Breakout Session A – 9:45 a.m.-10:45 a.m.

Building the Next Generation of Leaders  
Location: Schoolhouse II – Classroom #106  
Grades Addressed: 3-12  
Focus: Mindfulness and Well-being, Successful Leadership Programs, Self-care and Stress Management, Taking Risks and Redefining Failure, Building Resilience

Would you like to learn more about building resilience and supporting girls to become strong leaders? Camp W.I.L.D. is designed to inspire young women to explore attainable goals through high school and college plans, value their achievements by looking at inspirational models in history and their communities, and instill confidence and courage to persevere in our society. This session will describe the camp and explore ways of continuing its growth. Session participants will also learn how students in grades three through five build resilience and leadership skills through physical challenges during an after school program called Adventure Girls. Current research on resilience from Laurel School’s Center for Research on Girls (LCRG) inspires this program. Participants will leave with ideas and materials to design an adventure program in their schools!

Presenters: Carrie Meyers, Middle and Upper School French Teacher | St. Stephen's & St. Agnes School and Shannon Lukz, Grade 4 Teacher and Director of The North Star Collaborative and Chuck Allen, Pre-Primary and Grade 6 Physical Education Teacher and Coordinator of Experiential Learning | Laurel School

Collaboration of Common Goals: A Model of Leadership Development in Student Life  
Location: Schoolhouse II – Classroom #1  
Grades Addressed: 9-12  
Focus: Reimagining Leadership, Successful Leadership Programs, Service Learning

This workshop seeks to share a model for interdisciplinary collaboration—one that treats leadership and ethics as part of curriculum. Using the model of the National Cathedral School’s Center for Ethical Leadership and Service, the presentation will highlight school decisions that have allowed for rich partnerships to develop among the many student life educators in the school. The workshop will offer an overview of this innovative program, including a lesson
developed by NCS’ Director of Diversity and Multicultural Education, Rachael Flores, as an example of the importance of a broad definition of leadership. Participants will leave with a greater understanding of how collaborative partnerships build and support curricula that, in turn, improves student health and wellness.

Presenters: Kathleen O’Neill Jamieson, Head of School and Jessica Clark, Dean of Student Life | National Cathedral School

Community Conference: Launching Students who Change the World
Location: Schoolhouse II – Classroom #105
Grades Addressed: 9-12
Focus: Reimagining Leadership, Successful Leadership Programs

In this session, we’ll share our experience in creating a community-wide innovative learning showcase that highlights student leadership in the classroom and promotes Madeira’s mission: launching women who change the world. Conference planners will discuss logistics, as well as post-conference survey results, community response and facilitator reflections which helped in the refinement of the showcase for the following year. Additionally, previous student presenters will reflect upon how the conference gave a voice to traditional student leaders as well as those not in conventional leadership positions. The goal of this session is to inspire others to create a celebration of leadership and learning at their institutions.

Presenters: Rebecca Brooks, Director of Information & Innovation, Library and Stacy Tippens, Educational Technology Specialist | The Madeira School

Finding and Hearing Her Voice within the Clutter
Location: Schoolhouse II – Classroom #107
Grades Addressed: 6-12
Focus: Reimagining Leadership, The Reluctant Leader, Mindfulness and Well-being, Successful Leadership Programs, Self-care and Stress Management, Taking Risks and Redefining Failure

This presentation will include components of encouraging and hearing a girl’s voice within a co-educational environment and the need to make space for girls to become their best selves. Discussion will focus on how to develop girls’ unique leadership abilities and talents in the life of the school and the surrounding community. The multi-dimensional relationships needed to find success for female students will be viewed from both a teacher to student lens and a peer-to-peer lens. Opportunities will be explored within technology, athletics, wellness, service, and advisory programming. Presenters will demonstrate and model practical pedagogical tools for attendees to implement in their own educational institutions. Both male and female teachers will benefit from the perspective of eliciting a female student’s clearest voice.
A Healthy Mind in a Healthy Body: A Tradition of Wellness for Women Finds New Relevance in Foxcroft’s 2nd Century

**Location:** Schoolhouse II – Lecture Hall

**Grades Addressed:** 9-12

**Focus:** Mindfulness and Well-being, Self-care and Stress Management

*Mens sana in corpore sano* (a healthy mind in a healthy body) has been Foxcroft’s motto since its founding in 1914. The connection between learning and wellness remains significant for young women today, who face societal and personal challenges to achieving health and well-being. Foxcroft’s innovative and comprehensive Wellness Program for girls in grades 9-12 was developed from the Independent School Health Check survey to provide a research-based curriculum that is engaging and relevant and that addresses the specific needs of our student population. Our curriculum is aimed at both educating and returning balance to the lives of our students, all while keeping an eye on their transition to university and adulthood. Come learn about how you can build - or bolster - your own program with research, covering a broad range of topics while integrating wellness for the entire community into academic and residential programs.

