career-readiness training. Learn how Lyford Consolidated Independent School District in Texas has found a way to offer these opportunities to students at no cost to the district.

Presenters:

Kristin Brown, Superintendent, Lyford Consolidated Independent School District, Lyford, TX

Michelle Dewitt, High School Principal, Lyford Consolidated Independent School District, Lyford, TX

Veronica Ramon, Director, Curriculum and Instruction, Lyford Consolidated Independent School District, Lyford, TX

LEARNING EMPORIUM

ROOM 6B, Section 4

ONE SIZE DOES NOT FIT ALL DISTRICTS WHEN IT **COMES TO TRANSFORMATION**

This session introduces two central Pennsylvania districts and provides an overview of how they used a similar research base to motivate their communities to aim higher for their students. Topics of discussion and reflection include: What is easy-to-test vs. important-to-know? How can we stop doing obsolete things? How is the rapid rate of change in society and the workplace impacting schools? How can we provide opportunities for learners to acquire what is most important prior to graduation? What are the skills and dispositions learners can demonstrate to differentiate themselves in the future?

Presenters:

Peter Aiken, Superintendent, Manheim Central School District, Manheim, PA

Brian Troop, Superintendent, Ephrata Area School District, Ephrata, PA

LEARNING EMPORIUM

ROOM 6B, Section 5

SE SOCIAL-EMOTIONAL LEARNING FOR ALL STUDENTS — ALIGNING RESOURCES BENEFITS ALL

Student achievement will follow when you first address student social and emotional needs. Learn how Florida's Collier County Public Schools aligned their district resources and developed five SEL priorities for student success.

Presenters:

Tammy Caraker, Associate Superintendent, School/District Operations, Collier County Public Schools, Naples, FL Kamela Patton, Superintendent, Collier County Public Schools, Naples, FL

LEARNING EMPORIUM

ROOM 6B, Section 6

BUILDING CAPACITY FOR OPPORTUNITIES — **RETHINKING THE ELEMENTARY**

Elmwood Park Community Unit School District 401 spent the past three years working to shift the philosophy of its stakeholders about what being in the elementary setting means for students in a world of standards- and competencybased education. As the secondary level created an articulated competency-based education program, the elementary worked to provide the foundation and exposure to prepare students for that program. The result was a comprehensive approach to restructuring the elementary schools that included a blended learning environment, equal time with all core contents, full-day kindergarten, full-time instructional coaches, co-teaching for all students, more plan time and professional development for staff, professional learning communities, interscholastic activities, expanded accelerated learning opportunities for all students and a standard-based reporting system. This has led to an equitable learning environment for all students across the district and improved community appreciation for the schools and academic results.

Presenters:

Leah Gauthier, Director for Curriculum and Instruction, Elmwood Park Community Union School District 401, Elmwood

Kari Smith, Director for Student Services, Elmwood Park Community Union School District 401, Elmwood Park, IL Nicolas Wade, Superintendent, Elmwood Park Community Union School District 401, Elmwood Park, IL

ROUNDTABLE

Table #1

CULTIVATING EQUITY THROUGH THE FRAMEWORK FOR TEACHING

The essential aspects of an educator's responsibilities that ultimately improve student equity and engagement have been documented through empirical studies and research from Charlotte Danielson. This complex nature of teaching is divided into 22 components clustered into four domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. Presenters highlight the complexity of teaching and use case studies, rubrics and collaborative discussions to help educators hone their implementation of equity and engagement in the classroom.

Presenters:

Brian Johnson, Manager of Special Projects, The Danielson Group, Chicago, IL

Lee Kappes, Director of Professional Learning, The Danielson Group, Chicago, IL



Table #2

A QUEST TOWARD DISTRIBUTED LEADERSHIP — A STORY OF TRANSFORMATION

Research on school leadership, shared responsibility and professional collaboration highlight the constant need for schools to adapt as organizations to the complex and everchanging needs of their students and teachers. Learn how a medium-sized urban district in Illinois journeyed toward distributed leadership to build a network of high-functioning, high-impact, teacher-led professional learning communities; developed a cohort of teacher leaders to partner with school leadership on building a collaborative culture, sharing feelings of mutual support and trust; leveraged teacher leadership and teacher-led professional learning to establish a high-quality instructional core; re-purposed existing resources to foster collective responsibility toward a shared vision, common values and practices; and engaged in a stronger focus on student learning, growth as practitioners, and more effective use of student data to drive instructional decisions.

Presenters:

Jennifer Adams, *Teacher Leadership Coach,* Teach Plus, Chicago, IL

Terri Bresnahan, Superintendent, School District 87, Berkeley, IL

ROUNDTABLE

Table #3

USING SCHOOLWIDE TRAUMA-SENSITIVE BEHAVIORAL MTSS/RTI TO INCREASE EFFECTIVENESS AND SUSTAINABILITY

Half a million teachers in the United States leave their schools each year. Only 16% of these departures are due to retirement. Teachers cite support from administrators and student behavior as their main reasons for leaving or considering leaving their school. Explore the unique needs of students who have experienced trauma and look at how this affects their learning and behavior. This lens is then be used to explore how a trauma-sensitive comprehensive behavioral MTSS/RTI systems approach can better support all students, increase achievement, and create a more sustainable and supportive environment for staff. After learning the components of a strong, trauma-sensitive behavioral system, learn how to tailor these components to meet the needs of schools within your district. Leave equipped with next steps and resources to plan and support implementation across your schools.

Presenter

Morgan Beidleman, *Education Consultant*, REACH Learning Services, Denver, CO

ROUNDTABLE

Table #4

BRAND OR BE BRANDED!

What does the public think when your district's name is brought up in discussion? Is there a strong emotional connection and clear understanding of your system's purpose? Personalizing and humanizing your brand is vital to connecting successfully with the diverse constituency groups in your community. Learn seven critical brand management steps you can take to enhance your district's brand.

Presenter:

Nathan McCann, *Superintendent,* Ridgefield School District, Ridgefield, WA

ROUNDTABLE

Table #5

STRATEGIC ASSESSMENT PRACTICES AS A LEVER FOR ACTUALIZING CONTEMPORARY EXPECTATIONS

Do your current assessments weave together essential academic, interdisciplinary and 21st-century learning outcomes crucial for success in today's society? Learn how to identify essential learning goals and sketch a plan to describe and delineate outcomes for all students in your district; design, adopt or adapt high-quality methods to craft performance tasks that assess essential academic standards, practice standards and 21st-century skills; and craft a plan for professional learning using multiple entry points to meet educators where they are and help them take their understandings and actions to the next actionable level.

Presenters:

Lisa Elliott, Superintendent, School District of Greenfield, Greenfield, WI

Steve Newcomer, *Principal*, Glenwood Elementary School, School District of Greenfield, Greenfield, WI

ROUNDTABLE

Table #6

AFTER-SCHOOL AND SUMMER TIME ARE HALF OF THE STORY OF K-12 EDUCATION

Parents work 2,000 hours a year; children are in school for only 1,080 hours. After-school and summer time are half of the K–12 education story and pose challenges for working families. By supporting access to quality after-school programs for every child, a district can make a bigger impact on its community. Yet, after-school program management can be complex and significant inequity exists as underprivileged students may have limited or no access to quality enrichment activities due to high cost. Successful districts and schools have leveraged local communities of educators and novel technologies to simplify after-school management, enhance program quality, ensure student safety and improve equity through effective fundraising. Learn the best after-school management practices from successful districts.

Presenter:

Helen Wang, CEO and Co-Founder, 6crickets Inc., Bellevue, WA



🔼 Administration and Leadership 🛛 📵 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment



ROUNDTABLE

Table #7

A SYSTEMIC APPROACH TO DESIGNING BETTER SCHOOL SYSTEMS

District leaders are often looking for the "next big thing" to improve instruction and student learning, but rarely do we have the opportunity to reflect on our school systems as systems, with each part impacting the other. Pittsburgh Public Schools is undertaking an ambitious effort to do just that. In collaboration with a leading not-for-profit organization, district leaders are studying the education systems that equitably produce the highest-achieving students and then carefully comparing themselves against these systems to identify gaps, apply lessons to their context and design a new, aligned system. Learn from district leaders and leading researchers about the nine common elements of top systems, how to create the right group of stakeholders, and the process that is helping them successfully transcend the project-based initiatives of the past to design a better system that will make a difference for the staff and students in the years ahead.

Presenters:

Anthony Hamlet, Superintendent, Pittsburgh Public Schools, Pittsburgh, PA

Errika Fearbry Jones, Chief of Staff, Pittsburgh Public Schools, Pittsburgh, PA

ROUNDTABLE

SETTING THE FOUNDATIONS FOR SUCCESSFUL **SCHOOLWIDE SEL: AN EQUITY-ORIENTED APPROACH**

School leaders are increasingly being asked to provide supports for the whole child, and while there are many options for SEL implementation, the best outcomes are achieved when leaders take time to develop a plan that is equity-driven, systematic and data-informed. By addressing non-academic and academic needs with a system of multi-tiered student supports, leaders will see increased student achievement and improved schoolwide climate and culture. Hear from district, school and graduate leaders who have experienced significant success with this approach and can offer insights into best practices. Walk away with ideas for what this could look like in your own district, including a framework for developing a strategic plan, using data to measure outcomes, activating community partnerships and providing individualized supports.

Presenters:

Shaunna Finley, National Director, Professional Development, Communities in Schools, Arlington, VA

Jamal Tate, Graduate, Charlotte-Mecklenburg Schools, Charlotte, NC

ROUNDTABLE

Table #9

LEADERSHIP PRINCIPLES: CREATING A CULTURE **OF ACHIEVEMENT**

For decades, we've been trying to close the achievement gap. The superintendents of Perris Union High School District and Val Verde Unified School District in California used their leadership to drive student success, support a highperforming team and build leadership capacity within their downline. After adopting a proactive, data-driven attendance improvement program, the districts saw tremendous growth in their attendance rates and were honored by the California Department of Education for their improvements. Learn how they leveraged the five principles of continuous improvement and leadership to improve student attendance, increase graduation rates and close the achievement gap.

Presenters:

Grant Bennett, Superintendent, Perris Union High School District, Perris, CA

Michael McCormick, Superintendent, Val Verde Unified School District, Perris, CA

Erica Peterson, National Education Manager, School Innovations & Achievement, El Dorado Hills, CA

ROUNDTABLE

Table #10

CULTIVATING RELATIONSHIPS AND SYSTEM ALIGNMENT THROUGH A CONTINUOUS LEARNING FRAMEWORK

In this interactive session, learn the strategies Madison School District uses to build positive internal and external relationships, engage the community, strengthen leadership, inspire collaboration and ensure greater equity and excellence for all students. Intentionally woven into MSD's culture is a foundation of trust and a commitment to excellence strengthened by the development of their future-focused, student-centered continuous improvement framework. Learn how this framework emphasizes building a future-forward district through awareness-based change, selfless and inclusive leadership, and a commitment to be a deliberate development organization.

Presenters:

Kenneth Baca, Superintendent, Madison School District, Phoenix, AZ

Lori Garvey, Deputy Superintendent, Madison School District, Phoenix, AZ

Constance Kamm, CEO, Kamm Solutions, Phoenix, AZ Sarah Speer, Member of the Governing Board, Madison School District, Phoenix, AZ



Table #11

CREATING AND SUSTAINING A PARENT LEADERSHIP ACADEMY NETWORK IN YOUR SCHOOL DISTRICT

The Parent Leadership Academy Network (PLAN) was created in DuPage County, IL, to reach out to African-American parents within suburban school districts and to bridge the achievement gap among African-American students, increase parental involvement with the local school, and create parent leaders who will connect with other school organizations. Since its implementation, PLAN has gained notoriety among suburban Chicagoland school districts and is operating in nine additional schools. Learn how to create a parent leadership network in your school or district.

Presenter:

Al Cleveland, Founder/President, Hegemon Consulting, LLC, Wheaton, IL

ROUNDTABLE

Table #12

SE FROM CONFORMITY TO CONNECTION

This session focuses on Beulah Public School District's effort to combat the current national mental health crisis. Discuss the need to recognize a student's passion as a key ingredient for success.

Presenter:

Travis Jordan, *Superintendent*, Beulah Public Schools, Beulah, ND

ROUNDTABLE

Table #13

STRATEGIES FOR EDUCATING BLACK AND LATINO MALE STUDENTS WHO HAVE EXPERIENCED TRAUMA

More than 60% of children ages 17 and under have been exposed to crime, violence and abuse either directly or indirectly. Children exposed to five or more traumatic experiences in the first three years of life have a 76% likelihood of a delay in language or emotional or brain development. Students who have experienced trauma are 15 times more likely to attempt suicide, four times more likely to become alcoholics and three times more likely to be depressed. This interactive session gives administrators strategies and tools to help students and staff cope with traumatic experiences immediately and to help students and staff change the narrative and overcome trauma.

Presenters:

Robert Jackson, National Education Consultant/Author, Robert Jackson Consulting, Indianapolis, IN Greg McCord, Superintendent, Marlboro School District, Bennettsville, SC

ROUNDTABLE

Table #14

DESIGNING A CULTURE HANDBOOK TO BUILD TRUST IN CHANGING TIMES

District administrators must manage the productive discomfort of leading rapid change. Intentionally building a culture of trust begins with identifying your district's values and leading from your core. Culture is the heart of the school system; it isn't a statement or poster — it's action and behavior. Learn how the Hilliard City School District identified core values, behavior expectations and specific outcomes. By writing a culture handbook and designing a curriculum for all students in grades PK–12, the district built a culture that enables more innovation and creativity. Leave with specific steps to begin aligning your culture, resources and goals.

Presenters:

Vicky Clark, Assistant Superintendent, Hilliard City School District, Columbus, OH

John Marschhausen, Superintendent/CEO, Hilliard City School District, Columbus, OH

Mark Pohlman, *Director of Instructional Technology,* Hilliard City School District, Columbus, OH

ROOM 7A

WHAT TO DO WHEN THE BOARD NO LONGER LOVES YOU

The honeymoon is long over and the road gets rockier each day. When your board falls out of love with you and the differences become irreconcilable, what will you do? Hear from an experienced board president, a mid-career superintendent and a leader of a prominent search firm who have each dealt with being in and out of love in a board-superintendent relationship. Learn what "fit" really means to a school board; how superintendents can make themselves the "perfect fit"; and when/how a superintendent and board can best handle the time when a right fit goes wrong and the love is lost. This session provides real, relevant and honest dialogue on how to survive the challenges; become a better, stronger and more confident superintendent; and move forward to find the best fit.

Presenters:

Greg Krikorian, *Board President*, Glendale Unified School District, Glendale, CA

Max McGee, President, Hazard Young Attea and Associates, Schaumbura. IL

Bhavna Sharma-Lewis, *Superintendent,* Diamond Lake District 76, Mundelein, IL



ROOM 2

LESSONS LEARNED: REDUCING CRISES. **INCREASING STUDENT WELL-BEING AND TACKLING SCHOOL CLIMATE**

With school safety and climate at the top of superintendents' minds, integrated student supports tackle top concerns through one coordinated model. Hear from district leaders who are using a whole-school approach that supports at-risk students while also creating a positive school climate for all. When districts choose to address the safety and social-emotional wellbeing of their students in a holistic manner, they see powerful results in the academic achievement of its most vulnerable students. Panelists share best practices, advice and funding ideas for addressing concerns such as absenteeism, discipline issues and dropout prevention in a way that empowers students and leads to higher graduation rates.

Presenters:

Ingrida Barker, Associate Superintendent, McDowell County Schools, Welch, WV

Michele Blatt, Assistant State Superintendent, Division of Support and Accountability, WV Department of Education, Charleston, WV

Gary Chapman, Vice President, Communities in Schools, Arlington, VA

Lamar Goree, Superintendent, Caddo Parish Public Schools, Shreveport, LA

ROOM 5A

IS GIFTED IDENTIFICATION A SOCIAL JUSTICE **ISSUE?**

Intelligence tests have played a critical role in determining eligibility for gifted services. In an increasingly diverse country, we must recognize that these tests pose problems for those with limited educational opportunity and language skills. Traditional intelligence tests with their verbal, nonverbal and quantitative content were developed for the U.S. military in the early 1900s. At that time, researchers noted that the accurate evaluation of intelligence for diverse populations, especially those with limited opportunity to learn and use English, was unjust. Intelligence testing was seen as a social justice issue then, and it remains one today.

Presenters:

Dina Brulles, Director of Gifted Education, Paradise Valley Unified School District, Peoria, AZ

Mark Joraanstad, Executive Director, Arizona School Administrators, Phoenix, AZ

Kimberly Lansdowne, Executive Director, Gary K. Herberger Young Scholars Academy, Arizona State University, Phoenix, AZ Jack Naglieri, Research Professor, University of Virginia, Great Falls, VA

ROOM 5B

AL A SINGLE STORY: ENGAGING STAKEHOLDERS TO **EFFECTIVELY COMMUNICATE YOUR DISTRICT'S STORY**

Now more than ever, school districts must empower their stakeholders to tell their story. Four recent graduates of the AASA USC Urban Superintendents Academy share how their research and capstone paper led a district from minimal communications to stakeholders owning the single story, increasing engagement and creating brand loyalty to their schools. Leave the presentation with a single-story communications plan that can work for any initiative or district. A district does not need to have a public information officer to effectively communicate their single story.

Presenters:

Renae Bryant, Director, English Learner & Multilingual Services, Anaheim Union High School District, Anaheim, CA **Josie Jackson**, Assistant Superintendent, Human Resources, Perris Elementary School District, Perris, CA Valencia Mayfield, Assistant Superintendent, Educational Services, ABC Unified School District, Cerritos, CA Jennifer Root, Assistant Superintendent, Business Services, Anaheim Union High School District, Anaheim, CA

ROOM 9

HOW SAFE ARE WE? ASSURING CYBER SECURITY AND DATA PRIVACY

Constantly growing concerns about cyber security and data privacy, combined with an increase in teacher and student reliance on internet accessibility and digital tools for learning, means school cyber security is subject to more scrutiny and questions than ever before. It is critical that superintendents and school leaders know how to be aggressive in getting ahead of cyber security threats and in safeguarding all data within their school systems. Join four savvy superintendents as they highlight current laws and policies around cyber security and data privacy. Leave this session with strategies and resources to help you analyze your current security systems and protect your school networks. Recommendations are reviewed on how to respond when confronted with a cyber security attack or data privacy violation.

Presenters:

Juan Cabrera, Superintendent, El Paso Independent School District, El Paso, TX

Keith Krueger, CEO, CoSN, Washington, DC

Michelle Murphy, Superintendent, Rim of the World Unified School District, Blue Jay, CA

Donna Wright, Superintendent-Director of Schools, Wilson County Schools, Lebanon, TN





ROOM 3

PUBLISHING PROFESSIONALLY: PRACTICAL POINTERS FROM THE EDITORS

What does it take to be a successful contributor to a professional publication serving K–12 education leaders? An editor of AASA's monthly magazine discuss writing opportunities in *School Administrator* and other education periodicals. The session shares practical advice about the manuscript review process, as well as examples of appropriate topics, to better position future submissions for publication by school system leaders. Also, the editor of AASA's *Journal of Scholarship and Practice* provides useful details about contributing to the association's online, peer-reviewed quarterly periodical. The staff coordinator of AASA's books program, coordinated through Rowman & Littlefield, discusses bookwriting.

Presenters:

Barbara Dean, Associate Editor, Journal of Scholarship and Practice, AASA, Alexandria, VA

Jay P. Goldman, Editor, School Administrator Magazine, AASA, Alexandria, VA

Jimmy Minichello, *Director of Communications,* AASA, Alexandria, VA

ROOM 11A

INCREASING THE CHANCES OF GETTING THE JOB YOU WANT

Better understand the entire job search process, including finding openings, applying (letter of application, philosophy of education, resume, references and transcripts), interviewing and transitioning to a new position. Attaining the right position and finding the right fit is critical to the success of the administrator, school board, school district, students and community.

Presenters:

Thomas E. Bertrand, *Executive Director,* Illinois Association of School Boards, Springfield, IL

Thomas Leahy, *Director of Executive Searches,* Illinois Association of School Boards, Springfield, IL

Richard Voltz, Associate Director/Professional Development, Illinois Association of School Boards, Springfield, IL

ROOM 10

MORE MONEY, FEWER PROBLEMS; BUYBACK THAT WORKS!

Your Apple equipment has a residual value of up to 30% of its original purchase price. These dollars can go directly to support your digital equity goals in providing each and every student a quality device. Hear from school district administrators who have made this work! Learn about the industry trends, the best time to work with Diamond Assets, the largest buyback company in the industry.

Presenters:

Peter Liesenfeld, *Chief Technology Officer,* Norman Public Schools, Norman, OK

Mark Rand, Business Development Manager-Southern Region, Diamond Assets, Milton, WI

ROOM 4

RIPL TRAINING: RELATIONAL, IMPACTFUL, PREVENTATIVE, LEADERSHIP

National School Safety Consulting, LLC, has partnered with Sourcewell to provide school districts across the country with RIPL Training, a revolutionary training designed to help prevent violence and suicide. RIPL is Relational, Impactful, Preventative, Leadership. The RIPL Training model and the introduction of RIPL Power to school districts gives all school staff real-life tools and techniques to better understand behavioral precursors and societal factors that can lead to violence. RIPL student assemblies follow the initial training and help students have the best year ever.

Presenters:

Scott Doss, *Owner,* National School Safety Consulting, LLC, Pillager, MN

Paul Drange, *Director of Regional Programs,* Sourcewell, Staples, MN

Ben Rudrud, *Founder and Owner,* National School Safety Consulting, Staples, MN

ROOM 1A

UNDERSTANDING RETIREMENT PLANNING AND INVESTMENT OPTIONS

This session discusses retirement trends, the resulting impacts on school district employers and ways districts can help employees reach their retirement goals. Included in the session is a review of the features of each of the common retirement savings options typically available for public school employees.

Presenter:

Randy Feid, *Vice President Industry Partnerships,* The Horace Mann Companies, Salem, MA



ROOM 1B

HOW INNOVATIVE SUPERINTENDENTS ENHANCE STUDENT SUCCESS BEFORE, DURING AND AFTER SCHOOL

Enhancing student success requires a whole-child development approach and the re-imagination of the extended school day. Learn how fellow superintendents are improving academic outcomes through in-school strategies and effective extended school day partnerships. From prioritizing equity and access to infusing SEL throughout the entire day, leave with actionable strategies and new professional connections to help students thrive.

Presenters:

Brian Barnhart, Superintendent, Western Springs School District 101, Western Springs, IL

Dawn Benaitis, Senior Director of School Partnerships, Right At School, Evanston, IL

Michael Lonergan, *Superintendent,* Longwood Central School District, Middle Island, NY

Mark Rothschild, CEO and Founder, Right At School, Evanston, IL

David Vannasdall, *Superintendent,* Arcadia School District, Arcadia, CA

Tim Yeomans, *Superintendent,* Puyallup School District, Puyallup, WA





📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🛮 🔑 Professional Learning 🔀 School Environment

10:15 - 11:15AM

ROOM 7B

SE SCHOOL SAFETY AND SECURITY

School safety and security has become a complex, evolving and multi-faceted issue facing today's school executives and their learning organizations. Initiatives involve many diverse stakeholders within the schools, community, county and state. Session presenters represent different perspectives across the school safety and security spectrum: superintendent, first responder, school architect, mental health professional and IT research/planning specialist. Panelists share their knowledge and experiences and explore ways to build a comprehensive, affordable, integrated school safety and security program that addresses the needs of all your stakeholders.

Presenters:

Melissa Brymer, Director, Terrorism & Disaster Program, UCLA/Duke University National Center for Child Traumatic Stress, Durham, NC

Joseph Erardi, Retired Superintendent, Newtown Public Schools, Newtown, CT

John Phillipo, Executive Director, Center for Educational Leadership and Technology, Marlborough, MA

Paul Penzone, Sheriff, Maricopa County Sheriff's Office, Phoenix, AZ

Barry Svigals, Partner Emeritus, Svigals Architectural Firm, New Haven, CT

ROOM 6D

SPECIAL SCREENING AND DISCUSSION, THE ATLANTA PUBLIC SCHOOLS STORY, **HIGH-STAKES TESTING, POVERTY AND RACE: A CAUTIONARY TALE**

Even after 10 years, the Atlanta Public Schools cheating scandal still reverberates. You know that teachers, principals and administrators were accused of cheating on state standardized tests. You know that some were convicted of racketeering by the court. You know that children were harmed. And you know think this could never happen in your district. Emmy-award winning producer Jodi Gomes brings this cautionary tale to life in a new film that will air on Lifetime beginning in March. View pertinent clips with your peers at this session and bring your voice and perspective to a riveting facilitated conversation about high-stakes testing, poverty, race, equity and ethics that have serious implications for every public school district . . . even yours.

Moderator:

LaRuth Gray, Scholar-in-Residence, Metropolitan Center for Research on Equity and the Transformation of Schools, New York University, New York, NY

KNOWLEDGE EXCHANGE THEATER UNDERSTANDING THE BRAIN: HOW MUSEUM-DISTRICT PARTNERSHIPS IMPROVE K-12 EDUCATION WITH THE SCIENCE OF **LEARNING**

The Franklin Institute Science Museum, Centennial School District and Unionville-Chadds Ford School District, all located in the Philadelphia area, share their museumdistrict partnership model for advancing teachers' and administrators' understanding of the brain and learning to improve districtwide educational practices. Experience samples of interactive professional development modules that debunk myths about the brain and learning and demonstrate research-based strategies for engaging and motivating students to learn. Evaluation results about the impact of these experiences on teachers, administrators and students are also shared. Receive evidence-based tools for improving K-12 teaching across all disciplines and learn about ways to partner with The Franklin Institute to offer these transformational experiences to teachers across the country.

Presenters:

David Baugh, Superintendent, Centennial School District, Warminster, PA

John Sanville, Superintendent, Unionville-Chadds Ford School District, Kennett Square, PA

Julia Skolnik, Assistant Director of Professional Development, The Franklin Institute, Philadelphia, PA

11:30AM - 12:30PM

KNOWLEDGE EXCHANGE THEATER

USING SOCIAL MEDIA TO SUPPORT YOUR DISTRICT'S MISSION: MANAGE CONSISTENCY OF BRANDING TO ENGAGE AND EMPOWER STUDENTS, PARENTS AND THE COMMUNITY

As with any communication strategy, social media should be aligned with the district's mission and messaging. Panelists discuss best practices on managing comments, expanding use and ownership of posting authority, and how to seamlessly incorporate other important district initiatives such as socialemotional learning and equity.

Presenters:

Leigh Cambra (Moderator), Teacher, Carmel Unified School District, Monterey, CA

Michael Brophy, Superintendent, West Valley School District 208, Yakima, WA

Susan Enfield, Superintendent, Highline Public Schools, Burien, WA

Edward Manuszak, Superintendent, Dundee Community Schools, Dundee, MI

Nathan McCann, Superintendent, Ridgefield School District, Ridaefield, WA

Brian Troop, Superintendent, Ephrata School District, Ephrata, PA

12NOON - 1:30PM

ROOM 6C

FEDERAL RELATIONS LUNCHEON: A LOOK AT THE 2020 POLITICAL LANDSCAPE

This presentation is divided into two parts. The first provides an overview of the national political landscape for 2020, reviewing polling data to look at federal offices and the prospects for continuity and change in government in the 2020 elections. The second portion focuses on public opinion on a range of education issues, which may include funding, curricula, teacher pay and labor issues, charter schools, technology, safety, parental involvement, class size, sex education and other current topics.

Presenter:

Robert G. Meadow, *Partner*, Lake Research Partners, Los Angeles, CA

12:45 - 1:45PM

THOUGHT I FADER

ROOM 6D

STRENGTHENING SUPERINTENDENT EARLY CHILDHOOD LEADERSHIP SKILLS

Take an in-depth look at the current leadership frameworks and research being used to build programs and networks that support early childhood education. Explore the newly co-published (AASA and NAEYC) systemic Early Learning District Self-Assessment Tool (ELDSAT), which is a baseline self-assessment that allows superintendents and district-level leaders to review their own district programs and emulate best practices and research-based measurements. In addition to receiving the ELDSAT, learn about case studies, partnerships and professional resources as you begin transforming how early childhood education is perceived, implemented and delivered in your districts.

Presenters:

Deborah Bergeron, *Director, Office of Head Start,* Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC

Edward Manuszak, Superintendent, Dundee Community School District, Dundee, MI



THOUGHT | FADER

KNOWLEDGE EXCHANGE THEATER TRAUMA-SENSITIVE TEACHING: PERSONALIZING CULTURE

For optimal learning to occur, students need to feel safe and supported. When a school's faculty develops a deep understanding of the effects of trauma and chronic stress on learning, pathways to culture emerge. By collaborating and fostering empowerment, educators can meet students' needs for safety and belonging. This session focuses on the research behind traumasensitive teaching, learning and leading that supports personalization of culture for students. Thought leader practitioners from school districts share how they use trauma-sensitive strategies in their schools.

Presenters:

Susan Cole, Law Professor and Director of the Trauma and Learning Policy Initiative, Harvard Law School and Massachusetts Advocates for Children, Cambridge, MA Ray McNulty, President, Successful Practices Network and National Dropout Prevention Center, Rexford, NY Michael Munoz, Superintendent, Rochester Public Schools, Rochester, MN

Ryan Powers, Assistant Superintendent, Bridgewater-Raynham School District, Bridgewater, MA

1:45 - 3PM

Exhibit Hall Coffee Break | Exhibit Hall B1

3 – 4PM

LEARNING EMPORIUM

ROOM 6B, Section 1

BUILDING SYSTEM-WIDE INSTRUCTIONAL LEADERSHIP CAPACITY FOR STUDENT SUCCESS

Central office leaders are challenged to develop and sustain a system of professional learning for principals that equips school leaders with instructional leadership knowledge, skills and habits that can affect teaching practice and student learning. Learn how leaders from Lake County, FL, and Nampa, ID, have learned alongside school leaders to develop a common language and shared vision for highquality instruction; nonjudgmental methods for observing and analyzing instruction; and transformative skills in providing targeted feedback and planning professional learning. Learn how these leaders led these efforts in ways that helped develop a collaborative professional learning community focused on student learning, while also building a broader, deeper culture of public practice. In this hands-on session, assess the current state of instructional leadership in your district while also engaging ideas that will help you consider next steps.

Presenters:

Michele Mason, Director of Instructional Leadership, UW Center for Educational Leadership, Seattle, WA Emily Weiskopf, Chief of Transformation, Lake County Schools, Tavares, FL



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LEARNING EMPORIUM

ROOM 6B, Section 2

BRIDGING THE GAP BETWEEN SCHOOL AND **COMMUNITY WITH ENTREPRENEURIAL EDUCATION**

Learn how an entrepreneurial experiential course inspires students to choose their own educational path while blending teacher-led instruction and business community expertise. The presentation highlights student success stories and allows participants to see how this program has bridged the gap between school and community. It highlights how the program connects schools and community beyond traditional roles, motivates schools to travel an authentic path to learning, and empowers students to discover their own solutions and pathways to success from the perspectives of both a large suburban district and small rural district.

Presenters:

Jason Callahan, Superintendent, Wabash City Schools, Wabash, IN

Brian Harris, Superintendent, Barrington 220 School District, Barrington, IL

Steve McWilliams, Principal, Barrington High School, Barrington, IL

LEARNING EMPORIUM

ROOM 6B, Section 3

QUE CHILDREN ARE OUR FUTURE

Our children are not just their own futures — they are our future. For our children's sake and for the sake of our nation, we must prepare our students for the future, not the past. Learn how advancing technologies and the increased use of data analytics are (and will continue to) fundamentally changing how we work, interact, communicate and manage our personal health. In doing so, the disconnect between the skills and knowledge we now teach and those needed for success and independence in a looming future will be unambiguously clear. Less clear is how to close that disconnect. Yet, we are in a literal race against time. This is the year we must decide to act for impact. Move your classroom and your school into the future unfolding before our eyes.

Bill Daggett, Founder and Chairman, International Center of Leadership in Education, Rexford, NY

LEARNING EMPORIUM

ROOM 6B, Section 4

UTILIZING STEAM: TRANSFORMING THE SUMMER SLUMP INTO A SUMMER BUMP

Wichita Public Schools has been attacking the summer learning gap with its innovative K-5 Summer STEM and Arts Academy. This six-week program focuses on maintaining and improving reading and math readiness for all students. Not only are students challenged in the areas of math and reading, they also enjoy additional opportunities to explore the connections between their core classes and fields like engineering, fine arts, robotics, drone technology, coding and STEM challenges. All students who participate in the Summer STEM and Arts Academy come from the district's at-risk campuses. The district does not view the students as "at risk," but rather as opportunity students who, with the proper supports and highly effective teachers, can succeed.

Presenters:

Phyllis Cottner, Magnet Department Curriculum Lead, Wichita Public Schools, Wichita, KS

Terrell Davis, Executive Director of Public Affairs, Wichita Public Schools, Wichita, KS

Benjamin Reed, Program Specialist, Wichita Public Schools, Wichita, KS

Alicia Thompson, Superintendent, Wichita Public Schools, Wichita, KS

LEARNING EMPORIUM

ROOM 6B, Section 5

CO.LAB — A PROBLEM-BASED APPROACH TO HIGH **SCHOOL FRESHMAN YEAR**

The Co.Lab (or the Leyden Collaborative) is an innovative approach to freshman year. Rather than attending separate classes, Leyden freshmen are experiencing an interdisciplinary, problem-based curriculum with an emphasis on relevancy and authenticity. Each quarter culminates in exhibitions of student work. Learn more from Leyden teachers and administrators.

Presenters:

Amy Gorzynski, Co.Lab Teacher, Leyden High School District 212, Franklin Park, IL

Chris Lange, Co.Lab Teacher, Leyden High School District 212, Franklin Park, IL

Mike Manderino, Director of Curriculum and Instruction, Leyden High School District 212, Franklin Park, IL

Nick Polyak, Superintendent, Leyden High School District 212, Franklin Park, IL



LEARNING EMPORIUM

ROOM 6B, Section 6

EXTRAORDINARY MEASURES FOR STATEWIDE FAMILY ENGAGEMENT AND KINDERGARTEN READINESS

What if every child entered kindergarten on day one ready to learn? What if every family had the knowledge and tools to support their child when entering school? These are the outcomes that South Carolina is driving to achieve through a statewide program focused on bringing extraordinary supports to the most impoverished families. This project endeavors to personalize instruction, engage parents and change a generation of children to be ready, literate, self-sufficient learners through meaningful differentiated instruction.

Presenters:

David Mathis, Assistant Superintendent, South Carolina Department of Education, Columbia, SC

Quincie Moore, Former Superintendent, South Carolina Department of Education, Gaffney, SC

ROUNDTABLE

Table #1

YOU CAN'T GROW A SCHOOL FROM YOUR OFFICE

As instructional leaders, our ultimate purpose is to ensure that each teacher is increasing and expanding the capacity of each of their students. This is a challenging leadership feat, but achievable. However, it cannot be achieved from the office. This session affords instructional leaders the opportunity to reflect upon leadership best practices. Evaluate your everyday practices to determine if they align with your leadership goals and center on the growth of all. Create a plan of action designed to strengthen or change your current leadership practices and increase emphasis on growth and achievement. Elements of growth mindset, strategic planning, accountability and the power of technology are the focal points. Through the incorporation of direct instruction, collaboration and facilitation of learning, instructional leaders can be empowered to foster educational environments that consistently increase the capacity of the students entrusted to them.

Presenters:

Kenneth Bowen, *Principal*, Southside Ashpole Elementary School, Rowland, NC

Cherie Graham, *Principal*, Lake Norman Charter School, Huntersville, NC

ROUNDTABLE

Table #2

IT'S NOT YOU . . . ACTUALLY, IT'S YOU: THE ART OF HELPING PEOPLE CHANGE

Is allegiance to the status quo paralyzing your organization? Are you tired of settling for compliance? Do you crave committed and needed change? This session illuminates the hidden human drivers of resistance and how to neutralize them in order to mobilize people. Gain proven, practical tools to influence change in individuals and across organizations. Through case studies and immediate practice and application, fully understand that to effectively influence others to change, we must let ourselves be changed, and that one of the best ways to change ourselves is to focus on others' needs, challenges and objectives. In this session, practice and apply a set of tools to help change your own perspective with the goal of inviting others to change in ways that reduce resistance and inspire commitment rather than compliance.

Presenters:

Shawn Joseph, Former Superintendent, Metro Nashville Public Schools, Nashville, TN, and *President*, Joseph and Associates LLC, Farmington, UT

Mike Merchant, Senior Consultant, Arbinger Institute, Farmington, UT

ROUNDTABLE

Table #3

TECHNOLOGY IMPROVING SCHOOL SAFETY — SAFER SCHOOLS IN AMERICA RESEARCH INITIATIVE

School safety is more than emergency preparedness and campus security; it includes digital, physical and emotional safety as well as a healthy culture and engaged community. Join us for an interactive panel presentation with AASA Solution Partner Vital InsightTM, McREL and superintendents representing the 100+ districts participating in the Safer Schools in America Research Initiative. They share what they are learning in the largest national study on how to make schools safer and provide an environment conducive to teaching and learning. The elements of school safety; the wide variety of safety solutions; their actual selection process; the impact of change readiness and implementation science; the impact of the technology on safety; and what is working and what is not are discussed as well as best practices, lessons learned, resources for working with vendors and do's and don'ts.

Presenters:

Sandra Elliott, *Chief Academic Officer,* GG4L, Colorado Springs, CO

Bruce Hayes, Executive Vice President, VitalInsight, Cherry Hill, NJ



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ROUNDTABLE

Table #4

PREP, PLANNING & HOMEWORK: TIMING YOUR **NEXT CAREER MOVE**

Knowing when, knowing where and knowing how to make your next career move takes time, energy and resources. Learn how timing, planning and a lot of homework can pay off when making your next career move. Topics discussed include experience and energy, overcoming career "bumps" and positioning against the competition. Time is alloted for questions and answers.

Presenters:

Stacey Adams, President, W.H. Adams & Associates, LLC, Naples, FL

William "Bill" Adams, Vice President, Hazard, Young, Attea & Associates, Naples, FL

ROUNDTABLE

Table #5

COACH AND MENTOR FUTURE DISTRICT LEADERS **USING VIDEO**

We often focus professional development and coaching efforts on teachers — not necessarily school leaders. If we want to gain trust from teachers, we must lead by example. Guilford Public Schools has been using video as a tool to help coaches and principals grow by encouraging them to self-reflect and share their practice with peers and with the superintendent. Results are already being seen after just one year. The presenter shares lessons learned and what it means to be "confidently vulnerable."

Presenter:

Paul Freeman, Superintendent, Guilford Public Schools, Guilford, CT

ROUNDTABLE

Table #6

EVERYONE DOES STEAM FRIDAYS

Dive into the development of a districtwide STEAM Friday program, where every 4th- and 5th-grade student experiences robotics, engineering, art and keyboarding/coding. Explore robotics with Lego WeDo 2.0 kits hands-on approach to Engineering Art, both history and Tinkercad with 3D printing coding/keyboarding fundamentals.

Presenters:

Katie Cunningham, Science Coordinator, Cleburne Independent School District, Cleburne, TX Timothy Grijalva, Director of Instructional Technology, Cleburne Independent School District, Cleburne, TX Andrea Hensley, Assistant Superintendent of Curriculum and Instruction, Cleburne Independent School District, Cleburne, TX Mark McClure, Director of Career and Technical Education, Cleburne Independent School District, Cleburne, TX

ROUNDTABLE

Table #7

AL IMPACT AID 101

Does your school district serve military-connected students or children living on Indian lands? Or does the federal government own land in your district? If so, you may qualify for Impact Aid, a federal education program that reimburses school districts for the lost revenue and additional costs associated with the presence of nontaxable federal property. Join leaders of school districts receiving these funds for an overview of the program (which is Title VII of ESSA), including who is eligible, how to apply, what funds can be used for, how to maximize your payment and more.

Presenters:

Thomas Addington, Superintendent, Central Union School District, Lemoore, CA

Hilary Goldmann, Executive Director, National Association of Federally Impacted Schools, Washington, DC

Raymond Proctor, Associate Superintendent of Business Services, Fallbrook Union Elementary School District, Fallbrook, CA

ROUNDTABLE

Table #8

ROI: A SCHOOL DISTRICT MODEL FOR ALIGNING **RESOURCES TO PRIORITIES AND IMPACT**

School districts face a continual push to address new and growing needs within a climate of stagnating or slow-growing budgets. To address both pressing and significant needs, school districts must find new dollars to expand the operating budget or systematically evaluate how old dollars are being spent to maximize available dollars. Creating a better understanding of the relation between expenditures and outcomes can improve a district's ability to evaluate the efficacy of dollars spent and, in turn, guide informed decisions about resource allocation and reallocation in relation to priorities. This presentation describes a novel return on investment approach that Fairfax County Public Schools designed and implemented to measure the impact of its spending and support funding decisions. The ROI process, which is used to assess and redeploy resources in relation to priorities identified in the district's strategic plan, targets strategic use of a school district's resources.

Presenters:

Ludmila Hruda, Director, Office of Research and Strategic Improvement, Fairfax County Public Schools, Falls Church, VA Marty Smith, Chief Operating Officer, Fairfax County Public Schools, Falls Church, VA

ROUNDTABLE

Table #9

A SMOOTH TRANSITION TO A NEW BEGINNING

A successful entry plan is key to achieving long-term success for the individual and organization. Presenters share examples from their experiences in transitioning to their new roles and provide participants with an outline for planning their own transition plans. This plan highlights who to meet, how to meet and a timeline for meeting stakeholders. Common mistakes that occur during a transition are covered to provide insight into what to expect by others during the transition. This tool supports setting reasonable and measurable goals that can be used in planning next steps. Use the information to support and guide the creation of entry plans for new employees in key positions such as principals and district administrative positions.

Presenters:

Nick Brown, Superintendent of Schools, Merrillville Community School Corporation, Merrillville, IN

Jim Thorne, *Director of Technology,* Merrillville Community School Corporation, Merrillville, IN

ROUNDTABLE

Table #10

FOR A MULTIGENERATIONAL WORKFORCE OF SCHOOL LEADERS

Although Millennials have been stereotyped in popular culture as the "selfie generation," there is another side to these young professionals who are often high-achieving, confident, tenacious and progressive educators. Many Millennials in the field of school leadership are eager for new learning opportunities sooner rather than later, and generally prefer to be presented with the "big picture." Typically, they favor shorter learning cycles, seek connections with colleagues and wish to quickly apply newly acquired knowledge. Instead of being frustrated by this reality, Chula Vista Elementary School District is finding ways to support the leadership interests of Millennials while continuing to recognize, reward and motivate leaders from a multigenerational workforce. To maximize leader effectiveness, the district strives to understand and implement practices that accommodate principals' generational preferences, differences and similarities, while maintaining focus on the larger and overarching vision of a school and the district.

Presenters:

Francisco Escobedo, *Superintendent*, Chula Vista Elementary School District, Chula Vista, CA

Toni Faddis, *Principal on Special Assignment,* Chula Vista Elementary School District, Chula Vista, CA

Lisa Forehand, *Principal,* Chula Vista Elementary School District, Chula Vista, CA

Jeffrey Thiel, Assistant Superintendent, Human Resources, Chula Vista Elementary School District, Chula Vista, CA

ROUNDTABLE

Table #11

PUT ME IN COACH!

Focus on the superintendent's important role in mentoring principals. Principals often look to their superintendents for advice on how to handle situations; however, more importantly, they are seeking feedback on ways to improve as leaders. This session covers the importance of building a relationship with principals based on trust and support; the importance of being a good instructional leader and doing so by leading by example; and how to work with a struggling principal. Leave with strategies to support and help grow your principals.

Presenters:

Daniel Nerelli, *Superintendent,* Chichester School District, Aston, PA

Gregory Puckett, Assistant Superintendent, Chichester School District, Aston, PA

ROUNDTABLE

Table #12

LEADING CHANGE THROUGH SERVICE

Mahatma Gandhi said the best way to find yourself is to lose yourself in the service of others. Leaders understand that enduring and impactful organizational change is difficult to accomplish. Service to other educators is a powerful approach to naturally promote professional reflection and intentional change. Community High School District 117 developed a service program, Relief through Leadership (RTL), to assist communities, schools and teachers in Puerto Rico impacted by poverty and recent hurricanes. Supported by the board of education, a group of dedicated educators raised money through civic and corporate sponsors to provide refurbished technology to schools and instructional strategies to teachers. Teams of teachers skilled in instructional technologies developed/delivered a one-week training to their colleagues in Puerto Rico. Learn how the collective planning and curriculum development coupled with the weeklong service project in Puerto Rico has positively changed the participating educators and sponsors.

Presenters:

Eric Hamilton, Antioch Community High School Principal, Community High School District 117, Lake Villa, IL

James McKay, *Superintendent,* Community High School District 117, Lake Villa, IL

Ryan Miles, *Technology Director,* Community High School District 117, Lake Villa, IL



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3 – 4PM

ROUNDTABLE

Table #13

STRATEGIC DASHBOARD — STRATEGIC LEADERSHIP

The ability to rigorously document and transparently communicate the impact public schools are having on student outcomes is quickly emerging as a critical priority for school leaders. The strategic dashboard is a powerful tool for education leaders to govern implementation of the district's strategic plan and to evaluate the impact that strategic goals are having on student, financial and other system outcomes. This session assists education leaders in creating a clear and compelling vision for their unique strategic dashboard.

Presenter:

Melina Wright, Senior Associate, ECRA Group, Woodfield, IL

ROUNDTABLE

Table #14

LEADING WITH HEART BEFORE, DURING AND **AFTER A TEACHER STRIKE**

Learn how a new superintendent in Washington state led her district through a teacher strike and then successfully built strong relationships, credibility, trust and hope throughout the organization and the community during the following school year. The Washougal School District superintendent shares the strategies she used to heal a fractured community and rebuild a positive culture within the organization. She discusses her use of authenticity, straight-talk, visibility, courage, inspirational messaging and her singing talent to help move her district into position as one of the top performers in the state.

Mary Templeton, Superintendent, Washougal School District, Washougal, WA

ROOM 5A

COMPUTER SCIENCE FOR ALL — SUPERINTENDENT **PANEL**

Increasingly, the world we live in runs on computer code. Learning to code develops students into logical thinkers, problem solvers, creators and collaborators. Providing computer science for all in elementary school ensures every student has equitable access to this crucial 21st-century skill. Implementing districtwide coding initiatives brings considerable challenges and requires a systematic district approach. Superintendents share how their teams introduced districtwide computer science in their unique and vastly different districts. Leave thinking about different ways to implement a computer science initiative and how your district can teach every student to code.

Presenters:

Russ Adams, Superintendent, MOC Floyd Valley Community School District, Orange City, IA

Ember Conley, Superintendent, Mesa Public Schools, Mesa, AZ Betsy Hargrove, Superintendent, Avondale Elementary School District, Avondale, AZ

Rick Robins, Superintendent, Juab School District, Nephi, UT

ROOM 2

INVESTING IN YOUR TEACHERS AND STUDENTS THROUGH NATIONAL BOARD CERTIFICATION

Every student should have access to accomplished teachers who have demonstrated their expertise through National Board Certification, Research shows board-certified teachers produce an additional one to two months of learning gains and achieve higher rates of deeper learning. Hear how one district invested in its teachers and students by funding every teacher who committed to completing the rigorous board certification process. Increase your understanding of how National Board Certified-teachers can support districts with recruiting, developing and retaining high-quality teachers; learn how the redesigned National Board Certification process can be used by schools and districts to enhance professional learning communities and districtwide professional development; explore strategies that promote board certification and opportunities to provide financial support to teachers pursuing board certification through federal grants; connect board certification to district teacher quality priority areas.

Presenters:

Lisa Clarke, Director, Improvement, National Board for Professional Teaching Standards, Arlington, VA Carol Kelley, Superintendent, Oak Park Elementary District 97, Oak Park, IL

ROOM 7A

WOMEN'S LEADERSHIP IN EDUCATION

Nationally, approximately 19% of superintendents are women while more than 76% of professional staff in schools are women. This session addresses issues related to achieving gender equity in leadership positions. Key issues such as challenges for women, mentoring, career advancement, confidence, pay equity, as well as ways in which men can support, promote and be advocates for gender equity are addressed.

Presenters:

Shari Camhi, Superintendent of Schools, Baldwin Union Free School District, Baldwin, NY

Jacinda Conboy, General Counsel, New York State Council of School Superintendents, Albany, NY

Laura Feijoo, Senior Supervising Superintendent, New York City Department of Education, New York, NY



ROOM 5B

BUILDING LEADERSHIP CAPACITY AND SUCCESSION PLANNING: BEING FUTURE READY

Leaders have the responsibility to motivate teachers and administrators by sharing their experiences and providing opportunities for growth. By developing different skillsets, we can not only drive positive change throughout our districts, but we can prepare our best and brightest people to assume key roles when we move on to greener pastures. Presenters share key steps they have taken to train peak performers, offer valuable feedback to proteges, and proactively develop a succession plan to address the inevitable changes that occur as people retire or leave your district. Learn that a good succession plan includes strategies for mentoring, job shadowing, emotional intelligence and technical skills.

Presenters:

Patricia Cosentino, *Superintendent,* New Fairfield Public Schools, New Fairfield, CT

Jason McKinnon, Superintendent, Oxford Public Schools, Oxford, CT

ROOM 9

AIM FOR EXCELLENCE: TRANSFORMING SCHOOLS THROUGH LEADERSHIP PIPELINE DEVELOPMENT

Research clearly supports the need for effective teachers in every classroom, but that alone is not enough to ensure students receive excellent instruction. Learn how members of the Urban Superintendents Academy worked to develop and implement an Aspiring Leadership Academy in Selma City Schools. Plagued with leadership and teacher turnover along with a recent state takeover, this high-poverty, crimeriddled district was in great need of leadership effectiveness and stability. With a new strategic plan in place, Selma has implemented this three-phased approach to leader development that includes district partnering, face-to-face sessions, coaching, essential experiences and a required School Improvement Project. Attracting and retaining high-quality teachers and leaders depends on having teams of leaders who understand and embrace the role of instructional leader.

Presenters:

Charla Chailand, *ESL Specialist,* Indianapolis Public School District, Indianapolis, IN

Wardell Hunter, *Director of Leadership Development*, Atlanta Public Schools, Atlanta, GA

Paul Marietti, Assistant Superintendent for Human Resources, Pleasant Valley School District, Camarillo, CA

Shiree Slade, *Director of Curriculum and Instruction,* Newark Charter Schools, Newark, NJ

Avis Williams, Superintendent, Selma City Schools, Selma, AL Jermall Wright, Superintendent, Mississippi Achievement School, Jackson, MS

ROOM 8

CREATING CULTURE CHANGE THROUGH THE TRIPLE BOTTOM LINE PROCESS

If one of the most conservative cities in the country can produce one of the "greenest" school divisions in the country, then so can you. It's all about changing the culture within your organization. Learn how Virginia Beach City Public Schools is transitioning the school division toward a sustainable future. Hear from a superintendent who grew up on the Chesapeake Bay and understands the impact we are having on our natural environment; a chief operations officer who approaches conflict resolution and culture change through the lens of an ex-Naval flight officer and base commander; and an ex-Navy SEAL who, over the last 18 years, has applied skills developed within the Special Operations community to achieve this critical mission objective.

Presenters:

Tim Cole, Sustainability Officer, Virginia Beach City Public Schools, Virginia Beach, VA

Jack Freeman, *Chief Operations Officer,* Virginia Beach City Public Schools, Virginia Beach, VA

Aaron Spence, *Superintendent*, Virginia Beach City Public Schools, Virginia Beach, VA

ROOM 3

VOUCHERS: THE LATEST RESEARCH, POLLING AND POLICY BATTLES

As Betsy DeVos begins her fourth year as U.S. Education Secretary, this session reflects on how the voucher landscape has and has not changed under this administration. What do the latest studies on voucher programs around the country tell us? What policy battles will we keep fighting, what battles may be new and which arguments are the strongest in opposing vouchers?

Presenter:

Sasha Pudelski, Advocacy Director, AASA, Alexandria, VA

ROOM 11B

JOIN, CONNECT AND GROW WITH THE AASA URBAN SUPERINTENDENTS ACADEMY

The AASA Urban Superintendents Academy is a cross-institutional partnership that offers a dynamic approach to urban superintendent preparation and certification. AASA has launched distinct partnerships with Howard University and the University of Southern California to bolster the effectiveness of school district leadership in our nation's urban areas. Hear from alumni regarding their leadership transitions from academy participants to district administrators.

Presenters:

Sabrina Claude, *Superintendent,* Old Redford Academy, Detroit, MI

Joshua Rideaux, *Academic Advisor*, Howard University, Washington, DC

Yvonne Stokes, *Assistant Superintendent,* School Town of Munster, Munster, IN

Andrae Townsel, *Superintendent,* Benton Harbor Area Schools, Benton Harbor, MI

Tennille Wallace, *Principal,* South Daytona Elementary, South Daytona, FL



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ROOM 4

ALL ENHANCING ATTENDANCE AND EQUITABLE **LEARNING ENVIRONMENTS**

AASA and Attendance Works are working together to examine the power of schools employing comprehensive strategies for student attendance to ameliorate the effects of poverty and social, health and economic inequalities that have negative consequences for school. This session shares tools and data on how and why a focus on attendance and equitable learning environments drives student achievement.

Presenters:

Hedy Chang, Executive Director, Attendance Works, San Francisco, CA

Bryan Joffe, Project Director, AASA, Alexandria, VA Mary Sieu, Superintendent, ABC Unified School District, Cerritos, CA

ROOM 11A

SE SOCIAL MEDIA: A TWO-WAY STREET

In a world where society is driven by social media, this session discusses how to better use technology to your benefit, as well as the positive and negative impacts on today's educational leaders.

Presenters:

Jim Hager, Regional Search Associate, Ray & Associates, Cedar Rapids, IA

Gary L. Ray, Founder, Ray & Associates, Cedar Rapids, IA Ryan Ray, President, Ray & Associates, Cedar Rapids, IA Lora Wolff, Associate Professor, Western Illinois University, Macomb, IL

ROOM 10

MEASURING SOCIAL AND EMOTIONAL LEARNING

This session focuses on best practices and guidance for school districts as they begin to establish policies to measure and share students' social and emotional learning profiles. John Gatta, CEO, ECRA Group and Professor at Northwestern University, provides an overview of research and the latest thinking regarding measuring social and emotional learning and growth. John Bruesch, Assistant Superintendent for Teaching and Learning, Barrington SD 220, also shares his district's SEL journey and offers guidance and lessons learned related to measuring SEL and sharing results with teachers and administrators.

Presenters:

John Bruesch, Assistant Superintendent for Teaching and Learning, Barrington SD 220, Barrington, IL

John Gatta, CEO, ECRA Group, and Professor, Northwestern University, Schaumburg, IL

ROOM 1A

BUILDING PATHWAYS TO CAREER READINESS

According to the Georgetown Center on Education and the Workforce, labor force participation has slumped to 71% for young adults, the lowest level in 50 years. We know that students are motivated by passion and purpose. When this is lacking, we will continue to see low participation in the labor force. This session discusses strategies and solutions for helping students identify their strengths and interests and aligning them with career pathways. Hear from district leaders on strategies to enable workforce readiness, community connections, and college and career academies.

Presenters:

Monica Morrell, General Manager, Naviance, Leesburg, VA Joel Sackett, Sr. Director of Product Management, Naviance, Arlington, VA

NAVIANCE

ROOM 1B

CONSUMER EXPECTATIONS IN K-12: TAKING A PROACTIVE APPROACH TO MAINTAIN AND GROW YOUR FOOD PROGRAM

A discussion on how school districts can proactively grow their food programs by incorporating the latest insights on consumer expectations and preferences among students. In addition, we share consumer expectations and gather your thoughts on different solutions we can provide. Have your cell phones handy as we go through a demonstration on getting your feedback for each solution.

Presenters:

Eddie Noriega, Director of Business Development, Aramark, Philadelphia, PA

Jennifer Szalabofka, Director of Business Development, Aramark, Philadelphia, PA

aramark **

ROOM 7B

RESPONDING TO THE ADOLESCENT MENTAL HEALTH CRISIS

Over the past year, more than a third of students aged 14-18 experienced a mental health-related crisis. Rates of anxiety, depression and attempted suicide among adolescents have also been steadily on the rise, and this issue affects virtually every district in the nation. EAB's latest research identifies four critical areas that districts must address to effectively support students in crisis, and details proven strategies that you can deploy to build a coordinated system of mental health care. This session provides essential insights and replicable solutions that can help your district to improve student outcomes and save lives.

Presenters:

Pete Talbot, Managing Director, EAB Research, Washington, DC Ben Court, Associate Director, EAB Research, Washington, DC



4:15 - 6:15PM

OPENING GENERAL SESSION

HALL A

STUDENT ENTERTAINMENT

EXECUTIVE DIRECTOR'S REMARKS

Presenter:

Dan Domenech, Executive Director, AASA, Alexandria, VA

NATIONAL SUPERINTENDENT OF THE YEAR® AWARD





DR. EFFIE H. JONES HUMANITARIAN AWARD

PRESIDENT'S REMARKS

Presenter:

Deborah Kerr, *Superintendent,* School District of Brown Deer, Brown Deer, WI

KEYNOTE

EDUCATING THE HEART AND SOUL

We know that students have cognitive abilities — the ability to learn and master information. We know that they are emotional creatures. But they are also moral animals. They want to lead good and meaningful lives. How do schools arouse students' moral motivations and help them lead lives of moral purpose?

Presenter:

David Brooks, *Op-Ed Columnist and Author, The New York Times,* Washington, DC

6:30 - 7:30PM

Welcome Reception aramark

6:45 - 8:30PM

Shuttle Service

7:15 - 8:15PM

AASA Graduation Ceremonies | ROOM 6D





AASA's Children's Program Department is centered on work that drives systems change and increases educational equity.



Don't miss these special sessions/events at the National Conference on Education

Thursday, February 13, 10:15 a.m. -11:15 a.m. Room 6D

Special Screening and Discussion The Atlanta Public Schools Story High-Stakes Testing, Poverty and Race: A Cautionary Tale

Even after 10 years, the Atlanta Public Schools cheating scandal still reverberates. And you-know think this could never happen in your district. This cautionary tale comes to life in a new film that will air on Lifetime beginning in March. View key clips and add your voice to this riveting conversation about high-stakes testing, poverty, race, equity and ethics that has implications for every school district...even yours.

Dr. Effie H. Jones Memorial Equity Luncheon Friday, February 14th

12:30 P.M. - 2:30 P.M., Room 6C

SPEAKER: DR. EDDIE S. GLAUDE, CHAIR,
AFRICAN AMERICAN STUDIES, PRINCETON UNIVERSITY
Tickets are required and can be purchased at registration



Friday, February 14, 11:15 a.m. -12:15 p.m. Room 6D

Superintendent Leadership for Youth Apprenticeship Pathways: Advancing Student Success, Equity, and Readiness

Superintendents are working to make new college and career pathways a reality for all students. This session features four superintendents who are at the forefront of implementing youth apprenticeship to enhance students' success, equity, and readiness. Learn how and why the youth apprenticeships strategy is taking hold nationwide.

Concurrent Sessions, Room 4

Thursday, February 13

- Mental Health in Schools: Meeting the Pressing Needs of Students and Staff 9:00 a.m. - 10:00 a.m.
- Enhancing Attendance and Equitable Learning Environments
 3:00 p.m. - 4:00 p.m.

Friday, February 14

- Youth Apprenticeship Pathways for Student Success
 8:00 a.m. - 9:00 a.m.
- ◆ Hunger, Race, Ethnicity and Culture 3:45 p.m. - 4:45 p.m.



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Administration and Leadership 🗓 Curriculum and Instruction 🔑 Professional Learning 🛍 School Environment

7 – 9AM	
Shuttle Service	
7:30 – 9AM	
Bold Women — Bold Coffee Networking Breakfast I ROOM 6C	
7:30AM – 5PM	
Registration Hours I Lobby	
7:30AM – 5PM	
Bookstore Hours I Lobby	
8 – 9AM	
LEARNING EMPORIUM I ROOM 6B, Section 1 Evidence-Based Leadership: Evaluating School Improvement Initiatives Using Advanced Analytics	AL
LEARNING EMPORIUM I ROOM 6B, Section 2 Level Up Language and Literacy to Close the Achievement Gap	AL
LEARNING EMPORIUM I ROOM 6B, Section 3 (STREAM) Upgrading Learning and Transforming Spaces	AL
LEARNING EMPORIUM I ROOM 6B, Section 4 Making Transformative Change a Reality	SE
LEARNING EMPORIUM I ROOM 6B, Section 5 An Innovative Solution: Leading the Movement from At-Risk to Opportunity	AL
LEARNING EMPORIUM I ROOM 6B, Section 6 Own Your Brand, Tell Your Story and Engage Your Community	A L
ROOM 1B Building School Culture from the Inside Out	SE
ROOM 8 Building Systems for Long-Term Principal Learning and Support	AL
ROOM 11B Leveraging SEL to Support Students Who Experience Trauma	PL
ROOM 5A CTE: Expanding Options for All Students and Creating Pathways for Success	C I
ROOM 5B Laying the Foundation for Culturally Responsive Practices in Virginia Beach City Public Schools	AL
ROOM 2 Make a Smooth Exit with an Effective Succession Plan	A L
ROOM 3 Counting Young Children in the 2020 Census: What Superintendents Can Do	AL
ROOM 4 Youth Apprenticeship Pathways for Student Success	c I
ROOM 11A Preparing for the Administrative Job Search	A L

ROOM 7B Insurance Recovery for School Districts	A L
ROOM 10 The Happiness Advantage in Education: Creating Positive, High-Performing Schools	AL
ROOM 9 School Safety: Assured Peace of Mind and Protection from Common and Extreme Violence with Smart Shield	SE
8AM – 3PM	
Job Central ROOM 6E	
9 – 11AM	
General Session I Hall A	
11AM – 12NOON	
Blessings in a Backpack Stuffing I Exhibit Hall, Booth 247	
11AM – 2:30PM	
Exhibit Hall Hours I Exhibit Hall B1	
11:15AM – 12:15PM	
LEARNING EMPORIUM I ROOM 6B, Section 1 The Power Behind Collaborative and Innovative District and School Leaders	AL
LEARNING EMPORIUM ROOM 6B Section 2 Building Community Bridges Through Equity	A L
LEARNING EMPORIUM ROOM 6B Section 3 The Literary Imperative	c I
LEARNING EMPORIUM I ROOM 6B, Section 4 Green Schools: Healthy Children, Innovative Programming, Saving Money and Resources	SE
LEARNING EMPORIUM I ROOM 6B, Section 5 What If Every Child Came to Kindergarten on Day 1 Ready to Learn	PL
LEARNING EMPORIUM I ROOM 6B, Section 6 Aiken Works — Preparing Tomorrow's Workforce for Postsecondary Success	AL
ROUNDTABLE Table #1 Strategically Boost Morale in Your Schools and Across the District!	SE
ROUNDTABLE I Table #2 #Beapreneur, Anypreneur	A L
ROUNDTABLE I Table #3 Female Superintendents in Rural Schools	A L
ROUNDTABLE I Table #4 Expanding Access, Outcomes and Rigor with an International Curriculum	cl
ROUNDTABLE I Table #5 Are You JUST My Teacher?	CI



A L

Resource Allocations

States

THOUGHT LEADER I KNOWLEDGE EXCHANGE THEATER Five Pivots for Education Leaders to Support World-Class Execution THOUGHT LEADER I ROOM 6D Superintendent Leadership for Youth Apprenticeship Pathways: Advancing Student Success, Equity and Readiness 12:20 – 12:40PM SCHOOL OF THE FUTURE | Exhibit Hall B1, Booth 727 Ed Leadership SIMS Presentation

Sharpening the Equity Lens: Aligning Accountability Systems and

Why Rural Matters 2019: Realities of Rural Education Across All 50

A L



Administration and Leadership 🔁 Curriculum and Instruction 🔎 Professional Learning 💷 School Environment

12:45 – 1:45PM	
ROOM 10 Engaging Your Community in STEM	C
ROOM 4 Speed Is Life: An In-Depth Look at Active Shooter Detection, Lockdown & Countermeasure Systems	S
ROOM 11A How Threat Assessments Impact School Safety Culture and Climate	S
ROOM 1A What Schools Get Wrong About Marketing (And How You Can Fix It)	A
ROOM 1B Transforming the Learning Culture for Students and Staff Through SEL	C
ROOM 7A The Nation's Report Card: Defining a Decade	C
THOUGHT LEADER I KNOWLEDGE EXCHANGE THEATER Leading Personalization of Learning	C
THOUGHT LEADER I ROOM 6D Investing in Principal Supervisors to Lead school Improvement	P
1:45 – 2:15PM	
Snacks in the Exhibit Hall I Exhibit Hall B1	
2:30 – 3:30PM	
THOUGHT LEADER ROOM 6D Superintendent/School Board Relations — A Discussion Between NSBA Executive Director Tom Gentzel and AASA Executive Director Dan Domenech	A
LEARNING EMPORIUM ROOM 6B, Section 1 Principal Behaviors and Associations with Teacher Motivation and Job Satisfaction	A
LEARNING EMPORIUM ROOM 6B Section 2 Strategic Planning to Advance Equity	A
LEARNING EMPORIUM ROOM 6B Section 3 Making School Relevant: A Guide to Global-Ready Career Readiness in Districts	C
LEARNING EMPORIUM I ROOM 6B, Section 4 Innovation in Schools: A Systems Approach	A
LEARNING EMPORIUM I ROOM 6B, Section 5 Learning, Leading and Networking with AASA's Leadership Network	C
LEARNING EMPORIUM I ROOM 6B, Section 6 Why MIT's Fab Foundation Keeps Sending School Districts to Chattanooga	A



3:45 – 4:45PM	
LEARNING EMPORIUM I ROOM 6B, Section 1 25 Tips and Tricks for New and Aspiring Superintendents	A L
LEARNING EMPORIUM I ROOM 6B, Section 2 Summer Learning: New Core Strategy for Closing Our Achievement Gaps	AL
LEARNING EMPORIUM I ROOM 6B, Section 3 Personalized Education: Buzzword or Game Changer?	CI
LEARNING EMPORIUM I ROOM 6B, Section 4 Leadership for Collective Efficacy: One District's Story of Math Improvement	A L
LEARNING EMPORIUM I ROOM 6B, Section 5 Advisory, Enrichment & Intervention Period to Meet Students' Needs	SE
LEARNING EMPORIUM I ROOM 6B, Section 6 Using Social Media to Build Community Engagement in Your District	SE
ROOM 8 Legal Update: Recent Developments Related to Discrimination and Civil Rights	A L
ROOM 5A A Session for Retired Superintendents: Starting Your Own Business	A L
ROOM 11B African American Female Initiative: Collaboration in Pursuit of Equity	A L
ROOM 2 Leveraging Shared Language, Data to Ease Student Transitions, Predict Success	AL
ROOM 11A The 100x Leader: How to Become Someone Worth Following	A L
ROOM 7B Getting Beyond the Buzzwords: SEL, School Climate and Student Agency	SE
ROOM 9 American Overseas Schools	A L
ROOM 5B Student Voice: From Invisible to Invaluable	A L
ROOM 3 AASA 2020 State of the Superintendency Report	A L
ROOM 4 Hunger, Race, Ethnicity and Culture	A L
ROOM 10 Including All Kids in STEM Opportunities	CI
ROOM 1B Leading with SEL: Social and Emotional Learning Toolkit for School Superintendents	C I
THOUGHT LEADER ROOM 6D Sobol Lecture — Where Teachers Thrive: Organizing Schools For Success	PL
4 – 5:30PM	
Shuttle Service	



7 - 9AM

Shuttle Service

7:30 - 9AM

ROOM 6C

BOLD WOMEN — BOLD COFFEE NETWORKING BREAKFAST

Join AASA President Deb Kerr and other female leaders in education for a networking breakfast! The session features internationally recognized educational leader and practitioner Linda Darling-Hammond, a former Stanford professor, leading researcher and currently serving as the president of California's State Board of Education. Along with the opportunity to be inspired by Darling-Hammond, other leaders share their stories of being brave, bold and brilliant in their work.

Presenter:

Linda Darling-Hammond, President and CEO, Learning Policy Institute, Palo Alto, CA





7:30AM - 5PM

Registration Hours | Lobby

7:30AM - 5PM

Bookstore Hours | Lobby

8 – 9AM

LEARNING EMPORIUM

ROOM 6B, Section 1

EVIDENCE-BASED LEADERSHIP: EVALUATING SCHOOL IMPROVEMENT INITIATIVES USING ADVANCED ANALYTICS

Today's accountability environment is exerting additional pressure on local school districts and leaders to document the impact of their programs and expenditures. Leaders must create an infrastructure where data can be efficiently collected and accurately analyzed to support evidence-based decisions and inform how resources should be allocated to improve student learning and ensure educational equity. Presenters discuss how their districts are using the cycle of inquiry and action research to gain better visibility into the whole child for every child and making decisions based on science and evidence.

Presenters:

Matthew Joynt, Superintendent, Mequon-Thiensville School District, Mequon, WI

Demond Means, Superintendent, Clarke County School District, Athens, GA

Kate Storey, Senior Associate, ECRA Group, Schaumburg, IL

LEARNING EMPORIUM

ROOM 6B, Section 2

LEVEL UP LANGUAGE AND LITERACY TO CLOSE THE **ACHIEVEMENT GAP**

Children from low-income environments come to school with fewer words and less exposure to high-level language. This language gap before kindergarten contributes to the achievement gap in schools. Analyze the levels of language upon which college- and career-ready standards are based. Explore ways to level up school and district expectations, methods and strategies by immersing students in the effective and meaningful use of language to acquire, expand and demonstrate knowledge and critical thinking.

Presenters:

Teresa Hill, Superintendent, South Holland School District 151, South Holland, IL

Chevia Rush, Assistant Principal, South Holland School District 151, South Holland, IL

LEARNING EMPORIUM

ROOM 6B. Section 3

(STREAM) UPGRADING LEARNING AND TRANSFORMING SPACES

Learn how school districts partner with community leaders to create an interdisciplinary space that supports brainstorming, invention, research, creation and presentation so that learning is authentic engaging and meaningful. STREAM — science, technology, research, engineering, arts and mathematics — is a culture of learning that requires students to be innovators and problem solvers. This new culture of STREAM includes supporting students to be research experts, critical thinkers and creators of solutions. This presentation shares information on a capstone-like curriculum that includes a fabrication lab, audio lab, video lab, presentation room and brainstorm areas.

Presenters:

Susan Lang, Retired Superintendent, Wyoming City Schools, Wyoming, OH, and President of K-12 Education, Newsbank, Naples, FL

Michelle Shafer, Director of Teaching and Learning, Maumee City Schools, Maumee, OH



🔼 Administration and Leadership 🛛 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

8 – 9AM

LEARNING EMPORIUM

ROOM 6B, Section 4

MAKING TRANSFORMATIVE CHANGE A REALITY

Are you ready to make that big shift happen? Ohio's Fairview Park City Schools has been identified as one of only eight 2019 ICLE Innovative Districts in the country by the International Center for Leadership in Education. Break through those change barriers without breaking your budget or starting labor wars. (OK, there may be a few skirmishes!) Receive immediately applicable, innovative strategies to turbocharge your leadership engine, make the colossal shifts in teaching and learning you've always wanted, balance (or not) high tech with high touch and achieve that goal of all truly meaning all. Fasten your seat belts and start your engines as we make change happen!

Presenters:

Sarah Eppler, Teacher of the Year, Fairview Park City Schools, Fairview Park, OH

Chris Vicha, 6-12 Campus Principal, Fairview Park City Schools, Fairview Park, OH

Bill Wagner, Superintendent, Fairview Park City Schools, Fairview Park, OH

Melanie Wightman, Director of Teaching & Learning, Fairview Park City Schools, Fairview Park, OH

LEARNING EMPORIUM

ROOM 6B, Section 5

AN INNOVATIVE SOLUTION: LEADING THE **MOVEMENT FROM AT-RISK TO OPPORTUNITY**

Last school year, Wichita Public Schools implemented the Opportunity Teacher Leader Academy to provide selective, rigorous leadership training for identified teacher leaders who, through their impact, will provide an equitable educational environment for all students. Wichita Public Schools does not see their at-risk student population as those who are severely under-performing or those who are not reachable; rather, they see them as an opportunity for significant growth and success. With the support of graduate-level instruction and a close community culture, the selected staff has shown great gains in their leadership abilities and are already making positive changes in their buildings for the benefit of all students.

Phyllis Cottner, Magnet Department Curriculum Lead, Wichita Public Schools, Wichita, KS

Terrell Davis, Executive Director of Public Affairs and Special Projects, Wichita Public Schools, Wichita, KS

Benjamin Reed, Program Specialist, Wichita Public Schools, Wichita, KS

Alicia Thompson, Superintendent, Wichita Public Schools, Wichita, KS

LEARNING EMPORIUM

ROOM 6B, Section 6

OWN YOUR BRAND, TELL YOUR STORY AND **ENGAGE YOUR COMMUNITY**

Branding for school districts is not a new concept, but it is an ever-changing and intimidating one. Being able to adapt and keep up with the many trends of communication and branding can seem like throwing a handful of darts at a dartboard and hoping to hit the bullseye. Branding at its core is how we want people to feel, think and act when they hear, see and/or experience our school districts. In its simplest form, it's telling your story. Join staff from Arlington Heights School District 25 (K-8) and High School District 214 to hear how each branded their district by getting in touch with their identities. Hear how each district successfully engages its communities using different messaging and different tactics. Leave this session reinvigorated and inspired to further your district's brand with tactical and applicable branding ideas that you can implement the minute you leave.

Presenters:

Lori Bein, Superintendent, Arlington Heights School District 25, Arlington Heights, IL

Adam Harris, Head of Communications and Storytelling, Arlington Heights School District 25, Arlington Heights, IL Patrick Mogge, Director of Community Engagement & Outreach, High School District 214, Arlington Heights, IL David Schuler, Superintendent, High School District 214, Arlington Heights, IL

ROOM 1B

BUILDING SCHOOL CULTURE FROM THE INSIDE

Building a strong school culture should be the first priority of every school leader. It is proven to decrease bullying, enhance academic performance and increase student engagement. This session reveals a framework for giving students a voice and empowering them to take ownership of their school, so you won't have to do it all alone! Led by award-winning producer and nationally certified counselor JC Pohl, this session focuses on tested methods that build resiliency, develop positive culture, and connect students across your campus and community.

Presenters:

JC Pohl, LMFT, President and CEO, TEEN TRUTH, Austin, TX Matt Waldschmidt, National Sales Manager, Lifetouch, Chicago, IL

Lifetouch



ROOM 8

BUILDING SYSTEMS FOR LONG-TERM PRINCIPAL LEARNING AND SUPPORT

What comes after building the capacity of principal supervisors? Developing systems that ensure that principals constantly get the professional learning and support they need to successfully lead their schools! Learn how leaders in Bellevue, WA, and Greenville County, SC, went beyond providing professional development for principal supervisors to create central offices that consistently think about what principals need next. Hear how these districts came to consensus on the role of principals, developed consistent routines and practices for principal supervisors, and developed coherent professional learning for principals that goes beyond one-on-one work with principal supervisors. In addition to hearing from district leaders, engage with tools that can help you assess your current state of principal support, generate ideas for action and learning, as well as consider concrete next steps to take upon returning home.

Presenters:

Sandy Austin, *Project Director*, UW Center for Educational Leadership, Seattle, WA

Eva Collins, *Deputy Superintendent,* Bellevue School District, Bellevue, WA

Karen Kapp, *Director of Staff and Leadership Development,* Greenville County Schools, Greenville, SC

Max Silverman, *Executive Director*, UW Center for Educational Leadership, Seattle, WA

ROOM 11B

LEVERAGING SEL TO SUPPORT STUDENTS WHO EXPERIENCE TRAUMA

New Hanover County Schools has partnered with RTI International's Center for Education and two other North Carolina school districts, Johnston County Public Schools and Surry County Schools, to positively support youth behavior by promoting evidence-based adult practices that cultivate safe and supportive schools. When embraced by all hands—teachers, principals, counselors, SROs and community members—these practices foster stronger adult—student relationships to better support students who have experienced trauma. During this session, district leaders and RTI researchers share promising practices for implementing social and emotional learning strategies.

Presenters:

Fredrica Nash, *Education Consultant,* RTI International, Durham, NC

Angela Quick, *Director*, RTI International, Durham, NC **Julie Varnam**, *Assistant Superintendent of Student Support Services*, New Hanover County Schools, Wilmington, NC

ROOM 5A

CTE: EXPANDING OPTIONS FOR ALL STUDENTS AND CREATING PATHWAYS FOR SUCCESS

More and more districts across the country are recognizing the value of career and technical education. They are expanding CTE programs and creating programs of study that are rigorous and aligned with postsecondary education and career pathways. Recent research has found that students who concentrate in CTE are more likely to go to college than otherwise equivalent students who do not, and a quality CTE program can reduce the dropout rate by as much as 6%. Join presenters from the Association for Career & Technical Education and three leading school districts for a discussion on the benefits of a rigorous CTE program to increase opportunities for all students while maximizing academic outcomes.

Presenters:

Brian Bachtel, *Director of Career Technical Education*, Kent City Schools, Kent, OH

Sandra Cerny, CTE Credentialed Teacher, Temecula Unified School District, Temecula, CA

Michael Connet, Associate Deputy Executive Director, Association for Career & Technical Education, Alexandria, VA Kerrie Torres, Assistant Superintendent, Brea Olinda Unified School District, Brea, CA

ROOM 5B

LAYING THE FOUNDATION FOR CULTURALLY RESPONSIVE PRACTICES IN VIRGINIA BEACH CITY PUBLIC SCHOOLS

A vision for cultural responsiveness starts at the top. This session outlines how Virginia Beach City Public Schools integrated culturally responsive practices to respond to the diverse needs of students in the school district. Engage in thoughtful reflection and discuss ways to leverage instructional leadership to foster a systematic approach to cultural responsiveness.

Presenters:

Nicole DeVries, Director of K–12 and Gifted Programs, Virginia Beach City Public Schools, Virginia Beach, VA LaQuiche Parrott, Director of Opportunity and Achievement, Virginia Beach City Public Schools, Virginia Beach, VA Kipp Rogers, Chief Academic Officer, Virginia Beach City Public Schools, Virginia Beach, VA

Aaron Spence, *Superintendent,* Virginia Beach City Public Schools, Virginia Beach, VA

SUPERINTENDENTS WHO BLOG

The AASA website maintains a directory of all superintendents who blog about professional issues in school system leadership. If you'd like to be added to the list, contact magazine@aasa.org.



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🛮 🔑 Professional Learning 🔀 School Environment

8 – 9AM

ROOM 2

MAKE A SMOOTH EXIT WITH AN EFFECTIVE SUCCESSION PLAN

Much has been written about entry plans to new positions, but little is devoted to preparing for one's departure from the district. The outgoing superintendent can be a major contributor to an optimum succession. The transition plan can also be a beneficial resource for the incoming superintendent who needs access to both people and data. Three successful veteran superintendents — one current and two mentors/ instructors in the AASA-USC Urban Superintendents Academy Program — offer practical advice on how to get the job and then design and implement a transition plan. Learn about the key elements of a transition plan through a suggested model, engage in interactive activities that include working on a preliminary transition plan, and have the opportunity to share related experiences.

Presenters:

Carmella Franco, Retired Superintendent and Mentor, AASA/ USC Urban Superintendents Academy Program, Whittier, CA Maria Ott, Clinical Professor and Retired Superintendent, USC Rossier School of Education, Los Angeles, CA

Ruth Perez, Superintendent, Paramount Unified School District, Paramount, CA

ROOM 3

COUNTING YOUNG CHILDREN IN THE 2020 CENSUS: WHAT SUPERINTENDENTS CAN DO

In 2010, the decennial census missed more than 2 million young children, or one in 10. Because decennial census data are used to allocate Title 1 and special education funding, many school districts did not receive their fair share of federal funding. Review what superintendents can do to ensure all kids are counted in 2020. Learn which children are missed and why, and become familiar with tools that superintendents can use to improve the count in their districts with just a little effort and staff time.

Presenter:

Deborah Stein, Network Director, Partnership for America's Children, Washington, DC

ROOM 4

YOUTH APPRENTICESHIP PATHWAYS FOR STUDENT SUCCESS

AASA and the United States Department of Labor are working together to promote youth apprenticeships — an exciting career and college readiness pathway with the potential to impact millions of students. This session shares videos and toolkit resources developed from site visits and summits held across the country and shares insights from leaders of Denver Public Schools and the Cherry Creek School District on the success and impact of youth apprenticeships in Colorado.

Presenters:

Sarah Grobbel, Assistant Superintendent of Career and Innovation, Cherry Creek School District, Greenwood Village, CO Bryan Joffe, Project Director, AASA, Alexandria, VA Bernard McCune, Senior Executive Director, Denver Public Schools, Denver, CO

ROOM 11A

PREPARING FOR THE ADMINISTRATIVE JOB **SEARCH**

Learn how to make a good first impression in your job search. Presenters cover how to research potential job openings, prepare a letter of application and resume, network effectively, prepare for the interview, use effective interviewing techniques and negotiate a contract.

Presenters:

Thomas Jacobson, CEO, McPherson & Jacobson, LLC, Omaha, NE

Steve Joel, Consultant, McPherson & Jacobson, LLC, Omaha, NE

ROOM 7B

INSURANCE RECOVERY FOR SCHOOL DISTRICTS

National Fire Adjustment Co., Inc. (NFA) represents school districts when insurable losses occur (i.e., fire, hurricane, wind, water, flood, explosion, collapse). At the inception of the loss, the insurance company assembles its team of experts to determine the damage assessment from their perspective and minimize the insurance recovery. NFA is an advocate for school districts and attempt to maximize what they are entitled to under the terms and conditions of insuring agreements. NFA assembles its team of experts (i.e., building estimators, contents estimators and CPAs) to ensure districts are utilizing all areas of the insurance policy and maximizing the TOTAL claim recovery.

Presenter:

John Donnelley, Executive Director, National Fire Adjustment Co., Inc., Amherst, NY

ROOM 10

THE HAPPINESS ADVANTAGE IN EDUCATION: CREATING POSITIVE, HIGH-PERFORMING SCHOOLS

Today the world's best schools are engaged in creating positive cultures to enhance education. Positive environments are performance enhancers. They are characterized by higher productivity, less turnover and absenteeism, and more resilient cultures. Based on Harvard positive psychology expert Shawn Achor's best-selling book *The Happiness Advantage*, this session shares how the latest research on positive psychology in education can be applied to the benefit of your district. Discover new ways in which you can achieve greater happiness for yourself and realize your potential to impact others. Leave with the mindset and skillset to create positive change around you, enhancing your own well-being and that of others.

Presenter:

Devin Hughes, Chief Inspiration Officer, ITLN, San Diego, CA

ROOM 9

SCHOOL SAFETY: ASSURED PEACE OF MIND AND PROTECTION FROM COMMON AND EXTREME VIOLENCE WITH SMART SHIELD

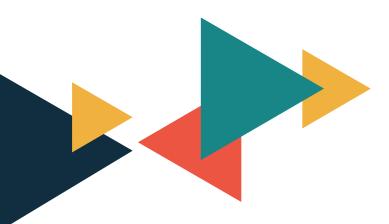
Armor At Hand introduces the Smart Shield, a new defensive way to be more prepared and equipped to defend against violence. The Smart Shield offers instant physical protection and real-time notification to staff, security resource officers (SROs) and first responders in the event of a potentially harmful situation. A demo of the Smart Shield's ability to provide protection, send smart alerts and illustrate how help is on the way is provided at this session. Hands-on training sessions are also available after the Q&A to help people understand how best to use the Smart Shield. Overall, the Smart Shield offers a new level of preparedness and peace of mind at a lower cost.

Presenter:

Chad Ahrens, CEO, Armor At Hand, Hermosa Beach, CA

8AM – 3PM

Job Central | ROOM 6E



9 - 11AM

GENERAL SESSION

Hall A

AASA PAST PRESIDENT INTRODUCTIONS

THE SOURCEWELL HELPING HANDS MINI-GRANT PROGRAM



AASA WOMEN IN SCHOOL LEADERSHIP AWARD



KEYNOTE

THE POSSIBILITIES AND CHALLENGES OF PERSONALIZING EDUCATION

Grounded in the sciences of learning and development, Linda Darling-Hammond discusses why and how thoughtful personalization, through strong relationships and connections to learners' prior knowledge and experiences, is critical to effective education and can help reverse the results of adverse conditions in children's lives. Understand how thoughtless approaches to "personalization" that substitute technology for teachers and reduce opportunities for collaboration can undermine learning. The goal of the discussion is to help leaders consider how to design schools and systems for effective personalization that supports student success for the wide range of learners in today's schools.

Presenter:

Linda Darling-Hammond, *President and CEO*, Learning Policy Institute, Palo Alto, CA

11AM – 12NOON

Exhibit Hall, Booth 247 BLESSINGS IN A BACKPACK STUFFING

Approximately 13 million children struggle with hunger on a regular basis. AASA and Sourcewell are proud to partner with Blessings in a Backpack (BIB) during the 2020 National Conference on Education to help provide food on weekends for elementary students who qualify for their schools' free and reduced-price meal program. We will be stuffing bags in Booth 247 on the Exhibit Hall floor to be donated to a local San Diego school. Please come volunteer!





11AM - 2:30PM

Exhibit Hall Hours | Exhibit Hall B1



🔼 Administration and Leadership 🛛 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

11:15AM - 12:15PM

LEARNING EMPORIUM

ROOM 6B, Section 1

THE POWER BEHIND COLLABORATIVE AND INNOVATIVE DISTRICT AND SCHOOL LEADERS

District and school leaders showcase how collaborative and reflective structures have impacted the district's ability to scale instructional initiatives. Build your knowledge around the journey of the district and have access to the district's processes and tools that have allowed innovative change management to happen effectively. This session is for district and school leaders who are looking for a way to explore risk-taking environments, build stronger communities of best practices, and create learning cycles that impact learning environments.

Presenters:

Garett Brazina, Principal, Seldens Landing Elementary School, Leesburg, VA

Kelly Freiheit, Associate Partner, Education Elements, Inc., Washington, DC

Elaine Layman, Elementary Supervisor, Loudoun County Public Schools, Ashburn, VA

Neil Slevin, Director of Teaching and Learning, Loudoun County Public Schools, Ashburn, VA

Natalie Woods, Associate Partner, Education Elements, Inc., Washington, DC

LEARNING EMPORIUM

ROOM 6B, Section 2

BUILDING COMMUNITY BRIDGES THROUGH **EQUITY**

Learn the five strategies that the superintendent and board of Crete Monee School District 201 U used to bridge four racially diverse communities through the equity lens to help students achieve: (1) strategic planning, (2) social engagement of community leaders, (3) equity audit, (4) professional development and (5) communication.

Presenters:

Rochelle Clark, Assistant Superintendent of District Affairs, Crete Monee School District 201 U, Crete, IL

Kara Coglianese, Superintendent, Crete Monee School District 201 U, Crete, IL

Jeanine Galbraith, Board Member, Crete Monee School District 201 U, Crete, IL

Nakia Hall, Board Member, Crete Monee School District 201 U, Crete, IL

LEARNING EMPORIUM

ROOM 6B, Section 3

THE LITERACY IMPERATIVE

Recent NAEP scores have confirmed what many have long suspected — that our approach to providing universal literacy is failing too many children. This comes at a terrible time for our children who are going to be entering into a workforce that requires ever higher literacy and the associated critical thinking skills. Join Dr. Benjamin Heuston, CEO of Waterford.org, to learn about effective policies and practices to help provide literacy for all children in your district.

Presenter:

Benjamin Heuston, Chief Executive Officer, Waterford, Salt Lake City, UT

LEARNING EMPORIUM

ROOM 6B, Section 4

GREEN SCHOOLS: HEALTHY CHILDREN, INNOVATIVE PROGRAMMING, SAVING MONEY AND RESOURCES

Encinitas Union School District, CA, and Whitefish School District, MT, have prioritized sustainability, resulting in the conservation of resources, improvement of health and wellness, and a drive for innovative learning. Together, they are collaborating on best practices in sustainability education as catalyst schools through the Green Schools National Network. Through targeted and collaborative practices that rely on feedback and data, such as classroom energy management plans and vermicomposting, these districts are reducing their expenditures and saving resources. Learn the key levers these two districts used to launch and sustain green success through a systems approach. Additionally, learn about collaboration opportunities for districts starting or continuing this transformational change. Leave with connections to support your district's efforts to be green, healthy and sustainable. Whether a large district or a rural district, this session provides concrete actions steps to foster sustainable practices.

Presenters:

Timothy Baird, Retired Superintendent, Encinitas Union School District, Encinitas, CA

Ryder Delaloye, Director, Whitefish School District, Whitefish,

Andree Grey, Superintendent, Encinitas Union School District, Encinitas, CA



LEARNING EMPORIUM

ROOM 6B, Section 5

WHAT IF EVERY CHILD CAME TO KINDERGARTEN ON DAY 1 READY TO LEARN

Wichita Falls Independent School District in Texas believes every student deserves to begin his or her academic career at the same starting line. It's an issue of fairness and equity, certainly, but it's also a practical matter. When students fall behind in the earliest years of their education, around ages 5–7, it becomes much more difficult to bring them to gradelevel reading as they grow. Simply put, the biggest bang for our buck in developing strong students across grade levels comes from starting early and making sure they have a solid foundation. By combining federal, state and district funds and bringing in innovation, we have been able to serve 95% of entering kindergartners prior to starting kindergarten.

Presenters:

Michael Kuhrt, *Superintendent*, Wichita Falls Independent School District, Wichita Falls, TX

Howard Stephenson, Former Utah State Senator, Draper, UT

LEARNING EMPORIUM

ROOM 6B, Section 6

AIKEN WORKS — PREPARING TOMORROW'S WORKFORCE FOR POSTSECONDARY SUCCESS

Timely, dedicated, efficient and creative employees are essential to prosperous organizations. Aiken Works is a collaborative to redefine individual success and provide opportunities to ensure highly competent future employees. Aiken Works partners with local employers to prepare students for the workforce through authentic hands-on experiences, including registered apprenticeships, internships, job shadows and cooperative education. The initiative allows Aiken County's students to not only graduate with credentials, but also develop employable skillsets while building a highly capable future workforce for the community. Part marketing initiative, part framework for work-based learning, Aiken Works aims to encourage multiple pathways to postsecondary success. This session focuses on the principles and goals behind Aiken Works, as well as the community collaborative effort process. Presenters draw from personal backgrounds and experiences as workforce development specialists and educators to bring this community collaborative effort to life.

Presenters:

Sean Alford, *Superintendent,* Aiken County School District, Aiken, SC

Larry Millstead, Aiken Works Coordinator, Aiken County School District, Aiken, SC ROUNDTABLE

Table #1

SE STRATEGICALLY BOOST MORALE IN YOUR SCHOOLS AND ACROSS THE DISTRICT!

Is morale in your district at an all-time low? Have you or your team focused any time and energy to explore the many facets of morale? Are you open to listening to the concerns and issues from your faculty and staff as well as participating in difficult conversations centered around feelings, perceptions and ways to improve? This session shares a blueprint for school and district leaders who are willing to address the moving target and emotional topic of morale. Examples from two school districts are shared and articles and resources are provided to help guide courageous leaders who are willing to work alongside faculty and staff and empower key staff to take action toward boosting morale in their districts. Attending this session and exploring the topic of morale with your faculty and staff is the first positive step to improvement!

Presenter:

Allyn Roche, *Superintendent,* Upper Perkiomen School District, Pennsburg, PA

ROUNDTABLE

Table #2

#BEAPRENEUR, ANYPRENEUR

The job market is changing at unprecedented levels: 47% of U.S. jobs are at high risk of automation in the next few decades. We have hardly an idea of what kind of jobs our kindergarteners will have when they grow up, so we must teach them how to survive in an ever-changing economy. The presenter encourages you and your teams to #beapreneur, anypreneur. Pick what gives you energy, what excites you, what makes your heart beat just a little faster, and then figure out how to innovate, disrupt and do better, bolder things with that. When we don't know what jobs are going to exist 10 years from now, we have to teach kids to create their own!

Presenter:

Alefiya Master, Founder and CEO, MAD-learn, Atlanta, GA

ROUNDTABLE

Table #3

FEMALE SUPERINTENDENTS IN RURAL SCHOOLS

Explore what it takes to secure and maintain a superintendency in a rural school.

Presenter:

Jessi Milam, *Superintendent,* Utopia Independent School District, Utopia, TX



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🛮 🔑 Professional Learning 🔀 School Environment



ROUNDTABLE

Table #4

EXPANDING ACCESS, OUTCOMES AND RIGOR WITH AN INTERNATIONAL CURRICULUM

The School District of Palm Beach County has narrowed the opportunity gap in postsecondary preparedness and graduation rates among students of diverse backgrounds by increasing both participation and performance in accelerated course enrollment and outcomes. Results include a 91% graduation rate, a 15.6% increase in participation in accelerated courses overall, and a steadily increasing success rate on accelerated end-of-course assessments — from 50% to 79%. Learn how this large urban district accomplished this task by implementing an internationally recognized program of instruction and assessment that opens access and opportunities to rigorous coursework and potential for earning college credit, while being inclusive of students from a wide variety of backgrounds. Further, hear from a higher education leader about how this program prepares students for postsecondary success.

Presenters:

Lauren Sefton, Senior Associate Director of Admission, Rhodes College, Memphis, TN

Becky Youngman, Manager of Accelerated Academics and College Readiness, School District of Palm Beach County, West Palm Beach, FL

ROUNDTABLE

Table #5

GII ARE YOU JUST MY TEACHER?

Gain an understanding of and active approach to socialemotional learning. Learn about the significance of socialemotional learning and how to identify strategies to support engaging the whole child in the learning process.

Arleen Kennedy, Superintendent, St. David Unified School District, St. David, AZ

ROUNDTABLE

Table #6

3, 2, 1, (NET) ZERO: SUSTAINABLE DESIGN LIFTOFFS VIA SOLAR POWER

It is possible to achieve net-zero building outcomes through photovoltaic components. The key educational outcomes are highlighted through a real-world case study of one of the largest onsite renewable energy projects on a K-12 campus, from conceptual study phase through the engineering phase, bid phase and, ultimately, the construction phase.

Presenter:

Mark Madorsky, President, LEAF Engineers, Houston, TX

ROUNDTABLE

Table #7

TEAM OF 16: BUILDING TRUST BEYOND THE **TEAM OF 8**

Trust extends beyond the school board and superintendent in Community Independent School District (CISD). CISD has created an innovative Team of 16 training that includes all board members, their spouses and the superintendent's spouse. The training is designed to create a culture and responsibility of advocating and protecting the role of being a board member. Hear researched-based strategies for building trust and transparency among the superintendent, the board and the support system for board members.

Presenter:

Roosevelt Nivens, Superintendent, Community Independent School District, Nevada, TX

ROUNDTABLE

Table #8

CREATING EFFECTIVE FAMILY-SCHOOL PARTNERSHIPS: STRATEGIC ENGAGEMENT FOR STUDENT SUCCESS

How can we create sustainable, meaningful parent engagement that promotes student achievement? What are the research-based components of effective family engagement? The trends in family engagement have broadened from random, discrete activities that parents attend to building the capacity of staff and parents to form true partnerships for shared responsibility in student achievement. This session demonstrates capacity-building practices that are manageable, transferable and aligned with ESSA and the U.S. Department of Education's dual capacity-building framework for family-school partnerships. Learn how to build the capacity of parents to engage in the key parent roles for school success; learn best practices of districts with dynamic family-school partnerships; hear success stories from districts providing systemic, integrated and sustainable family engagement; and experience core parenting practices that are linked to learning.

Presenter:

Patty Bunker, National Director, Family Engagement and Training, Family Leadership, Inc., Fresno, CA

ROUNDTABLE

Table #9

INNOVATION ACROSS THE CURVE: SHIFTING PEDAGOGY IN EVERY CLASSROOM

More schools are investing in technology; however, providing devices without support can at best result in minor change in student outcomes and at worst harm them. Teachers need support to shift their skillset and mindset to realize the full impact of these tools. This takes more than a day of professional development. It takes a program that provides ongoing support and addresses the need for a shift in thinking. Hear about successes from schools engaging in such a program and explore how to positively impact your schools and adopt future-ready pedagogies.

Presenter:

Chris Bell, Chief Operating Officer, EdTech Team, Irvine, CA

ROUNDTABLE

Table #10

THE FINKLEY EXPERIENCE: COLLEGE READINESS TECHNIQUES FOR FIRST-GEN STUDENTS

Many institutions of higher education are catering to first-generation college students by offering scholarships and academic and social organizations/programs. Learn how to help and guide first-generation students through the college application process. Topics include College F.I.T., financial aid/scholarships and alternative options.

Presenter:

Michael Finkley, Founder/Executive Director, The Finkley Experience, Sumter, SC

ROUNDTABLE

Table #11

SE AT YOUR SERVICE . . . OR NOT?

In this era of competition from charters, privates and parochials, every public school system needs to embrace a customer service culture that provides a welcoming experience to all families and students. Great customer service conveys that schools care deeply about the relationship with families and students and it increases parent involvement in their children's education. Hear about actual "mystery shopping" experiences in schools and learn what makes a great customer experience in the front office, over the phone and through email. Eight essential areas grounded in research are explored that will guide school leaders to reflect on their own school system's customer service culture, commitment and practices. Then, learn what it takes to move your school system from ordinary to exemplary in customer service and become the top choice for every family.

Presenter:

Barbara Hunter, *President/CEO,* Hunter Communications, Alexandria, VA

ROUNDTABLE

Table #12

MORE SOCIAL, LESS MEDIA: BUILDING KEY FINANCIAL PARTNERSHIPS FOR YOUR DISTRICT ONE HANDSHAKE AT A TIME

Learn about the importance of building and using relationships, multiple district buying power, local and national business and philanthropy contacts, and strong negotiation tactics to create win/win partnerships that get your district more services, more money or both.

Presenters:

Kerrie Ackerson, Development Director, Cooperative Educational Service Agency 10, Chippewa Falls, WI Aaron Malczewski, Business Development Director, Cooperative Educational Service Agency 7, Green Bay, WI Craig Olson, Superintendent, Hayward Community School District, Hayward, WI

ROUNDTABLE

Table #14

DEVELOPING A CULTURE OF LEARNING FOR ALL FROM THE DISTRICT OFFICE

Learn about the systems and processes necessary to lead school district improvement from a school district that has become a state leader in student performance despite challenging student demographics. Hear about the essential practices required to develop and maintain a collective culture that supports high levels of learning for all students. The presentation demonstrates how to engage the entire system of educators in improving student learning through cooperative, collaborative professional learning. Leave with actionable strategies and tools to help district leaders build deep clarity around focus of their district, develop a practical roadmap of how to complete the work, and communicate the sense of the importance that leaders build their capacity and the capacity of their teams.

Presenter:

Mark Johnson, Superintendent, Chetek-Weyerhaeuser Area School District, Chetek, WI





Administration and Leadership 🐧 Curriculum and Instruction 📫 Professional Learning 🐧 School Environment

11:15AM - 12:15PM

ROOM 1B

EVERY STUDENT BELONGS: PERSONALIZING STUDENT SUPPORTS IN OGDEN SCHOOL DISTRICT

At Ogden School District in Utah, students enter the school system at vastly different academic levels and experience struggles that notably differ from one student to another. The majority of the 11,500 students in the district live in poverty, and the district has identified high rates of chronic absenteeism, high-school dropout, teenage pregnancy and suicide. Faced with these challenges, Ogden made it a strategic focus to personalize student supports with a mission to improve academic outcomes, including goals of double-digit increases in graduation and on-track literacy rates.

Explore how Ogden School District is improving student outcomes by:

- Building a common system and language to evaluate student progress across academics, behavior, attendance and social-emotional learning
- Ensuring students have a solid relationship with at least one adult at their school, improving sense of belonging, and connecting relationships to increased graduation rates
- ▶ Intervening early and proactively to change the trajectory of student outcomes and to provide a skillset for success by building and scaling a district-wide Multi-Tiered System of Supports (MTSS)

Presenters:

Chad Carpenter, Assistant Superintendent, Student Advocacy Services, Ogden School District, Ogden, UT

Richard Nye, Superintendent, Ogden School District, Ogden, UT Ben Smith, Account Director, Panorama Education, Providence, RI





ROOM 11B

OUTDOOR STEM + SEL + 21ST = SUCCESS FOR STUDENTS IMPACTED BY POVERTY

Experiential learning outdoors integrates and improves STEM, SEL and 21st-century skill-building initiatives, unlocking performance for all students by creating a more interesting, focused and student-driven learning environment. With the right professional development, teachers can lead engaging and effective STEM lessons outdoors and enhance student understanding with opportunities to build SEL and 21st-century skills. By helping students in low-income schools get excited about STEM subjects while building "soft" skills, teachers give students the tools they'll need to pursue and succeed in one of many interesting, rewarding and plentiful STEM careers.

Presenters:

Angela Chapman, Chief of Transformation and Leadership, Columbus City Schools, Columbus, OH

Monica Goldson, CEO, Prince George's County Public Schools, Upper Marlboro, MD

Hank Harris, President, Human Capital Enterprises, Washington, DC

Jeanne McCarty, CEO, Out Teach, Washington, DC

ROOM 3

AASA PRESIDENT-ELECT CANDIDATES FORUM

The candidates for AASA President-Elect have the opportunity to respond to questions from the chair of the AASA Election Committee as well as members attending the National Conference on Education.

Moderator:

Chris Gaines, Superintendent, Mehlville School District, St. Louis, MO

ROOM 9

REDEFINING READY! & VISION 2025: STUDENT **SCORECARD MEASURING SUCCESSFUL FUTURES**

Mansfield ISD has experienced incredible growth in student achievement by applying the district's continuous improvement process, Cadence of Accountability (COA), to its innovative one-page strategic plan, Vision 2020. Learn how MISD is now taking the COA process to the student level through the development and implementation of Vision 2025. Vision 2025 encompasses the essence of Redefining Ready! by guiding each of the district's 35,000 students through an individualized plan to ensure each is college, career and life ready. Students, parents, counselors, teachers and administrators work together to plan and track student progress through the student's digital scorecard.

Presenters:

Kimberley Cantu, Deputy Superintendent, Mansfield Independent School District, Mansfield, TX Josh Garcia, Executive Director of Instructional Support, Mansfield Independent School District, Mansfield, TX Sean Scott, Associate Superintendent for Curriculum, Instruction & Accountability, Mansfield Independent School District, Mansfield, TX



ROOM 8

DIGITAL EQUITY: EFFECTIVE STRATEGIES FOR SOLVING THE HOMEWORK GAP

Digital equity has been called the civil rights issue of our times. Students without home access to high-quality broadband connectivity are at a disadvantage, unable to realize the full power of digital learning. This discrepancy has been labeled as "the homework gap." Five million households with schoolage children do not have high-speed internet service at home. Low-income households — especially families in black and Hispanic homes — make up a disproportionate share of that 5 million. In this interactive conversation, learn how innovative superintendents are leveraging a wide variety of solutions to meet the challenges of digital equity in their school districts. Internal policies and practices as well as strategies involving partnerships with local businesses and community groups are shared.

Presenters.

Trey Holladay, *Superintendent,* Athens City Schools, Athens, AL **Matt Miller,** *Superintendent,* Lakota Local Schools, Liberty Township, OH

Valerie Truesdale, Assistant Executive Director, AASA, and CoSN Board Member, Alexandria, VA

ROOM 11A

HOW TO TAKE THAT BOOK INSIDE YOUR HEAD AND GET IT PUBLISHED

Have you wondered what to do about that idea for a book that's been floating around in your head? What does it take to get your work published professionally? Four school district administrators who've published a book within the past two years share their experiences of moving from concept to manuscript to polished work. They offer practical insights that you can apply in your own pursuit of book publishing. Publishers in the K-12 education field are always looking for worthwhile ideas from leaders working in the school trenches, but you need to know how to navigate the process to succeed. Time for questions for the panel is included in this session.

Presenters:

P.J. Caposey, *Superintendent,* Meridian Community Unit District, Stillman Valley, IL

Suzette Lovely, *Retired Superintendent, Education Consultant,* San Clemente, CA

Sam Miller, *Superintendent,* Central Rivers Area Education Agency, Cedar Falls, IA

Jarett Powers, *Superintendent,* Union Springs Central Schools, Union Springs, NY

ROOM 2

CONTINUOUS IMPROVEMENT: THE POWER OF COLLECTIVE LEADERSHIP AND COLLABORATIVE LEARNING

School and district leaders know the importance of having a system of continuous improvement and a school culture that embraces growth to advance student achievement. There are two key factors in developing those elements. First, schools must have effective leadership teams that enlist teacher leaders, principals and district administrators as instructional leaders to drive improvement and sustain student gains. Second, teachers need opportunities to improve their practice through collaborative professional learning with follow-up and coaching in the classroom to apply that learning. This session walks through steps district leaders can take to establish effective leadership and professional learning teams and to develop an infrastructure of teacher leaders who serve on school leadership teams and deliver quality professional learning, coaching and mentorship for their peers. Leave with a plan for developing collective leadership and collaborative learning teams and understand the how to utilize teacher leaders in the process.

Presenters:

Terry Lynn Hursey, *Principal,* Belle Morris Elementary School, Knox County Schools, Knoxville, TN

Patrice Pujol, Chief Strategy Officer, NIET, Nashville, TN Bob Thomas, Superintendent, Knox County Schools, Knoxville, TN Julie Thompson, Executive Director of Elementary Education, Knox County Schools, Knoxville, TN

ROOM 5B

HEALING OUR SYSTEMS AND MAKING IMPROVEMENT STICK

Leaders thrive when students and staff improve. We've chased fragmented initiatives in the hope of building a strong context for learning. Initiatives come and go with little impact on learning results or school culture. Research indicates that 70% of all change efforts fail. Success is tied to how the entire system behaves. Failure is rooted in broken systems and processes used to do the work, not the people themselves. Stated simply: We have good people with good intent working in broken systems. Learn why building a culture for continuous improvement means leaders and staff at every level of the organization have the mindsets and skillsets of improvement. They know how to reduce hassle within the system and work together to remove barriers for students, staff, families and the community. They routinely solve the problems that interfere with learning and work, hard wiring improved system processes and achieving results.

Presenter:

Patricia Greco, AASA Superintendent Mentor, Menomonee Falls, WI



🔼 Administration and Leadership 🛛 📵 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

11:15AM - 12:15PM

ROOM 7B

SE SCHOOL SAFETY 101: USING BEHAVIOR THREAT ASSESSMENT TEAMS TO AVERT DISASTER

School safety practices in these modern times have created a need for a multifaceted approach to crisis prevention and response. A nationally recognized school safety expert and veteran educator/school resource officer describe 21stcentury threats to student safety and explain Behavioral Threat Assessment Teams (BAT), a social systems approach to mitigation practices to help prevent violence in schools.

Presenter:

Steve Webb, Founder, Safe School Systems, Tunnel Hill, IL

ROOM 5A

SE STAYING ON TOP OF SOCIAL MEDIA TRENDS: WHY YOU DON'T NEED TO BE ON TIKTOK, BUT YOU **SHOULD KNOW WHAT IT IS**

Educators are exposed to some of the hottest social media trends in real time thanks to students. Sometimes these platforms are appropriate for school leaders to be on - it certainly turned out great for Twitter! Sometimes it's really not necessary. School leaders share the social media platforms you should be building a presence on, what fads to be aware of and why you definitely don't need to be on TikTok, unless you're trying to go viral like some singing superintendents do.

Presenters:

Katrise Perera (Moderator), Superintendent, Gresham-Barlow School District, Gresham, OR

Benjamin Churchill, Superintendent, Carlsbad Unified School District, Carlsbad, CA

Shane Hotchkiss, Superintendent, Bermudian Springs School District, York Springs, PA

Brian G. Ricca, Superintendent, St. Johnsbury School District, Saint Johnsbury, VT

Amanda Whitlock, Superintendent, Clinton Prairie School Corporation, Frankfort, IN

ROOM 7A

HOW TO ENGAGE BOOMER, GENX AND **MILLENNIAL PARENTS USING NEW RESEARCH**

20,000 parents across the U.S. spoke up about their school-tohome communication preferences. Their unique outlook only gets more interesting as you break down their needs across the three generations present at your district. Join this session to hear brand new data from Project Tomorrow's Annual Speak Up Research Initiative and the significant implications it has on your strategy for engaging with parents.

Presenter:

Julie Evans, CEO, Project Tomorrow, Irvine, CA

ROOM 10

AL DEVELOPING GLOBAL ENGAGEMENT

Are you interested in bringing global exchange opportunities to your district? How will a trip to a foreign country benefit your students, teachers and community? What are the best strategies and approaches to maximize your available resources and to develop your students' global citizen competency? Hear first-hand stories from several school districts about their recent global engagements and explore opportunities for your district.

Presenters:

Rahshene Davis, Assistant Superintendent, The School District of Philadelphia, Philadelphia, PA

Stephen Jones, Superintendent, Little Falls Community Schools, Little Falls, MN

Donna Lewis, Superintendent, Creighton School District, Phoenix, AZ

Paul Wang, Vice President, Triway International Group, Falls Church, VA

Chuck Woodruff, Chief Operating Officer, AASA, Alexandria, VA

ROOM 4

ANIMATION STORY TELLING MOTIVATES STUDENTS TO SUCCEED AT WRITING

Wonder Media Story Maker® is an authentic project-based writing solution where students collaborate, plan, research and write original stories based on classroom essays and reports and then produce those stories as animated videos. This "professional animation studio" concept immerses students in a STEM-fueled work environment, providing authentic handson experience to develop vital 21st-century skills, Such as communication, critical thinking and problem-solving. Research proves that a 1-percentage-point increase in a student's score on the motivation index is associated with a 6-point increase in reading achievement. Stories are powerful learning tools that inspire personal growth, empathy and the motivation to succeed. Add animation as the creative outlet and you will notice a measurable difference in a student's approach to learning. As the former CEO of Klasky Csupo, the studio that created Rugrats and The Wild Thornberrys, Terry Thoren is an expert on quality storytelling through animation.

Presenters:

Michele Bowers, Superintendent, Lancaster School District, Lancaster, CA

Jeff Dillon, Superintendent, Wilder School District, Wilder, ID Cherie Labat, Superintendent, Columbus School District, Columbus, MS

Terry Thoren, Founder and CEO, Wonder Media, Canoga Park, CA

ROOM 1A

THE SCIENCE BEHIND MOTIVATION: STRATEGIES TO MOTIVATE STUDENTS AND STAFF

This session walks through barriers to motivation and identifies strategies to help students and adults to engage, persist and reach mastery. Particular attention is paid to strategies that will help students who are furthest behind academically. Leave with a better understanding of how to apply the principles of learning science to support student and adult motivation, as well as the importance of integrating a Whole Child developmental approach to designing learning experiences for school leaders, teachers and students.

Presenter

Katrina Stevens, *Director of Learning Science,* Chan Zuckerberg Initiative, Redwood City, CA

Chan Zuckerberg Initiative

THOUGHT LEADER

KNOWLEDGE EXCHANGE THEATER FIVE PIVOTS FOR EDUCATION LEADERS TO SUPPORT WORLD-CLASS EXECUTION

The entrepreneur, co-designer and co-founder of what has become the New Tech Network shares practices of world-class innovation teams. Learn how these shared pivotal practices are important to superintendents to lead their districts through complex change and sustain these changes.

Presenter:

Ted Fujimoto, *President*, Landmark Consulting Group, Inc., Burbank, CA

THOUGHT LEADER

ROOM 6D

SUPERINTENDENT LEADERSHIP FOR YOUTH APPRENTICESHIP PATHWAYS: ADVANCING STUDENT SUCCESS, EQUITY AND READINESS

Superintendents are working to make new college and career pathways a reality for all students. This interactive session features four superintendents who are at the forefront of implementing youth apprenticeships to enhance student success, equity, and readiness. Learn how and why the youth apprenticeships strategy is rapidly growing across the country.

Presenters:

Susana Cordova, *Superintendent*, Denver Public Schools, Denver, CO

Dan Domenech, Executive Director, AASA, Alexandria, VA

M. Ann Levett, Superintendent, Savannah-Chatham County School System, Savannah, GA

Scott Siegfried, *Superintendent,* Cherry Creek School District, Greenwood Village, CO

12:30 - 2:30PM

ROOM 6C

DR. EFFIE H. JONES MEMORIAL EQUITY LUNCHEON

Dr. Effie Jones was a champion for women and minorities. Dr. Eddie Glaude takes James Baldwin's reflections on education and race as his point of departure and explores the complex reality of American democracy and racism and how it informs our current moment. His talk examines race, educational equity, and the social and political arrangements that allow Americans to support inequality and yet live in ways that suggest they believe otherwise.

Presenter:

Eddie S. Glaude, Jr., Chair of the Department of African American Studies, James S. McDonnell Distinguished University Professor, Princeton University, Princeton, NJ

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Tickets are sold on a first-come, first-served basis and can be purchased in the AASA Registration Area for \$70.

12:45 - 1:45PM

LEARNING EMPORIUM

ROOM 6B, Section 1

FROM MANAGERS TO LEADERS: GUIDING PRINCIPALS TO BECOME INSTRUCTIONAL LEADERS

For a school and district to attain the vision of high levels of learning for all students, principal instructional leadership must be intentionally cultivated. How does that happen? Presenters examine the way in which a district-level administrative team focused on how student achievement can train and support principals in moving from management to instructional leadership using research from John Hattie and The Wallace Foundation.

Presenters:

Danica Lewis, *Director of Curriculum, Instruction, Assessment and Technology,* Fond du Lac School District, Fond du Lac, WI **James Sebert,** *Superintendent of Schools,* Fond du Lac School District, Fond du Lac, WI

Matt Steinbarth, *Principal,* Fond du Lac High School, Fond du Lac, WI





Administration and Leadership 🛚 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

12:45 - 1:45PM

LEARNING EMPORIUM

ROOM 6B, Section 2

HOW CURRICULUM AND INSTRUCTION CAN OPEN THE DOOR TO IMPROVEMENT

What happens when you put curriculum and instruction first? It's been said that one of the hardest systems to change is what goes on in the black box behind the classroom door in America's secondary schools. In one of the poorest and most segregated urban communities in America, a team is working to change the culture of secondary teachers as independent contractors. Learn how university support, community investment, teacher leadership, key partnerships and collaborative planning are coming together to crack the door. The district's graduation rate increased almost 30 percentage points in three years and students' literacy is increasing by two years or more per year. Find out how persistent attention to collaborative curriculum development and specific instructional practices translate to real growth. Presenters are honest about challenges and "not yets," as well as pleasant surprises and new learnings.

Presenters:

Susan Meier, Chief Academic Officer, East High Educational Partnership Organization, Rochester City School District, Rochester, NY

Shaun Nelms, Superintendent of Schools, East High Educational Partnership Organization, Rochester City School District, Rochester, NY

LEARNING EMPORIUM

ROOM 6B, Section 3

PROVIDE YOUR STUDENTS WITH MORE **ENRICHMENT AND ACCELERATION OPPORTUNITIES**

Learn about the journey of a small affluent suburb outside of Chicago whose students are often in the 90th percentile nationally. Lake Bluff began a relationship with Northwestern University's Center for Talent Development with the goal of reviewing, revising and restructuring its policies and practices to provide more enrichment to more students as well as begin to offer acceleration to students in their district. Their work also encourages more teachers to be trained in gifted practices.

Presenters:

Randee Blair, Coordinator of School Services & Professional Development Center for Talent Development, Northwestern University, Evanston, IL

Jean Sophie, Superintendent, Lake Bluff School District 65, Lake Bluff, IL

LEARNING EMPORIUM

ROOM 6B, Section 4

DRIVING K-12 INNOVATION

Explore the big topics shaping K-12 innovation, learn a methodology for interrogating your specific innovation context, and test out tips for advancing cultures of teaching and learning innovation at your schools to further innovation in your context. This session leverages the insights of CoSN's Driving K-12 Innovation, a collaborative initiative with AASA in which a global advisory board of K-12 leaders and change-makers engages in a discourse about the major themes driving, hindering and enabling teaching and learning innovation at schools. Join this interactive conversation around hurdles, accelerators and tech enablers and hear how these superintendents are shaping their exploration of the future of ed tech.

Presenters:

Keith Kruger (Moderator), Executive Director, Consortium for School Networking (CoSN), Washington, DC

Tim Truesdale, Superintendent, J. Sterling Morton High School District 201, Cicero, IL

Jason Van Heukelum, Superintendent, Winchester Public Schools, Winchester, VA

LEARNING EMPORIUM

ROOM 6B, Section 6

DISTRICT ENGAGEMENT LEADS TO HIGH **RELIABILITY SCHOOLS**

The part of town students live in should not determine the quality of their education. Farmington, known for demographical diversity, significantly outperforms New Mexico peers. To ensure all Farmington schools provide meaningful and high-quality learning, district administrators conduct mini-performance audits based on the work of Marzano. To determine progress toward this strategic goal, a central office focus team of district leaders engages with schools three times a year. The team interviews teachers, parents and students; observes instruction; and reviews a variety of data, including academic achievement, discipline, attendance and building climate. These indicators are measured against a high-reliability rubric, which is used to coach school leaders on their continuous improvement journey on a monthly basis. This collaborative process aligns to school improvement plans and drives decision making in a non-evaluative fashion. Leave with an understanding of the tools, rubrics and protocols needed to replicate this process.

Presenters:

Nicole Lambson, Executive Director of Curriculum, Instruction and Assessment, Farmington Municipal Schools, Farmington,

Nathan Pierantoni, Director of School Improvement, Data, and Assessment, Farmington Municipal Schools, Farmington, NM Eugene Schmidt, Superintendent, Farmington Municipal Schools, Farmington, NM

Phil Valdez, Deputy Superintendent, Farmington Municipal Schools, Farmington, NM



ROUNDTABLE

Table #1

OPENING MINDS AND TRANSFORMING LIVES: JOURNEY TO COHERENCE

A district's journey to coherence led to transformational change to support 21st-century learning. Learn about a variety of approaches the Canton Public Schools used to shift from teacher-directed learning to student-centered learning. Examine best practices that can drive human capital in your school or district to a higher level. Engage in dialogue around how educators created a growth mindset across the district using innovation and creativity. Examine the coherence framework; review the exemplar for the community's expectations for learning; examine effective teaching strategies to align with the vision, mission and expectations for learning; and explore K–12 innovation strategies focusing on student-centered learning.

Presenters:

Kevin Case, Superintendent of Schools, Canton Public Schools, Canton, CT

Jordan Grossman, Assistant Superintendent of Schools, Canton Public Schools, Canton, CT

ROUNDTABLE

Table #2

THE INGENUITY INITIATIVE: A CASE STUDY IN ORGANIZATIONAL ALIGNMENT

Are ingenious thinkers born that way or can ingenuity be developed? Watkins Glen CSD was interested in exploring ingenuity and entrepreneurial foundational skills that prepare students to excel in college and the workforce. District leaders did not believe their schools mirrored the environments in which ingenious thinkers currently work — in structure or function — based on student performance data, college preparedness and persistence data, feedback from employers, and student attendance. Learn about the cultural shift initiative that targeted all school staff and students PK–12. It was designed to "brand" the organization as a school of ingenuity by identifying, prioritizing, teaching, modeling, monitoring and assessing universally applicable skills that reflect ingenious thinking.

Presenters:

Kai D'Alleva, *Principal*, Watkins Glen Central School District, Watkins Glen, NY

Greg Kelahan, *Superintendent,* Watkins Glen Central School District, Watkins Glen, NY

ROUNDTABLE

Table #5

THE WHY AND HOW OF TRAUMA-INFORMED CARE FOR TEACHERS

Get an overview of the science on trauma and how it affects childhood development, including educational outcomes and learning. The session presents a two-generational model that focuses on adults who work with children, and includes active-learning exercises focused on helping adults attune to their own stress. It also provides an overview of why children have behavioral difficulties and ways school staff can work toward promoting children's resiliency.

Presenter:

Shanta Dube, Associate Professor, School of Public Health, Georgia State University, Atlanta, GA

ROUNDTABLE

Table #6

LEADERS LEAD!

School improvement? How? Leaders lead! This presentation engages school and district leaders in the exploration of a proven framework of goals, roles, expectations, attitude and tools to be used in conjunction with the principles of strategic thinking, organizational planning distributive leadership, and systemic reform practices to bring about positive change in a school or district's culture. Culture eats strategy for breakfast. Leaders must lead to positively change culture, and the leader's style will have a direct impact on student performance results. Learn about a leadership framework in the context of continuous improvement; apply the principles of strategic thinking, distributive leadership and managing complex change in the context of continuous improvement; and develop 3–5 tangible improvement targets through reflective practice.

Presenter:

Ron Davis, Assistant Superintendent of Secondary Education, Mt. Lebanon School District, Pittsburgh, PA

ROUNDTABLE

Table #7

INCREASE STUDENT ENGAGEMENT WITH A STRATEGIC PLAN OF ACTION

This session focuses on how the superintendent can engage and develop relationships with students through a strategic plan of action. This includes the implementation of the superintendent's student advisory council, a strong presence on social media, school visits and visibility within the community. Learn how you can ensure that all students know who you are as a superintendent and will feel comfortable interacting with you on a routine basis. This session provides information about how students can help brand a positive image of the school district through social media and provide important information from a student perspective.

Presenters:

Maysam Alie-Bazzi, Executive Director of Staff and Student Services, Dearborn Public Schools, Dearborn, MI Glenn Maleyko, Superintendent, Dearborn Public Schools, Dearborn, MI



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

12:45 - 1:45PM

ROUNDTABLE

Table #8

EQUITY IN GLOBAL EDUCATION PROGRAMMING: INCREASING ACCESS FOR ALL STUDENTS

In the field of global education, some critics claim that programming is not geared toward the mainstream, raising concerns about exclusivity and elitism. This mindset can lead to lackluster support of initiatives. This presentation offers strategies to teachers, administrators and district leaders seeking to improve their inclusive practices in the field in order to offer global education for all. Presenters share their experiences in making global education a district priority in a 100% free lunch community with a higher than state average number of students in special education programming. Presenters highlight the work they are doing in collaboration with sister schools in a dozen countries across six continents and demonstrate multimodal methods of implementation that have led to the district's recognition as a leader in global education Pre K-12.

Presenter:

Jane Collins-Fondulis, Principal, Wareham Public Schools, Wareham, MA

ROUNDTABLE

Table #10

RELEASING THE HOSTAGES: SYSTEMIC SOLUTIONS TO ADDRESS BEHAVIOR AND DISCIPLINE

As leaders struggle to meet rigorous curriculum, testing and staffing demands with limited funding, student behavior and discipline diverts their attention from these issues. Additionally, as education leaders struggle to address significant and challenging behaviors stemming from disability and mental health concerns, students lose critical exposure to the curriculum, staff members experience significant burnout, and teachers lose critical instructional time. This "perfect storm" is complicated by a lack of funding to address mental health concerns and one-size-fits-all behavioral interventions designed to improve school climate. Through the evaluation of existing discipline models and the consideration of research-backed behavioral interventions at a systemic level, participants can improve the discourse surrounding school safety/school climate and provide a more equitable learning environment for all students.

Presenter:

Stephen Fusco, Educational Advocate and Pro Bono Lawyer, Advocacy Denver, Denver, CO

ROUNDTABLE

Table #12

COMMUNITY IN THE CURRICULUM WITH PLACE-**BASED LEARNING**

The Port Townsend School District completed a five-year implementation of an initiative to connect learning with the local community. Through this initiative, the district engages more than 80 community partners in classroom projects, trains and supports all teachers in project-based learning, and has changed the way the community engages with the schools. Learn about the way the board of directors and previous superintendent set the vision, and the new superintendent helped carry out that vision. This shift in how the community interacts with students and teachers helped create a more "outward-facing" school system and increased community support for the schools, as evidenced by passage of a \$40.9M bond for a new elementary school. Walk away with ideas for how to identify and engage community partners in your district, as well as ways to support teachers in doing creative and hands-on learning.

Presenter:

John Polm, Superintendent, Port Townsend School District, Port Townsend, WA

ROUNDTABLE

Table #13

HOW TO FOSTER DIVERSE AND EQUITABLE HIRING **OF SCHOOL LEADERS**

When Woodland School District 50 embarked on an equity journey as part of their 2018-2023 strategic plan, one of the goals was to recruit highly qualified staff who mirror the student population. Serving a 66% nonwhite population and 33% low-income population, the district was looking to change how they hired not only teachers, but district leaders as well. This session walks through how one district learned to recruit, screen, interview, select and support leadership and teacher hiring through an equity lens.

Presenters:

Lori Casey, Associate Superintendent of Education, Woodland School District 50, Gurnee, IL

Martha Gutierrez, Director of Human Resources, Woodland School District 50, Gurnee, IL

Steve Thomas, Assistant Superintendent of Teaching and Learning, Woodland District 50, Gurnee, IL



ROOM 9

AN EPIC COLLABORATION: REIMAGINING BUSINESS AND EDUCATION FOR THE FUTURE

Education is rapidly changing because we are preparing for a future workforce that doesn't exist. Engagement and collaboration with business and community has become a top priority for superintendents. As the CEO of your district, how do you leverage meaningful relationships with local businesses to impact your community? What supports drive the collaboration? Indiana answered those questions by launching the EPIC Superintendent Academy, a collaboration among the Indiana Association of Public School Superintendents, the Butler University College of Education and the Lacy School of Business to share a groundbreaking leadership excellence program for Indiana's superintendents. Strategy, change management, building a high-performance team, budget and finance, community/stakeholder outreach, and board relations are emphasized along with collaborating with business community experts to tackle real challenges in this environment of rapid change and uncertainty. Learn how to stimulate collaboration between school districts and business communities.

Presenters:

Jeffrey Butts, *Superintendent*, MSD Wayne Township, Indianapolis, IN

John Coopman, *Executive Director*, Indiana Association of Public School Superintendents, Indianapolis, IN

Deb Lecklider, *Director of Educational Leadership and Co-Founder,* EPIC Superintendent Academy, Butler University, Indianapolis, IN

Tina Seymour, *Executive Director,* Strategic Learning Solutions, Indianapolis, IN

ROOM 2

MENTORING PRE-K-8 PRINCIPALS: PILLARS FOR SUCCESS

Does your district provide targeted support for novice and early-career principals? Are you helping develop leadership skills that promote a firm foundation for student and school success? Join this interactive panel session and hear from a superintendent and key leaders about the amazing results they have achieved in equipping effective mentors utilizing the NAESP Mentor Training and Certification ProgramTM.

Presenter

Gracie Branch, Associate Executive Director of Professional Learning, National Association of Elementary School Principals, Alexandria, VA

ROOM 5A

HOW FOUR DISTRICTS ARE TRANSFORMING READING INSTRUCTION

Four superintendents from the Gulf to the Great Lakes will share what they're doing in their districts to close the 3rd-grade reading gap. Research shows that few teacher preparation programs adequately train educators to teach foundational reading skills, and our elementary students pay the price. Moreover, too many principals have stopped believing that they have the power to improve reading scores. Presenters share lessons learned from embracing the science of reading in their districts. They discuss best practices to ensure that all teachers understand the fundamental science of how our brains learn to read, how that should shape instruction and, most importantly, how they're getting buy-in to fundamentally change the way we teach reading to young children. When teachers, administrators and science are aligned, we can make sure that the 95% of students who are cognitively able to read can do so before it's too late.

Presenters:

John Burke, *Superintendent*, Haysville Unified School District, Haysville, KS

Marty Crawford, *Superintendent,* Tyler Independent School District, Tyler, TX

David Smith, *Superintendent*, Evansville Vanderburgh School Corporation, Evansville, IN

Michele Starkey, *Superintendent*, Logansport Community School Corporation, Logansport, IN

ROOM 5B

INSTRUCTION DRIVES CONSTRUCTION: COMMUNITY ENGAGEMENT BEYOND THE VOTE

Staying true to its master plan promise (Your Voice Matters), the Upper Arlington Board of Education has continued to engage its community, staff and students in a uniquely transparent and participatory design planning process. Authentically applying input from numerous community engagement sessions, the team cultivated a vision for the future of teaching and learning in Upper Arlington. This session explores the various elements of the design phase and how to marry changing pedagogical approaches to the facilities that support them by authentically engaging a diverse array of stakeholders. Culminating with the facility design and curriculum changes resulting from three years of master planning and design, the session shows how the engagement manifested into the types of spaces that will best support students for today and tomorrow.

Presenters:

Aimee Eckmann, K–12 Practice Leader, Principal, Perkins+Will, Chicago, IL

Kathy Jenney, Associate Superintendent, Upper Arlington Schools, Upper Arlington, OH

Steve Turckes, K-12 Education Global Practice Leader, Principal, Perkins+Will, Chicago, IL



Administration and Leadership 🕺 Curriculum and Instruction 📫 Professional Learning 💋 School Environment

12:45 - 1:45PM

ROOM 7B

DEVIATION FROM THE NORM: PERSONALIZED LEARNING IN THE WILD WEST

Members of Team Williston discuss the steps they took to transform into one of the most innovative school districts in the state and region. Through community partnerships, site visits to other school districts, and the emergence of 1:1 technology, they detail their journey and share the academic and socialemotional results of their transformation.

Presenters:

Joanna Baltes, School Board President, Williston Public School District 1, Williston, ND

Jason Germundson, High School Principal, Williston Public School District 1, Williston, ND

Jeremy Melhoff, Elementary Principal, Williston Public School District 1, Williston, ND

Jeff Thake, Superintendent, Williston Public School District 1, Williston, ND

ROOM 11B

INDIANA'S SEL COMPETENCIES: A ROADMAP FOR **TEACHING THE WHOLE CHILD**

Indiana's social-emotional learning (SEL) competencies for students in grades PK-12 were designed to address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, trauma research and culturally responsive best practices. The SEL competencies are designed to be embedded throughout the academic day, impacting the instructional climate of a classroom. By using this wholechild approach, schools will see an increase in academic performance and emotional well-being for students and educators.

Presenters:

Christy Berger, Assistant Director of Social, Emotional, and Behavioral Wellness, Indiana Department of Education, Indianapolis, IN

Jennifer McCormick, Indiana State Superintendent of Public Instruction, Indiana Department of Education, Indianapolis, IN

ROOM 8

SHARPENING THE EQUITY LENS: ALIGNING **ACCOUNTABILITY SYSTEMS AND RESOURCE ALLOCATIONS**

School systems are grappling with accountability systems that will provide them with the information they need to ensure all students are learning at the highest levels. At the same time, the Every Student Succeeds Act has created increased momentum around financial transparency, encouraging districts and communities to take a critical look at equity of their school funding. But, funding is only one piece of the equity picture. For Montgomery County Public Schools, resource equity means both how much is spent and how well it is spent. Hear how one large school system has worked to bring together an equity accountability model with an equity resource model. Together, these models connect outcomes to the student experience and support a process of continuous improvement. This truly is a story of how all means all. Walk away from this discussion with a clear understanding of resource equity, an equity model and a process to identify next steps to ensure that access, opportunities, experiences and outcomes for students are not predictable by race and income.

Presenters:

Jack R. Smith, Superintendent, Montgomery County Public Schools, Rockville, MD

Jonathan Travers, Partner, Education Resource Strategies, Boston, MA

Janet S. Wilson, Associate Superintendent for Shared Accountability, Montgomery County Public Schools, Rockville, MD

ROOM 3

WHY RURAL MATTERS 2019: REALITIES OF RURAL **EDUCATION ACROSS ALL 50 STATES**

The Rural School and Community Trust research has analyzed data regarding rural education since 1999. This session reviews the latest statistics state by state. Join leaders of this nonprofit advocacy organization to discuss the most recent findings.

Presenters:

Robert Mahaffey, Executive Director, Rural School and Community Trust, Washington, DC

Alan Richard, Chairman, Rural School and Community Trust, Washington, DC

WRITING FOR FELLOW LEADERS

AASA's School Administrator magazine is always willing to consider outside contributions for various sections each month. Find author submission guidelines at www.aasa.org/AuthorGuidelineMagazine.aspx. Questions may be sent to the editor at magazine@aasa.org.

ROOM 10



ENGAGING YOUR COMMUNITY IN STEM

This session highlights the key ways that superintendents engage communities with STEM, whether with after-school programs, summer camps, clubs, and other activities or events. Presenters also examine and identify the best practices employed by educational institutions, nonprofits and related community stakeholders to address the needs and concerns of STEM education.

Presenters:

Elie Bracy III, Superintendent, Portsmouth Public Schools, Portsmouth, VA

Adam Cheeseman, Superintendent, Doddridge County Public Schools, West Union, WV

Dan Leffingwell, Superintendent, Noble Local School District, Sarahsville, OH

Gwendolyn Shannon, Superintendent, Southampton Public Schools, Courtland, VA

Eleanor Smalley, President and CEO, Jason Learning, Washington, DC

ROOM 4

SPEED IS LIFE: AN IN-DEPTH LOOK AT **ACTIVE SHOOTER DETECTION, LOCKDOWN & COUNTERMEASURE SYSTEMS**

In the aftermath of the Sandy Hook school shooting tragedy in 2012, engineers at the U.S. Department of Energy Pacific Northwest National Laboratory committed to developing a technology which could accurately detect the waveform energy from gunshots, with the end goal being a product which could prevent mass shootings and save lives. This technology has successfully been incorporated into a low-cost, yet failsafe, solution. This session provides an overview of how the science developed by the DOE is being used to protect human beings from the threat of active shooters in our schools and workplaces.

Presenters:

Jennifer Russell, Vice President, EAGL Technology, Albuquerque, NM

Scott Simer, Director of Facilities, Artesia Public Schools, Artesia, NM

Cheri Smith, Vice President, Education Sector, CIT Integration, Boston, MA

ROOM 11A

HOW THREAT ASSESSMENTS IMPACT SCHOOL SAFETY, CULTURE AND CLIMATE

Schools have spent many years implementing tools and solutions to help prepare for responding to a school safety threat. But progressive schools are starting to take measures to identify potential threats early and prevent incidents from happening at all. Learn how student threat assessments are helping schools improve the culture and climate for students and staff and how to manage the rising volume of cases, investigations and reports from these assessments.

Presenters:

Jeff Kaye, President and Lead Trainer, School Safety Operations, San Marcos, CA Bill Reynolds, Co-Founder, CrisisGo, St. Louis, MO

ROOM 1A

WHAT SCHOOLS GET WRONG ABOUT MARKETING (AND HOW YOU CAN FIX IT)

School choice programs, competition in teacher recruitment and negativity on social media have made marketing mission critical for school districts. This session presents original research from SchoolCEO magazine on what schools are getting wrong about marketing and demonstrates actionable steps to take to fix them.

Presenter:

David Allan, Vice President of Marketing and Media, Little Rock, AR

Oapptegy

ROOM 1B

TRANSFORMING THE LEARNING CULTURE FOR STUDENTS AND STAFF THROUGH SEL

Discover how Francisco Escobedo, superintendent of Chula Vista Elementary School District, has transformed the learning culture for both students and adults by building a focus around social-emotional learning in collaboration with Sanford Harmony and Sanford Inspire at the National University System. A distinguished SEL scholar panel shares insight and strategies for creating a dynamic SEL environment for teaching and learning.

Presenters:

Francisco Escobedo, Superintendent, Chula Vista Elementary School District, San Diego, CA

Frances Gipson, Director of the School of Educational Studies' (SES) Urban Leadership Program, Claremont Graduate University, Los Angeles, CA





Administration and Leadership 🐧 Curriculum and Instruction 📫 Professional Learning 🐧 School Environment

12:45 - 1:45PM

ROOM 7A

THE NATION'S REPORT CARD: DEFINING A **DECADE**

For the last 50 years, the National Assessment of Educational Progress (NAEP) — or "The Nation's Report Card" — has reported on the status of American education with assessments of 4th, 8th and 12th graders in a variety of subjects. It is regarded as the gold standard in educational assessment because it serves as an objective yardstick on the achievement and progress of American students over time. The 2020s will see NAEP make major shifts to reflect modern expectations of what American students should know and be able to do. These include significant updates to the frameworks that define the content for the NAEP reading and mathematics tests, as well as changes in the administration of NAEP that will reduce its footprint in schools across the country. Join leaders who oversee and administer NAEP to learn more about these changes and what they mean for superintendents.

Presenters:

Peggy Carr, Associate Commissioner for Assessment, National Center for Education Statistics, Washington, DC

Alberto Carvalho, Superintendent, Miami Dade County Public Schools, and Member, National Assessment Governing Board,

Lesley Muldoon, Executive Director, National Assessment Governing Board, Washington, DC

KNOWLEDGE EXCHANGE THEATER

LEADING PERSONALIZATION OF LEARNING

Personalizing learning requires intentionally developing an ecosystem that supports growth for all learners, including students and staff. Elements of re-designing teaching and learning to foster conditions in which increased personalization can thrive include providing teaching strategies that encourage risk-taking, considering impact on assessment, re-thinking pace and space for learning, and increasing infrastructure. Learn from pioneers in personalization how educators can foster a growth mindset in schools and districts. Topics include best practices in developing, deploying and iterating approaches to personalized learning.

Presenters:

Tom Vander Ark (Moderator), Chief Executive Officer, Getting Smart, Federal Way WA

Mark Bedell, Superintendent, Kansas City Public Schools, Kansas City, MO

Mark Benigni, Superintendent, Meriden Public Schools, Meriden, CT

Lydia Dobyns, President and CEO, New Tech Network, Napa, CA

Michael Hinojosa, Superintendent, Dallas Independent School District, Dallas, TX

Katrina Stevens, Director of Learning Science, Chan Zuckerberg Initiative, San Carlos, CA

ROOM 6D

INVESTING IN PRINCIPAL SUPERVISORS TO **LEAD SCHOOL IMPROVEMENT**

Educating all children at high levels depends largely on having effective school building principals. Yet, skill at implementing quality systems for recruiting, developing and evaluating principals is not universally strong. Superintendents and principal supervisors agree that quality principal supervision programs should be a high priority. Highly skilled principal supervisors provide onthe-job support, coaching and supervision for building leaders to lead school improvement. This session highlights strategies and tools developed by school districts and researchers with support of The Wallace Foundation that help districts select and develop principal supervisors.

Presenters:

Max Silverman (Moderator), Executive Director, University of Washington Center for Educational Leadership, Seattle, WA

Gary Bloom, Former Superintendent, Santa Cruz City Schools, Aptos, CA

Michael Lord, Director of K-8, Des Moines Public Schools, Des Moines, IA

Sito Narcisse, Chief of Secondary Schools, District of Columbia Public Schools, Washington, DC

Jackie Wilson, Director, Academy for School Leadership and Executive Director for the National Policy Board Educational Administration, Reston, VA



1:45 - 2:15PM

Snacks in the Exhibit Hall | Exhibit Hall B1



2:30 - 3:30PM

THOUGHT LEADER

ROOM 6D

SUPERINTENDENT/SCHOOL BOARD
RELATIONS — A DISCUSSION BETWEEN NSBA
EXECUTIVE DIRECTOR TOM GENTZEL AND AASA
EXECUTIVE DIRECTOR DAN DOMENECH

Come hear an informative discussion between the AASA and NSBA executive directors who agree that an effective superintendent/school board management team is essential to a school system's success. Learn how the two organizations work together to accomplish common goals.

Presenters:

Dan Domenech, Executive Director, AASA, Alexandria, VA Tom Gentzel, Executive Director, NSBA, Alexandria, VA

LEARNING EMPORIUM

ROOM 6B, Section 1

PRINCIPAL BEHAVIORS AND ASSOCIATIONS WITH TEACHER MOTIVATION AND JOB SATISFACTION

This presentation explores relations among school principal leadership behavior, type of motivation experienced by teachers, and teacher job satisfaction. Research on principals' leadership suggests transformational types of behaviors are associated with a greater sense of teacher autonomy. Furthermore, leadership style is associated with the degree to which a teacher experiences motivation as autonomous or controlling. Potential mediating effects of autonomous motivation in the relationship between school principal leadership style and teacher job satisfaction are also explored. The presentation gives school leaders new insight into leadership behaviors that were proven to boost teacher motivation and job satisfaction.

Presenters:

Patrick Enright, High School Principal, Richmond-Burton Community High School District 157, Richmond, IL Thomas Lind, Superintendent, Richmond-Burton Community High School District 157, Richmond, IL

LEARNING EMPORIUM

ROOM 6B, Section 2

STRATEGIC PLANNING TO ADVANCE EQUITY

Given the importance of equity in facilitating the success of all students, district leaders in Alexandria City Public Schools recently embarked on a strategic planning process with hopes of modifying its current goals and measures to promote equity across the system. Leaders partnered with Hanover Research to ensure equity was the foundation for guiding new policies and practices. Hanover conducted a benchmarking study to explore how other districts around the country include an equity lens in their strategic plans, specifically examining components such as vision, mission and goals, and developed resources and tools that provided stakeholders and committee members with background knowledge of key metrics and evaluations, as well as discussion guides aimed to support further critical reflection around equity. This session provides best practices and tools for strategic planning with a specific emphasis on equitable learning environments.

Presenters:

Marriam Ewaida, *Senior Research Advisor,* Hanover Research, Arlington, VA

Gregory Hutchings, *Superintendent,* Alexandria City Public Schools, Alexandria, VA

Leila Nuland, *Managing Content Director,* Hanover Research, Arlington, VA

Clinton Page, Chief Accountability Officer, Alexandria City Public Schools, Alexandria, VA

LEARNING EMPORIUM

ROOM 6B, Section 3

MAKING SCHOOL RELEVANT: A GUIDE TO GLOBAL-READY CAREER READINESS IN DISTRICTS

How has your district changed in student and educator demographics and learning needs? Have you transformed teaching and learning to prepare students for work and life in the 21st century? Join an interactive session emphasizing global learning, where you dig into what it means to educate students for global competence, identify specific challenges for district leadership, and brainstorm solutions based on peer practice. The session starts with a case-study district who has considered this challenge from all grade levels. Consider your own practice and identify opportunities and obstacles to engaging in this work. Also dive deep into resources that can support preparing all students for life beyond school. This engaging session draws upon experiences of those present and use a peer-learning exchange session style that relies on networking and engagement and looks at leveraging decision points unique to superintendents.

Presenters:

Jennifer Manise, *Executive Director,* Longview Foundation for Education in World Affairs & International Understanding, Falls Church, VA

Heather Singmaster, *Director of CTE,* Asia Society, New York, NY

Jason Van Heukelum, *Superintendent,* Winchester Public Schools, Winchester, VA



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

2:30 - 3:30PM

LEARNING EMPORIUM

ROOM 6B, Section 4

INNOVATION IN SCHOOLS: A SYSTEMS APPROACH

Innovation can feel abstract and overwhelming, but there are tested approaches that help demystify it. Elmhurst Community Unit School District was drawn to the idea of controlled innovation, which is characterized by a deliberate and methodical structure. This approach is supporting Elmhurst on its journey to become a National Leader in Future Ready Learning. This session highlights key tenets and considerations of controlled innovation such as a common vocabulary, future focused vs. forward focused, exploring and exploiting, and scaling. Understand how the concepts of learning by doing, moving to action quickly, and the need to change experiences before beliefs can change interrelate and promote innovation. Gain insight into the use of innovation pilots, which break down content barriers and create a culture that supports the vision of all students graduating college-, career- and life-ready.

Scott Grens, Associate Superintendent for Innovation and Growth, Elmhurst Community Unit School District 205, Elmhurst, IL

Dave Moyer, Superintendent, Elmhurst Community Unit District 205, Elmhurst, IL

Heidi Thomas, Principal, Field Elementary School, Elmhurst, IL

LEARNING EMPORIUM

ROOM 6B, Section 5

LEARNING, LEADING AND NETWORKING WITH **AASA'S LEADERSHIP NETWORK**

To ensure each child has access to equitable, rigorous and relevant educational opportunities, the AASA Leadership Network is committed to supporting a pipeline of diverse school superintendents and educational leaders as they refine their knowledge, skills and dispositions for effective educational leadership. The AASA Leadership Network provides premier professional learning opportunities to individual educational leaders through standards-based, focused cornerstone programs and offers cohorts to meet district identified needs and objectives. Learn about the more than 30 programs, including the Superintendent Certification Program, Urban Academy, Programs for Aspiring Superintendents and Female Leaders, Social and Emotional Learning, Personalized Learning, etc. Hear from AASA Leadership Network staff, consultants and program alumni on why the AASA Leadership Network is your "go to" organization for professional learning opportunities.

Presenters:

Gail Pletnick, Lead Superintendent, Past President, AASA, Glendale, AZ

Amy Sichel, Lead Superintendent, Past President, AASA, Abington, PA

LEARNING EMPORIUM

ROOM 6B, Section 6

WHY MIT'S FAB FOUNDATION KEEPS SENDING **SCHOOL DISTRICTS TO CHATTANOOGA**

Learn how one innovative concept sparked a movement across Tennessee's fourth largest school district that has transformed student experiences and college- and career-readiness. The concept focused on integrating digital fabrication labs into schools with an emphasis on cultivating student experiences that mimic the needs identified by higher education, business and industry leaders. Hamilton County Schools is now home to the largest educational digital fabrication network of schools in the world. The result is a K-14 pathway for more than 45,000 students in an innovative ecosystem of creation (digital fabrication), production (manufacturing) and ideation (entrepreneurism) that is supported and hailed by both business and higher education partners. The session includes the opportunity to learn how this work is successfully scaled across schools in urban, suburban and rural settings.

Presenters:

Tony Donen, Principal, Hamilton County Schools/STEM School Chattanooga, Chattanooga, TN

Bryan Johnson, Superintendent, Hamilton County Schools, Chattanooga, TN

Michael Stone, Director of Innovative Learning, Public Education Foundation, Chattanooga, TN

3:45 - 4:45PM

LEARNING EMPORIUM

ROOM 6B, Section 1

25 TIPS AND TRICKS FOR NEW AND ASPIRING **SUPERINTENDENTS**

Don't reinvent the wheel or learn the hard way. Come and learn from a veteran superintendent about effective strategies to implement and those to avoid. Topics covered include the entry plan, early victories, staff relations, board relations, leadership development, legislative advocacy, building trust and community support, and improving school culture. A bonus feature are great leadership books to consider adding to your bookshelf.

Presenter:

John Bell, Superintendent, Delaware Valley School District, Milford, PA



LEARNING EMPORIUM

ROOM 6B, Section 2

SUMMER LEARNING: NEW CORE STRATEGY FOR CLOSING OUR ACHIEVEMENT GAPS

As a district, Tuscaloosa City Schools is engaging in a systematic culture shift toward acknowledging low levels of student achievement and examining every internal system and practice to evaluate its efficacy in raising student achievement. In that context, the district dove into the research on summer learning loss and closely evaluated summer learning practices. Their conclusion is simple: closing achievement gaps and keeping them closed is impractical without a strong focus on summer learning. This session explores their journey as a district, from offering summer school to a few dozen students to prioritizing summer learning — full day, five-week, affordable programming with priority enrollment for the most academically vulnerable students — to serve more than 25% of their elementary students. Presenters share insights and recommendations for how to tackle this work.

Presenters:

Mike Daria, Superintendent, Tuscaloosa City Schools, Tuscaloosa, AL

Andrew Maxey, *Director of Special Programs*, Tuscaloosa City Schools, Tuscaloosa, AL

LEARNING EMPORIUM

ROOM 6B, Section 3

PERSONALIZED EDUCATION: BUZZWORD OR GAME CHANGER?

Educators are great at jumping all in with a buzzword before knowing if it's a game-changer worthy of our time and effort. What about personalization? Should we focus on personalizing education or will we look back one day and regret following a fad? Have an honest discussion about personalization — what it means, what it looks like, what's working and what could be — with the goal of helping each other better meet the personal and individual needs of our students.

Presenters:

Scott Habeeb, *Principal*, Salem High School, Salem, VA **Jeffrey Moorhouse**, *Superintendent*, Kingsport City Schools, Kingsport, TN

Alan Seibert, Superintendent, Salem City Schools, Salem, VA

LEARNING EMPORIUM

ROOM 6B, Section 4

LEADERSHIP FOR COLLECTIVE EFFICACY: ONE DISTRICT'S STORY OF MATH IMPROVEMENT

Four years ago, Naugatuck Public Schools took stock of its math curriculum, pedagogy and results. Leaders recognized the need for change focused on developing high levels of numeracy and math conceptual understanding. This could not be attained by establishing a program or hiring a math coach; it would require a systemic approach. During the past few years, in partnership with organizations like the Connecticut Center for School Change, the district has implemented a tightly aligned suite of strategies to build organization, administrator and teacher capacity. As a result, the district's growth in math has outpaced the performance across Connecticut. This interactive presentation explores Naugatuck's approach and the work still ahead.

Presenters:

Richard Lemons, *Executive Director*, Connecticut Center for School Change, Hartford, CT

Sharon Locke, *Superintendent,* Naugatuck Public Schools, Naugatuck, CT

Patrice Nelson, *Program Coordinator*, Connecticut Center for School Change, Hartford, CT

LEARNING EMPORIUM

ROOM 6B, Section 5

ADVISORY, ENRICHMENT & INTERVENTION PERIOD TO MEET STUDENTS' NEEDS

District 230's advisory, enrichment and intervention period provides dedicated time for an advisory curriculum on assigned days and intervention or enrichment on opposing days. The district has seen enrollment in rigorous classes increase over five years while failing grades have decreased. The advisory, enrichment and intervention period embeds academic support into the school day, eliminating students' excuses for not getting the help they need. While most students are able to schedule themselves into intervention spaces of their choice, prescribed options for students with specific academic and social/emotional needs have been implemented, too. A robust social-emotional learning curriculum addresses important topics including digital literacy, bullying, drug and alcohol use and more. Overall, student success has improved, discipline has declined, relationships have been built between students and trusted adults, and dedicated time is available to meet the social and emotional needs of students.

Presenters:

Mary Pat Carr, Head Dean, Stagg High School, Palos Hills, IL James Gay, Superintendent, High School District 230, Orland Park, IL

Robert Nolting, *Principal*, Andrew High School, Tinley Park, IL **Meredith Sheriff**, *Guidance Director*, Sandburg High School, Orland Park, IL



Administration and Leadership 📵 Curriculum and Instruction 📭 Professional Learning 📭 School Environment



LEARNING EMPORIUM

ROOM 6B, Section 6

USING SOCIAL MEDIA TO BUILD COMMUNITY ENGAGEMENT IN YOUR DISTRICT

Leading a district is not an easy job. Trust and transparency are critical to your success. You want to engage your district, but when everyone is so busy, how do you build community engagement? Social media is instrumental! This session dives deep into the experiences of Superior Public Schools in Nebraska. Learn how the superintendent has maximized the use of social media to connect with the community and developed a system that can be used in any size district. They are celebrating student success, recognizing staff, recruiting employees and more every day, reaching more than 7,000 people each week. Learn tips and strategies that you can put to work immediately in your district.

Presenters:

Andrea Gribble, Founder, #SocialSchool4EDU, Saint Paul, MN Marty Kobza, Superintendent, Superior Public Schools, Superior, NE

ROOM 8

LEGAL UPDATE: RECENT DEVELOPMENTS RELATED TO DISCRIMINATION AND CIVIL RIGHTS

From the local newspaper to the nightly national news, headlines across the country have focused on issues related to discrimination in schools, including attention-grabbing incidents that sometimes result in legal challenges. This session provides legal updates and discusses best practices related to discrimination on the basis of race/ethnicity, anti-Semitism, gender identity, homeless status and disability, among other issues.

Presenters:

Maree Sneed, Senior Counsel, Hogan Lovells US LLP, Washington, DC

Michelle Tellock, Senior Associate, Hogan Lovells US LLP, Washington, DC

ROOM 5A

A SESSION FOR RETIRED SUPERINTENDENTS: STARTING YOUR OWN BUSINESS

Hear from recently retired superintendents as they discuss options for continuing support of public education. Remember, we all have specialized skills that were honed during our work as superintendents and we still want to find ways to serve. This panel of retired superintendents share the nuts and bolts of how they are still supporting public education through their businesses. Learn how to start an LLC, how to identify the kind of work you may want to do and who to work with, who you will need to help you, what kind of office hours you want to establish, how to establish fee rates and prepare invoices and much more.

Presenters:

Patricia Neudecker, AASA Past President, Tittle WorldClass LLC, Milwaukee, WI

Barbara Pulliam, Retired Superintendent and Managing Partner, BRP Associates, LLC, Idlewild, MI

Eugene White, President, Martin University, Indianapolis, IN James Wilson, Retired Superintendent and President, EdPlanners, LLC, Idlewild, MI

ROOM 11B

AL AFRICAN AMERICAN FEMALE INITIATIVE: COLLABORATION IN PURSUIT OF EQUITY

Thirty-seven public, private, parochial, charter, choice and voucher school districts in Southeast Wisconsin have come together in a collaborative partnership to provide equitable access to high-quality education. One of the activities of the consortium is an annual African American Female Institute that helps narrow the achievement gap in Southeast Wisconsin. The consortium also partners with businesses and foundations to provide opportunities for African American females in grades 8-12 to grow and prosper.

Presenters:

Matthew Joynt, Superintendent of Schools, Mequon/Thiensville School District, Mequon, WI

Monica Kelsey-Brown, Assistant Superintendent of Schools, Brown Deer School District, Brown Deer, WI

Elliott Moeser, Professor, Concordia University W Mequon, WI

Sue Savaglio-Jarvis, Superintendent of Schools, K Unified School District, Kenosha, WI





ROOM 2

LEVERAGING SHARED LANGUAGE, DATA TO EASE STUDENT TRANSITIONS, PREDICT SUCCESS

Join National Student Clearinghouse staff and key thought leaders in a moderated discussion on the joint data-focused challenges facing secondary and postsecondary education in 21st-century America. This engaging panel, comprised of industry experts from both sides of the postsecondary transition, explore the language, data, challenges and opportunities present in the current education landscape with a focus on bridging the data and communication divide between high schools, districts and colleges.

Presenters:

Heather King, Chief Ontologist, Impact Genome Project, Research Director, Mission Measurement Phil Smith, Director, Secondary Education Business Development, National Student Clearinghouse, Herndon, VA Ricardo Torres, Chief Executive Officer, National Student Clearinghouse, Herndon, VA

ROOM 11A

THE 100X LEADER: HOW TO BECOME SOMEONE WORTH FOLLOWING

As a school leader you wear the multiple hats of system leader, people developer, ambassador to your community, manager of operations, politician and businessperson. It's a lonely job because it's the only one of its kind, right? Our districts and schools are rife with challenge, crisis and growing complexity. The job of leadership has changed precipitously over the past few years and it mandates a new standard of health and skill for those "worth following." This new standard of leadership is born out of the pain that what got us here, won't get us there. That's the manifesto and methodology from which The 100x Leader was established. During this fast-paced and interactive session, learn the essential characteristics of a 100x Leader.

Presenter:

Dennis Pauli, *Superintendent,* Edgerton School District, Edgerton, WI



ROOM 7B

GETTING BEYOND THE BUZZWORDS: SEL, SCHOOL CLIMATE AND STUDENT AGENCY

Research confirms that social-emotional learning and school culture are inextricably linked, and that together they can be a powerful catalyst for promoting students' academic achievement and equity in our schools. And yet, for all the buzz about SEL and school climate, it remains challenging work to gather reliable data and strategically apply it to yield school improvement. Hear from the leaders of an Oregon school district and a New York school district who have tackled these challenges. In particular, they answer the questions: How can we reliably measure important non-cognitive factors and school climate? How can we turn that data into action to promote student learning and well-being? Why does it make good strategic sense to go beyond surveying to involve students in this work?

Presenters:

Jennifer de Forest, Partnership Lead, Center for Effective Philanthropy, Youth Truth National Survey, San Francisco, CA Michael Lewis, Director of Special Education, Kenmore-Tonawanda Union Free School District, Buffalo, NY Shelly Reggiani, Executive Director of Equity and Instructional Services, North Clackamas School District, Portland, OR Matt Utterback, Superintendent, North Clackamas School District, Portland, OR

ROOM 9

ALL AMERICAN OVERSEAS SCHOOLS

Learn more about the role of American overseas schools. Receive literature and materials, including fact sheets, school directories and recruitment information. Employment opportunities and school-to-school partnerships are discussed. Gain an understanding of the opportunities available to stateside administrators.

Presenter:

Thomas Shearer, *Director, Office of Overseas Schools,* U.S. Department of State, Washington, DC

ROOM 5B

STUDENT VOICE: FROM INVISIBLE TO INVALUABLE

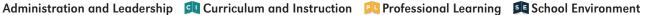
Presenters share insights into how to incorporate student voice in four areas: (1) governance, service and character education; (2) technology instruction; (3) design and communication; and (4) equity and evaluation. Schools were not built for the adults; we built them for the kids. Using their 2018 book as a backdrop, the presenters lead an interactive session on how to incorporate student voice into your leadership.

Presenters:

Michael Lubelfeld, Superintendent of Schools, North Shore School District 112, Highland Park, IL

Nick Polyak, Superintendent, Leyden High School District 212, Franklin Park, IL





3:45 - 4:45PM

ROOM 3

AASA 2020 STATE OF THE SUPERINTENDENCY **REPORT**

Join us for a deep dive into the results of the AASA 2020 State of the Superintendency Report. Hear what the latest data have to say about the state of preparation for school system leaders and learn which educational trends are most affecting our nation's superintendents from the eyes of our members.

Presenters:

Chris Rogers, Policy Analyst, AASA, Alexandria, VA Christopher Tienken, Professor, Seton Hall University, South Orange, NJ

ROOM 4

AL HUNGER, RACE, ETHNICITY AND CULTURE

AASA sees feeding hungry children at school as a leadership issue. From the very beginnings of our concerns about health, healthy eating, chronic conditions and their relationships to learning and achievement, we have always worn an equity lens to address race, poverty, culture and hunger. This information is the result of focus groups with African American, Latinx and Asian-American stakeholders. In some of our earlier work, we were assisted by our sister organizations — the Association for Latino Administrators and Superintendents (ALAS) and the National Association of Black School Educators (NABSE). This session shares what we've learned about the impact of race, ethnicity and culture on health and hunger from parents, students and school system leaders. Hear from presenters as they share the impact of these factors on their leadership and decision-making related to feeding hungry children.

Presenters:

Sharon Adams-Taylor, Associate Executive Director, AASA, Alexandria, VA

Angi Williams, Superintendent, Galena Park Independent School District, Houston, TX

ROOM 10

INCLUDING ALL KIDS IN STEM OPPORTUNITIES

All means all! This session demonstrates how districts are making sure that STEM curriculum opportunities are fair and open for all children. This session also examines and identifies the best practices employed by educational institutions in relation to providing such opportunities to all students.

Presenters:

Aspasia Angelou, Superintendent, Nadaburg Unified School District, Wittmann, AZ

Eleanor Smalley, President and CEO, Jason Learning, Washington, DC

Mark Stanton, Superintendent, Spring McDonald County School District, Anderson, MO

Ed Toman, Superintendent, Wetzel County Schools, Martinsville, WV

Rodney E. Watson, Superintendent, Spring Independent School District, Houston, TX

ROOM 1B

LEADING WITH SEL: SOCIAL AND EMOTIONAL **LEARNING TOOLKIT FOR SCHOOL SUPERINTENDENTS**

Recognizing the importance and unique needs of superintendents and senior district leaders in a districtwide systemic SEL implementation, AASA and CASEL partnered to develop the Superintendents' SEL Toolkit. The toolkit offers guidance and resources to shape a district's SEL vision, communicate a strong commitment, and align district organizational structures and resources to sustain high-quality SEL implementation. This session provides an overview of the completed toolkit.

Presenters:

Bernadine Futrell, Director of Leadership Network, AASA, Alexandria, VA

Lois Maiden McCray, SEL Project Manager, AASA, Alexandria, VA

Rob Schamberg, Senior District Consultant, CASEL, Chicago, IL

ROOM 6D

SOBOL LECTURE — WHERE TEACHERS THRIVE: ORGANIZING SCHOOLS FOR SUCCESS

How do schools become places where teachers thrive and students succeed? In her new book Where Teachers Thrive: Organizing Schools for Success, Susan Moore Johnson draws on rich case studies of 14 low-income urban schools to explain why some schools failed to improve while others achieved remarkable results. In addition to describing what worked, what didn't and why, she explores what this means for principals and district administrators.

Presenter:

Susan Moore Johnson, Research Professor, Harvard Graduate School of Education, Cambridge, MA

4 - 5:30PM

Shuttle Service





KICKOFF 2020 WITH REAL-TIME VAPE DETECTION™

FlySense™ multi-sensor devices are capable of detecting vaping, smoke, and noise disturbances that may suggest violence such as bullying. When the FlySense™ sensor detects vaping signatures or decibel level anomalies caused by bullying, a zero-delay, location-specific alert notification is sent by SMS and/or email to designated school officials.

With no cameras and no microphones, FlySense™ can be installed in private places like restrooms and locker rooms.

Join us Thursday at 11:45 am for

"How to Create a Vape-Free Campus"

Learn how administrators can implement technology and education to change behaviors around vaping.



Find out more at

BOOTH #813

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Administration and Leadership 🗓 Curriculum and Instruction 🔑 Professional Learning 🛍 School Environment

7 – 9AM	
Shuttle Service	
7:30AM – 12NOON	
Registration Hours I Lobby	
7:30AM – 12NOON	
Bookstore Hours I Lobby	
8 – 9AM	
LEARNING EMPORIUM I ROOM 6B, Section 1 Great Stories of the Superintendency — The Good, The Bad, The Ugly	A L
LEARNING EMPORIUM I ROOM 6B, Section 2 Equity Leadership: From Policy Adoption to Systemic Change	AL
LEARNING EMPORIUM I ROOM 6B, Section 3 An Invitation to Opportunity — Articulated Pathways for Grades 6–12	CI
LEARNING EMPORIUM ROOM 6B, Section 4 20/20 Academic Vision for Excellence: The Transformation of an Urban School District	AL
LEARNING EMPORIUM I ROOM 6B, Section 5 Raising the Titanic: Transforming the Lowest Performing School in Kansas	AL
LEARNING EMPORIUM I ROOM 6B, Section 6 Harnessing Your Community to Foster Powerful Service Learning for Students	SE
ROOM 9 Keys to Amplifying Your System's Story	A L
ROOM 10 Recruitment and Hiring for Diversity and Equity	A L
ROOM 11B Developing a Comprehensive Approach to School Safety	SE
ROOM 5B Building and Retaining an Effective Teaching Force in the Bronx	A L
ROOM 3 What If Every Child Came to School on Day One Ready to Learn?	A L
ROOM 5A WWELD: What Would Ethical Leaders Do?	AL
ROOM 1B Leadership for the Long Term	AL
ROOM 7B The Fourth Industrial Revolution: Its Impact on Leading for Learning	AL
ROOM 8 Leading in a "He-World"	AL
ROOM 11A Transforming Culture from the Board Room to the Classroom: Equity, Achievement, Teaching and Leadership	A L

ROOM 4 Education's Moonshot: Doubling Student Achievement with the T3 Framework	AL
ROOM 2 Redefining Ready! — The Wisconsin Way	AL
ROOM 1A If We Can Do It, You Can Do It; A Success Story on the Standing Rock Sioux Reservation	AL
9:15 – 10:15AM	
ROOM 4 Office of Head Start Public Schools Demonstration Collaboration Project 2019–2020 Cohort	AL
ROOM 11A Ethically Educate Your Community — An Effort Worth \$90 Million	A L
ROOM 1A 21st-Century Education: Are We There Yet?	AL
ROOM 7B Improving Student Success with Healthy School Environments	SE
ROOM 1B How Can Redesigned, Flexible Classrooms Influence Student Engagement?	di
ROOM 2 A Rainbow of Opportunity: Ensuring LGBT Students & Staff Thrive	SE
ROOM 9 Why Mental Health Education Belongs in Public Schools	A L
ROOM 5A Communicating Your Vision for Digital Learning Within Your Community	AL
ROOM 3 Rural School Districts on the Frontier of Digital Innovation	AL
ROOM 5B The Baraboo Story of Communications Response and Healing	A L
ROOM 8 Equity in a Division Strategic Plan: Closing the Gaps	AL
ROOM 11B Washington State Academies Support Early Career Superintendents and Their Mentors	PL
ROOM 10 How to Accelerate Your New Teachers' Effectiveness	A L
10:30AM – 12NOON	
General Session Hall A	
11:45AM – 12:30PM	
Shuttle Service	



7 – 9AM

Shuttle Service

7:30 – 12NOON

Registration Hours | Lobby

7:30 - 12NOON

Bookstore Hours | Lobby

8 – 9AM

LEARNING EMPORIUM

ROOM 6B, Section 1

GREAT STORIES OF THE SUPERINTENDENCY — THE GOOD, THE BAD, THE UGLY

So much talent and memory are held within the retired superintendency: superintendents who have served during some perilous times, who have made history, caused laws to be changed, and testified to Congressional committees in support of the good and the bad legislation. There are also tearful stories, bad decision stories, many good times and funny stories, and stories of lifetime friendships created during the work of the superintendent. This will be a time of sharing, of laughter and enlightenment — a time to remember how much a part of history we have all contributed to and are ready to share.

Presenters:

Darryl Adams, *Speaker, Edutainor, Consultant,* Alta Loma, CA **LaRuth Gray,** *Author,* New York University, New York, NY

LEARNING EMPORIUM

ROOM 6B, Section 2

EQUITY LEADERSHIP: FROM POLICY ADOPTION TO SYSTEMIC CHANGE

This critical conversation explores the development of equitable systemic leadership practice through examples of a superintendent and other district leaders' use of a newly adopted race and equity policy and how the implementation of that policy moved an organization forward on professional learning, family and community engagement, ethnic studies curriculum, culturally responsive hiring practices and various business service functions. Learn lessons from a superintendent who was first in Snohomish County to put race next to equity and strategically plan to disrupt inequitable practices and systems that prevent achievement. By engaging others in examining the lived tensions and multiple learning trajectories that emerged from this work, the presenters hope to chart a path forward toward enacting equitable partnerships and practices that close opportunities gaps and further goals around community inclusivity.

Presenters:

Kimberlee Armstrong, Executive Director of Equity & Public Relations, Edmonds School District, Lynnwood, WA

Robert Baumgartner, Executive Director of Student Services, Edmonds School District, Lynnwood, WA

Kristine McDuffy, *Superintendent,* Edmonds School District, Lynnwood, WA

Michael Piper, *Principal,* Edmonds School District, Lynwood, WA

LEARNING EMPORIUM

ROOM 6, Section 3

AN INVITATION TO OPPORTUNITY — ARTICULATED PATHWAYS FOR GRADES 6–12

Elmwood Park 401 spent the past three years working to provide college and career opportunities for students in grades 6-12. These pathways are student interest-driven and have led to dozens of new course offerings and elective enrichment opportunities, expanded honors and accelerated offerings, and partnerships with the local community college, private universities and technical colleges. Students at Elmwood Park are exposed to several pathways beginning in grade 6, allowing them to make interest-based choices in grade 7 that can lead to high school credit in grade 8. Moving to high school, all students are expected to complete a capstone program and have opportunities to pursue internships, work study, dual credit and certifications. Learn how the district pursued its goals through strategies such as a significant facility enhancement project at the middle school, revision of the bell schedules and new graduation requirements.

Presenters:

Leah Gauthier, *Director for Curriculum and Instruction,* Elmwood Park Community Unit School District 401, Elmwood Park, IL

Rebecca Siegel, *Principal,* Elm Middle School, Elmwood Park, IL **Nicolas Wade,** *Superintendent,* Elmwood Park Community Unit School District 401, Elmwood Park, IL

Douglas Wildes, *Principal,* Elmwood Park High School, Elmwood Park, IL

LEARNING EMPORIUM

ROOM 6B, Section 4

20/20 ACADEMIC VISION FOR EXCELLENCE: THE TRANSFORMATION OF AN URBAN SCHOOL DISTRICT

Mount Vernon City School District changed leadership at the onset of the 2014-15 school year. A year later, the district's 20/20 Academic Vision for learning was presented to the community along with a \$108 million-dollar bond referendum. The 20/20 Academic Vision included a significant restructuring of schools, including moving all elementary schools to a PK-8 structure, creating three theme-based high schools of choice, and implementing full day PK for all. Along with the restructuring of the schools was the infusion of digital learning and best practices that come with blended learning, an innovator's mindset, a comprehensive learning management system and a student-centered approach to learning. One of the key elements of the reform is addressing issues of equity and equality by meeting the needs of each student. Learn more about the comprehensive school reform model that has a focus on culture, systems, instruction and leadership within the community and the schools, and is based on challenging a culture of low expectations embedded in the principles of poverty.

Presenters:

Jeff Gorman, *Deputy Superintendent of Schools,* Mount Vernon City School District, Mount Vernon, NY

Kenneth Hamilton, *Superintendent of Schools,* Mount Vernon City School District, Mount Vernon, NY



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

8 – 9AM

LEARNING EMPORIUM

ROOM 6B, Section 5

RAISING THE TITANIC: TRANSFORMING THE **LOWEST PERFORMING SCHOOL IN KANSAS**

Culture and relationships affect how we think and, in turn, how we act. This speaks directly to four critical supports in the school system: inspiration and engagement, innovation know-how, focus on experience and relationships. Presenters discuss how reaching a child's mind requires us first to build a relationship with that child, and that the relationship can bring something that is missing in the culture of a school: hope. They explain that a "business as usual" approach is not an effective model for teaching to the level demanded by our society and describe the value of "being in the goal," including a partnership with local colleges so students regularly interact with college students who look like and have similar backgrounds as our students do.

Presenters:

Phyllis Cottner, Magnet Department Curriculum Lead, Wichita Public Schools, Wichita, KS

Terrell Davis, Executive Director of Public Affairs and Special Projects, Wichita Public Schools, Wichita, KS

Benjamin Reed, Program Specialist, Wichita Public Schools, Wichita, KS

Alicia Thompson, Superintendent, Wichita Public Schools, Wichita, KS

LEARNING EMPORIUM

ROOM 6B, Section 6

SE HARNESSING YOUR COMMUNITY TO FOSTER POWERFUL SERVICE LEARNING FOR STUDENTS

Discover how a school district can partner with local community groups to increase student empathy, appreciation for diversity and intention and help others through opportunities for authentic engagement in local, national and global contexts. Orinda Union School District board members, the superintendent and the founder of nonprofit Mindful Littles share why they formed OrindaCARES (Compassion, Action, Resilience, Engagement, Service) in 2017, the projects undertaken by OrindaCARES to date, expected and unanticipated student outcomes, and strategies for implementing a similar collaborative organization in your area.

Presenters:

Tanuka Gordon, Founder, Mindful Littles, Orinda, CA David Schrag, Director of Curriculum and Instruction, Orinda Union School District, Orinda, CA

Carolyn Seaton, Superintendent of Schools, Orinda Union School District, Orinda, CA

Hillary Weiner, Board of Trustees President, Orinda Union School District, Orinda, CA

ROOM 9

KEYS TO AMPLIFYING YOUR SYSTEM'S STORY

Each school and school system has a story, but who's telling yours? Tweeting more often isn't enough. Through datadriven decision making and strategic communication, school leaders can re-frame the discussion and mobilize community support to improve student outcomes. The work of educators and communicators overlaps. This session offers five keys to amplifying your system's story by enlisting trusted counsel, using the teacher's toolbox to develop strategic communication plans, leveraging communication skills to build trust through transparency, applying differentiated communication tactics and fostering a growth mindset. It's work that builds relationships, gets results and earns recognition. Plan now for tomorrow's success.

Presenters:

Lesley Bruinton, Public Relations Coordinator, Tuscaloosa City Schools, Tuscaloosa, AL

Mike Daria, Superintendent, Tuscaloosa City Schools, Tuscaloosa, AL

ROOM 10

RECRUITMENT AND HIRING FOR DIVERSITY **AND EQUITY**

Oak Park Elementary School District 97 has worked to build momentum to transform the way in which staff are screened, hired and retained that ultimately will improve the diversity and equity of their workforce and improve outcomes for all students. After conducting an external review of processes related to hiring and on-boarding diverse staff, the district recently implemented teacher recruiting and hiring models proven effective for hiring strong, diverse staff. Learn how the critical role an in-depth study of the district's selection and hiring processes might play in understanding whether the district has streamlined, competency-based processes in place to hire the best candidates relative to a diverse staff; learn how to use strategies proven to attract a diverse and high-quality candidate pool; and understand why having a streamlined, competency-based process in place is essential for screening and selecting great candidates to work in your district.

Presenters:

Carrie Kamm, Senior Director of Equity, Oak Park Elementary School District 97, Oak Park, IL

Carol Kelley, Superintendent, Oak Park Elementary School District 97, Oak Park, IL

Monica Rosen, CEO, Alma Advisory Group, Chicago, IL

ROOM 11B

DEVELOPING A COMPREHENSIVE APPROACH TO SCHOOL SAFETY

It is imperative that school districts understand best practices in school safety and how to conduct regular evaluations of their efforts. Iowa City Community School District (ICCSD) partnered with Hanover Research to identify best practices for school safety and security. The district is committed to developing a comprehensive framework for school safety and security. As such, presenters share how ICCSD leaders have focused on campus security and student mental health. This session presents best practices for (1) developing effective school safety emergency plans, building and technology design, security staffing, and risk assessment and response planning; (2) conducting regular evaluations of school safety and security policies, practices and products; and (3) identifying the factors to evaluate when assessing school facilities, student support services, and other areas. Learn how you can assess your school safety and security efforts in your own district.

Presenters:

Susan Groundwater, *Research Director*, Hanover Research, Arlington, VA

Stephen Murley, *Superintendent,* Iowa City Community School District, Iowa City, IA

Leila Nuland, *Managing Research Director,* Hanover Research, Arlington, VA

ROOM 5B

BUILDING AND RETAINING AN EFFECTIVE TEACHING FORCE IN THE BRONX

In New York City, the Bronx consistently lags behind other boroughs in teacher retention and performance. As part of a three-year federal Teacher School Leader Grant, the NYC Department of Education has initiated six inter-related programs that build the hiring pipeline, retain effective teachers and sustain strong talent development practices in the Bronx. The superintendents for 28 Bronx high schools share their approach, including hiring strategies to catch the most qualified candidates early, district-led coordination of new-teacher inter-visitations and training, and support for teacher leadership. Early evidence of success shows a significant decrease in the percentage of unfilled vacancies, an increase in the retention of effective teachers in high-needs schools, improved measures of rigorous instruction and teacher collaboration, and significant increases in student proficiency on state ELA and math exams.

Presenters:

Michael Alcoff, *Superintendent,* New York City Department of Education, Bronx High Schools Districts 7, 9 and 12, Bronx, NY **Douglas Almanzar,** *Teacher Team Leader,* New York City Department of Education, New York, NY

Cyndi Kerr, *Deputy Superintendent,* New York City Department of Education, Bronx High Schools Districts 7, 9 and 12, Bronx, NY

Ria Mehta, *Director of Strategic Partnerships*, Office of Teacher Recruitment and Quality, New York City Department of Education, Brooklyn, NY

ROOM 3

WHAT IF EVERY CHILD CAME TO SCHOOL ON DAY ONE READY TO LEARN?

The Wichita Falls Independent School District in Texas believes every student deserves to begin their academic career at the same starting line. It's an issue of fairness and equity, certainly, but it's also a practical matter. When students fall behind in the earliest years of their education, around ages 5–7, it becomes much more difficult to bring them to grade-level reading as they grow. Simply put, the biggest bang for our buck in developing strong students across grade levels comes from starting early and making sure they have a solid foundation. Learn how the district has been able to serve 95% of entering kindergartners prior to enrollment by combining federal, state and district funds and bringing in innovation.

Presenters:

Mike Kuhrt, Superintendent, Wichita Falls Independent School District, Wichita Falls, TX

Howard Stephenson, *Former State Senator*, State of Utah, Draper, UT

ROOM 5A

WWELD: WHAT WOULD ETHICAL LEADERS DO?

AASA's Code of Ethics for educational leaders has 12 standards. While the standards are clear, applying them in high-pressure, time-sensitive, complex conflicts can be challenging. WWELD is a question we need to ask, and this session provides ample opportunities to answer it. Every month, *School Administrator* asks this session's panelists to respond to real-world ethical dilemmas for which there is seldom a clear solution. This session mirrors this monthly feature. Bring a case study based on your own experience to share for discussion. You'll then be randomly placed in tabletop teams to discuss particular studies and attempt to reach consensus on optimal solutions.

Presenters:

Sheldon Berman, *Superintendent,* Andover Public Schools, Andover, MA

Sarah Jerome, Past AASA President and Ethical Educator Columnist, AASA, Lake Geneva, WI

Glenn McGee, *President,* Hazard, Young, Attea and Associates, Lake Barrington, IL

ROOM 1B

LEADERSHIP FOR THE LONG TERM

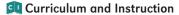
Are you interested in leadership for the long term in your district? Join in a conversation with superintendents who have successfully remained leaders in their same districts for a combined 22 years. Learn key take-away strategies to build powerful relationships with communities, boards, parents, staff and students in order to impact students' lives in a positive manner. Examine how vision, strategic thinking, communication, interpersonal skills and character build your capacity to lead your district — all while finding work-life sanity. Well, maybe.

Presenters:

Susan Enfield, Superintendent, Highline Public Schools, Burien, WA

Kristine Gilmore, *Superintendent,* D.C. Everest Area School District, Weston, WI

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8 – 9AM

ROOM 7B

THE FOURTH INDUSTRIAL REVOLUTION: ITS IMPACT ON LEADING FOR LEARNING

Life in the 21st century is constantly evolving, due in large part to the rapid development of new technologies. The first three industrial revolutions had a profound impact on a wide range of aspects in our society, including our current education system. As we enter the fourth industrial revolution, it is reasonable to expect that society as a whole will feel the impact of smart machines, artificial intelligence, 3D printing and robotics. The challenge for all educators is to update our current system or perhaps create a whole new education system to ensure we are doing our best to prepare our students for a future we have yet to fully grasp. Join the conversation as four superintendents share strategies and resources on how they lead school systems in the midst of constant and accelerating change to prepare students for their current and future lives.

Presenters:

Doug Brubaker, Superintendent, Fort Smith Public Schools, Fort Smith, AR

David Miyashiro, Superintendent, Cajon Valley Union School District, El Cajon, CA

Kamela Patton, Superintendent, Collier County Public Schools, Naples, FL

Nick Polyak, Superintendent, Leyden High School District 212, Franklin Park, IL

ROOM 8

LEADING IN A "HE-WORLD"

Despite outnumbering males in the teacher workforce by 4 to 1, the gender gap in the superintendency continues to persist. Age, looks, sexual orientation, race, dress and likability all affect the way women are perceived and promoted in the role. Hear how a group of successful female superintendents from San Diego County (where a remarkable 62% of the superintendents are women) have navigated the landscape to reach the top. From navigating board relationships to asking for a raise to balancing family life to being a warm demander, these women share success markers from their career journeys. Using a roundtable format, participants engage with the group to identify ways to create the time and space for learning, connection and introspection in a "he-world."

Presenters:

Suzette Lovely, Retired Superintendent, Author, Consultant, Research + Education Design Institute, San Clemente, CA Holly McClurg, Superintendent, Del Mar Union School District, San Diego, CA

Katie McNamara, Superintendent, South Bay Union School District, Imperial Beach, CA

ROOM 11A

TRANSFORMING CULTURE FROM THE BOARD **ROOM TO THE CLASSROOM: EQUITY, ACHIEVEMENT, TEACHING AND LEADERSHIP**

How do senior leaders transform culture in a school with multi-generational poverty and inequity? How does cultural transformation lead to dramatic gains in achievement, behavior, attendance and engagement? Leaders at the district and school level share the details of cultural transformation, including among custodians, food service workers, teachers and every staff member. They then put this case study into perspective with national research from more than 2,000 schools and identify the core competencies of cultural transformation.

Presenters:

AJ Pethe, Chief Student Services Officer, Jefferson Parish School District, Harvey, LA

Douglas Reeves, Founder, Creative Leadership Solutions, Boston, MA

ROOM 4

EDUCATION'S MOONSHOT: DOUBLING STUDENT ACHIEVEMENT WITH THE T3 FRAMEWORK

Technology's impact on student achievement has remained frustratingly low for far too long. In this session, award-winning teacher and pioneering education researcher Sonny Magana discusses the T3 Framework for Innovation from his bestselling book Disruptive Classroom Technologies: A Framework for Innovation in Education. The T3 Framework categorizes technology use and impact into three distinct stages: (T1) Translational, (T2) Transformational and (T3) Transcendent. The strategies in the T3 Framework were shown to reliably double student achievement. Learn why the T3 Framework, synthesized from Magana's 35-year quest to accelerate student learning and achievement, has been hailed as "visionary," "inspirational" and a "brilliant breakthrough."

Presenter:

Sonny Magana, Founder, Magana Education, Redmond, WA

ROOM 2

REDEFINING READY! — THE WISCONSIN WAY

Learn more about the work being carried out in Wisconsin with the Redefining Ready! metrics and how your district can join the movement from anywhere in the country and become a leading force in education. Learn how to guide the process in your district, how to use the 5Lab system to create your scorecard and leverage your data to ensure that every student graduates college and career ready, and communicate your success with stakeholders.

Presenters:

Jeff Carew, Managing Director, Forecast5 Analytics, Inc., Milwaukee, WI

Colleen Timm, Director of Learning Services, Cooperative Education Agency 7, Green Bay, WI

ROOM 1A

IF WE CAN DO IT, YOU CAN DO IT; A SUCCESS STORY ON THE STANDING ROCK SIOUX RESERVATION

Joining up with an external partner and the state department of public instruction, Solen Public School District in North Dakota increased its enrollment, attendance, graduation rate, student offerings, parental involvement, teacher retention rate and student achievement through deliberate actions! The school improvement actions led to the district being recognized with a federal ESSA award. The district's initiatives can be replicated in any school and school district anywhere — find out how!

Presenters:

Peg Portscheller, Former Superintendent, Consultant, Portscheller & Associates: Pathways to Results, Parachute, CO Justin Fryer, Superintendent, Solen Public School District, Solen, ND

9:15 - 10:15AM

ROOM 4

OFFICE OF HEAD START PUBLIC SCHOOLS DEMONSTRATION COLLABORATION PROJECT 20192020 COHORT

Twelve public school districts from around the nation were selected as Cohort 1 to participate in a special Office of Head Start Project for the 2019–2020 school year. The OHS Public Schools Collaboration Demonstration Project was cofacilitated by the Office of Head Start Federal Director and the Co-Chair of the AASA Early Learning Cohort. Learn how connections between Head Start and local public schools are making significant impacts in their communities for 3-and 4-year-old children and their families and hear directly from superintendents whose districts were included in the first cohort of its kind. Additionally, learn how to implement strategies they used and perhaps participate in Cohort 2 for the 2020–2021 school year. Be ready for singing, dancing and celebrating during this interactive session!

Presenters:

Deb Bergeron, Federal Program Director for Head Start and Early Childhood Education, Office of Head Start, Washington, DC **Edward Manuszak,** Superintendent, Dundee Community Schools, Dundee, MI, and Co-Chair, AASA Early Learning Cohort

ROOM 11A

ETHICALLY EDUCATE YOUR COMMUNITY — AN EFFORT WORTH \$90 MILLION

Aiken County Public School District and its board of trustees successfully educated the community of teachers, parents and leaders to pass the first school board bond referendum in May 2018. An overt communications effort (all approved by the State Ethics Commission) included a postcard mailer, daily social media posts, letters home to students in backpacks, 60+community meetings led by school board members and more. Learn the difference between education and advocacy and how to lead a similar campaign in your district.

Presenter:

Merry Glenne Piccolino, Director of Communications & Community Partnerships, Aiken County Public Schools, Aiken, SC

ROOM 1A

21ST-CENTURY EDUCATION: ARE WE THERE YET?

Explore where educational systems are 20 years into the 21st century. The world is dramatically changing at an increasingly rapid pace, which has significant implications for the kind of educational experience our students need to compete and thrive in this global economy. Explore research findings and participate in interactive discussions with superintendents leading this work in their respective districts.

Presenters:

Karen Garza, President and CEO, Battelle for Kids, Hilliard, OH Michael McCormick, Superintendent, Val Verde Unified School District, Perris, CA

ROOM 7B

IMPROVING STUDENT SUCCESS WITH HEALTHY SCHOOL ENVIRONMENTS

Healthier students are better learners. Over the past several vears, there has been an increased focus on student health. wellness and educating the whole child. The school environment can have a huge impact on students' nutritional choices and level of physical activity. The Every Student Succeeds Act (ESSA) helps ensure that all students have access to positive and safe learning environments with necessary supports to prepare them for success. Gain a better understanding of the role that healthy school environments play in supporting overall health, as well as attendance and academic outcomes. San Diego Unified School District's superintendent and wellness program supervisor share how wellness is a part of the total learning experience in San Diego Unified schools. The session provides tools and resources, including opportunities within ESSA, to ensure schools are complying with federal nutrition and physical activity requirements while fostering healthy environments that support student achievement.

Presenters:

Nancy Katz, Senior Director, Content and Partnerships, Alliance for a Healthier Generation, Rockville, MD Cindy Marten, Superintendent, San Diego Unified School District, San Diego, CA

Kate McDevitt, *Wellness Program Supervisor,* San Diego Unified School District, San Diego, CA



📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🔀 Professional Learning 🔀 School Environment

9:15 - 10:15AM

ROOM 1B

HOW CAN REDESIGNED, FLEXIBLE CLASSROOMS INFLUENCE STUDENT ENGAGEMENT?

Physical learning spaces may influence student engagement levels, but the majority of research has focused on larger, common education spaces, not classrooms. Additional studies have been conducted in redesigned classrooms, but focus on elementary school populations and older, college-aged students. This presentation reveals the results of a dissertation study that suggests redesigned learning spaces specific to high schools indeed impact engagement levels in a positive manner. Features such as writable whiteboard tables and moveable tables and chairs provide exceptional support for engagement. In addition, subject areas such as mathematics realized unanimous positive feedback from teachers regarding the impact that such redesigned classrooms have had on high school student engagement. This session reveals data from several school districts and the implications that flexible furniture designs have on traditional, special education and hybrid learning environments as it relates to student engagement.

Presenters:

Barry Bachenheimer, Director of Curriculum, Instruction & Assessment, Pascack Valley Regional HS District, Montvale, NJ Erik Gundersen, Superintendent of Schools, Pascack Valley Regional HS District, Montvale, NJ

Michael Kuchar, Superintendent of Schools, South Bergen Jointure Commission, Hasbrouck Heights, NJ

Michael Nagler, Superintendent of Schools, Mineola Public Schools, Mineola, NY

ROOM 2

A RAINBOW OF OPPORTUNITY: ENSURING LGBT STUDENTS & STAFF THRIVE

The LGBT population makes up 10% of our students, yet our policy, curriculum, action and attention to this group are not keeping pace with the law or the moral imperative to provide an environment where LGBT students and staff thrive. We have the opportunity to lead the way and use our reach and influence to assist with the organizational changes that are critical for addressing this work. Get an overview of the law at the national and state levels, statistics on the experiences of LGBT youth and employees, national trends in public opinion on LGBT rights, and 10 practical strategies to begin this work.

Presenter:

Julie Vitale, Superintendent, Oceanside Unified School District, Oceanside, CA

ROOM 9

AL WHY MENTAL HEALTH EDUCATION BELONGS IN **PUBLIC SCHOOLS**

Emotions drive how students learn. Enhancing mental health programming supports student social/emotional development, a key component of educating the whole child. Schools can greatly benefit from offering clinical services to maintain students in least restrictive environments, prevent out-ofdistrict placements, and allow students to take full advantage of academic, social and co-curricular opportunities districts have to offer. However, management and education of these students requires specialized expertise. This session addresses how students with emotional/behavioral issues are supported with greatly enhanced educational experiences providing daily group therapy, weekly individual counseling, family therapy, dedicated study skills, supported lunch, evening parent psycho-social support programs, and immediate level-ofcare evaluations required in context of school guidelines for assessment of suicidality/homicidality.

Presenters:

Rui Dionisio, Superintendent of Schools, Verona Public Schools, Verona, NJ

Frank Mauriello, Director of Special Services, Verona Public Schools, Verona, NJ

ROOM 5A

COMMUNICATING YOUR VISION FOR DIGITAL LEARNING WITHIN YOUR COMMUNITY

One of the biggest challenges that comes with leading digital innovation within a school setting is successfully engaging the whole community - beyond those directly involved inside the school district — in the planning and active support of new approaches to teaching and learning. It falls first to the superintendent to lead the outreach to the broader community. Join the conversation with three leading-edge superintendents who have developed and implemented a variety of strategies to ensure that their communities share their commitment to addressing the learning needs of their students in today's technology-driven society. Lessons learned along the way, including pitfalls to avoid and allies needed to succeed, are revealed. Leave with specific leadership strategies and resources you can apply or adapt to your own unique needs in your school district.

Presenters:

Michael Loughead, Superintendent, Hampton Township School District, Allison Park, PA

Ann McMullan, Project Director, CoSN Empowered Superintendent Initiative, Los Angeles, CA

David Schuler, Superintendent, Township High School District 214, Arlington Heights, IL

Steven Webb, Superintendent, Vancouver Public Schools, Vancouver, WA

ROOM 3

RURAL SCHOOL DISTRICTS ON THE FRONTIER OF DIGITAL INNOVATION

With over half of U.S. school districts and nearly one-third of U.S. public schools identified as rural, the challenges and opportunities that come with digital innovation have a profound impact on a large number of students and families living in rural America. A recent survey identified four major challenges in rural districts: (1) broadband access, (2) funding, (3) people and (4) understanding the "why." However, along with these challenges come unique opportunities for rural districts directly connected to their smaller student populations and close community connections. Join in the conversation with four superintendents from rural school districts as they share the strategies they use to lead innovation in their districts and the methods they have developed to leverage the distinct opportunities present in each of their rural school districts.

Presenters:

Tim Broadrick, *Superintendent,* Prospect Mountain JMA, School Administrative Unit 301, Alton, NH

Ann Linson, Superintendent, East Noble School Corporation, Kendallville, IN

Chris Marczak, *Superintendent*, Maury County Public Schools, Columbia, TN

ROOM 5B

THE BARABOO STORY OF COMMUNICATIONS RESPONSE AND HEALING

On November 12, 2018, the School District of Baraboo woke up to an image of Baraboo High School students appearing to give a Nazi salute going viral on social media. Within seconds, they realized a tsunami of negative media attention and global threats. This session shares their story, their crisis communications response, and how they rose up from the nightmare to unite their community against hate. Strategies and tools are highlighted for replication in your own context. Their story continues today with the development of equity and social justice actions that may also serve useful for participants as examples of healing.

Presenter:

Lori Mueller, *District Administrator*, School District of Baraboo, Baraboo, WI

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📭 Administration and Leadership 🛭 👊 Curriculum and Instruction 🛮 🔑 Professional Learning 🔀 School Environment

9:15 - 10:15AM

ROOM 8

EQUITY IN A DIVISION STRATEGIC PLAN: CLOSING THE GAPS

Learn from Fairfax County Public Schools leaders about their model for equity and school improvement. The FCPS Strategic Plan emphasizes equity as a key outcome, reducing gaps between subgroups in all subject areas and expanding access for students related to technology and advanced academic opportunities. Hear how the work of equity has developed in the 10th largest school division in the nation and examine the "equity dashboard" that publicly shares data related to plan metrics. Learn how you can improve equity and improve results at the struggling schools in your district.

Presenters:

Francisco Duran, Chief Equity Officer, Fairfax County Public Schools, Falls Church, VA

Frances Ivey, Deputy Superintendent, Fairfax County Public Schools, Falls Church, VA

Brendan Menuey, Executive Principal for School Improvement, Fairfax County Public Schools, Falls Church, VA

Fabio Zuluaga, Region Assistant Superintendent, Fairfax County Public Schools, Falls Church, VA

ROOM 11B

WASHINGTON STATE ACADEMIES SUPPORT EARLY CAREER SUPERINTENDENTS AND THEIR MENTORS

In a statewide effort to support the leadership of new superintendents and increase the length of their tenure, the Washington Association for School Administrators designed two innovative academies. The Mentor Academy, comprised of current successful superintendents in Washington, creates learning conversations on becoming an engaged and effective mentor in building a relationship with their mentee. In addition to the support a new superintendent receives from having a mentor assigned to them, they also participate in an Early Career Superintendent Academy of superintendents in their first three years. This academy gives new superintendents a chance to learn with each other while building an authentic, vulnerable and supportive collegial relationship for many years past this academy experience. Learn more about these innovative academies.

Presenters:

Kim Fry, Superintendent, Rochester School District, Rochester, WA

Michael Nelson, Superintendent, Enumclaw School District, Enumclaw, WA

Helene Paroff, Assistant Executive Director, Washington Association for School Administrators, Olympia, WA Andy Wolf, Assistant Executive Director, Washington Association for School Administrators, Olympia, WA

ROOM 10

HOW TO ACCELERATE YOUR NEW TEACHERS' **EFFECTIVENESS**

In an era of teacher shortage, it is imperative that we coach our novice teachers to promote their effectiveness and guarantee they receive the support necessary to remain in the profession. The Bibb County School District implemented Paul Bambrick-Santoya's Get Better Faster 90-Day Plan as a method to coach new teachers. The entire process is built on the premise that with intentionality and foresight, schools can help teachers to be high functioning within 90 days. This session demonstrates how school instructional leaders can schedule weekly observations and feedback sessions to provide high-leverage, bite-sized, observable action steps as feedback to improve teachers' instructional practices. Receive helpful resources to better understand a guide that contains action steps proven to change teacher practice.

Presenters:

Curtis Jones, Superintendent, Bibb County School District, Macon, GA

Tanzy Kilcrease, Assistant Superintendent, Bibb County School District, Macon, GA

10:30AM -12NOON

GENERAL SESSION

Hall A

SINGING SUPERINTENDENTS PERFORMANCE

AASA President-Elect Kristi Sandvik

KEYNOTE

SOCIAL-EMOTIONAL LEARNING THAT CHANGES LIVES

Mawi Asgedom shares his amazing story about going from a refugee camp to Harvard University and offers insights on how to apply social-emotional learning based on his work with more than 1 million students around the world. Be inspired and learn evidence-based strategies to drive academic growth and student wellbeing through the application of SEL.

Presenter:

Mawi Asgedom, Founder, Mawi Learning, and Strategic Advisor for ACT, Social and Emotional Learning, Elmhurst, IL

11:45AM - 12:30PM

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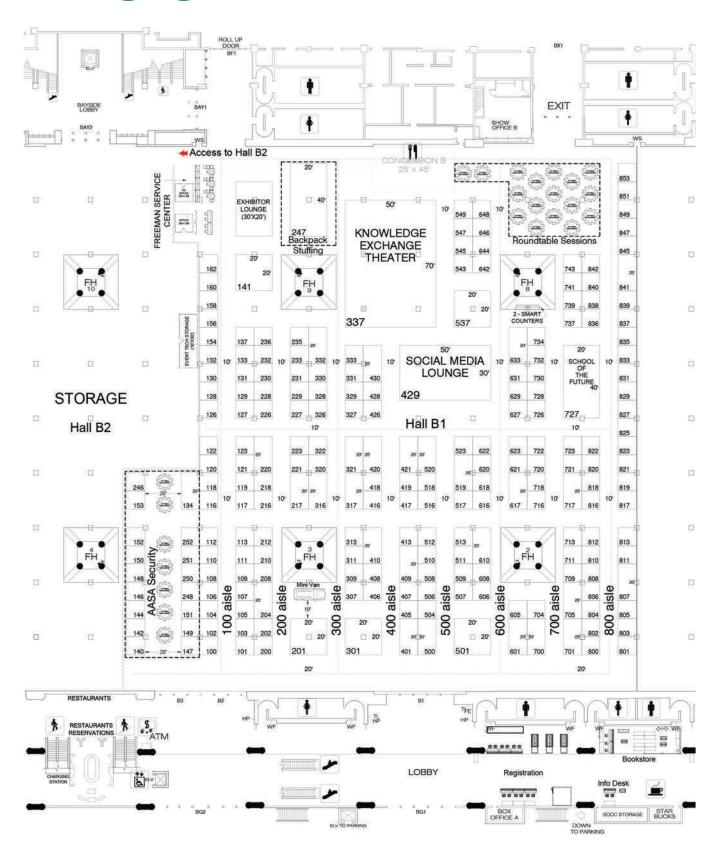
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FLOOR PLAN





MEETINGS & FUNCTIONS Index

► THURSDAY, FEBRUARY 13

8AM – 12NOON

K12 School Safety Climate and Culture Summit Omni Hotel

12NOON – 1:30PM

Century Club Annual Luncheon Marriott, Balboa | Mission Hills

2 – 4:30PM

HML Board Meeting
Marriott Marquis | Del Mar

8:30 - 10:30PM

Diligent Corporation Private Networking Event Roy's San Diego Waterfront

FRIDAY, FEBRUARY 14

7 – 8AM

ACA Fellowship Meeting Marriott Marques | Santa Rosa

7 – 8:30AM

Breakfast for USAA MembersMarriott Marquis | Cardiff/Carlsbad

7:30 - 8:30AM

MN State Breakfast & MN Superintendent of the Year Marriott Marquis | Catalina

7:30 – 8:45AM

Missouri Breakfast

Marriott Marquis | Coronado

11:45AM – 2PM

The Horace Mann League's Annual Meeting Marriott Marquis | Cardiff/Carlsbad

3 – 4:30PM

USAA Executive Committee Meeting

Marriott Marquis | Miramar

► FRIDAY, FEBRUARY 14 (CONT.)

5 – 7PM

Southwest States Reception

Marriott Marguis | Mission Hills

EAB Reception

Marriott Marquis | Santa Rosa

E-Therapy Happy Hour Mixer

Marriott Marquis | Marina Kitchen

5:30 - 7PM

Illinois Reception Honoring D. Kevin Blankenship, 2020 Superintendent of the Year

Marriott Marquis | Marina Kitchen Private Dining Room

Missouri/Kentucky President's Reception

Harbor House Seafood Restaurant & Oyster Bar

5:30 - 7:30PM

M.A.S.S. Reception

Marriott Marquis | Cardiff/Carlsbad

6 – 8PM

VASS Reception

Hyatt Hotel

Reception for NABSE Superintendents Attending the AASA Conference

Rancho Santa Fe 1/2

SATURDAY, FEBRUARY 15

7:30 – 9AM

Indiana Breakfast

Marriott Marquis | Balboa

AASA Leadership

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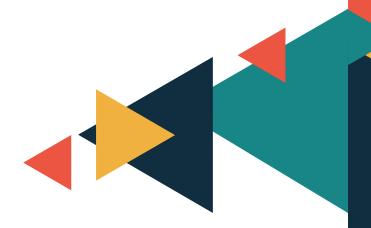
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District Level Challenges



- District health initiatives
- \$ spent on health care premiums
- Staff wellness
- Staff morale
- Teacher stress and burn-out



- Potent stress reliever
- Ways to increase energy
- Opportunities to build relationships
- Ways to increase campus morale
- Simple, but effective exercise routine

District Level Solution

Get Fit Gang Fitness Program



The 30 minute turn-key, whole body HIIT program is a cost effective, comprehensive solution!