**Presenters:** Meghen Tuttle, Biology Teacher and Katie Ryan Kantz, Director of Wellness | Foxcroft School

Madeira Karate – Holistic Development

**Location:** Health & Wellness Center

**Grades Addressed:** 9-12

**Focus:** Mindfulness and Well-being, Self-care and Stress Management

In the Madeira Karate Activity Program, girls with varying degrees of physicality and emotional maturity all have the opportunity to integrate their body with their mind and spirit in a unique way. In addition to the martial curriculum, students participate in meditation and philosophical discussions. Returning students mentor new trainees creating a community and making the dojo a place of safety, acceptance and familiarity. In this session, students will demonstrate aspects of their training and give testimonials about their experiences in the Madeira Karate Program. At the end, attendees will be taught some martial moves by the students.

**Presenter:** Dr. Stacey Boyette, Science Teacher/Karate Instructor; Rachel B., 10th Grade Student; Sally C., 10th Grade Student; Maddy C., 11th Grade Student; Ann Tait H., 12th Grade Student; Bee
Mindfulness for Girls: Emotionally Navigating our Modern World  
**Location:** Schoolhouse II – Classroom #6  
**Grades Addressed:** EC-12  
**Focus:** Mindfulness and Well-being

This presentation will teach educators about the neurological and biological rational for teaching elementary and adolescent girls practical and fun mindfulness practices. Mindful skills can work almost like a gym for the mind, helping girls become more neurally integrated, with smoother and faster “wiring” within the brain. These better connections are a key to emotional regulation, so girls can think and function effectively and comfortably even when emotional, overwhelmed, or under stress. Participants will learn short mindfulness techniques they can easily incorporate into their classroom. There will be slides, a short video, and fun hands on activities.

**Presenter:** Jennifer Weaver, Psychotherapist | Weaver and Associates

The Real Me: Leadership, Empowerment, and Self Discovery  
**Location:** Schoolhouse II – Classroom #5  
**Grades Addressed:** 6-8  
**Focus:** Reimagining Leadership, Alumnae and Leadership, Mindfulness and Well-being, Successful Leadership Programs, Self-care and Stress Management, Service Learning

The Real Me is an 8 week program designed to empower middle school girls. Through discussions and skill building activities, topics include emotional wellness, leadership styles, stress management, and the impact of media and technology. The program incorporates female role models from within and outside our school community, who share their stories about pursuing passions, making difficult decisions, handling setbacks and embracing the real me. During this session, you will have the opportunity to learn about the program, engage in discussions about selected videos, and hear from actual middle and high school participants about the impact of their experience.

**Presenters:** Weezie Parry, School Counselor (Grades 5-8); Licensed Clinical Social Worker and Josie Woods, Upper School Director of Student Support; Jenna B., 11th Grade Student; and Erykah M., 11th Grade Student | The Potomac School
Breakout Session B – 11:00 a.m.-12:00 p.m.

**Integrating Social Justice Issues in Middle and High School Math**

*Location: Schoolhouse II – Classroom #6*

*Grades Addressed: 6-12*

*Focus: Reimagining Leadership*

The recent events from Ferguson, MO, to Justice Scalia's past comments on race and education have set the stage for us as educators to re-examine and re-imagine how are we preparing our girls to be future leaders with a critical consciousness. In this session, educators will be lead through a discovery-based math lesson that integrates a social justice topic as well as its impact locally and globally. Educators will then be able to examine work from middle and high school students and be provided resources.

*Presenter: Brandee Davis | The Visitation Academy of Frederick*

**Mindfulness in Schools – Educating and Empowering our Girls**

*Location: Schoolhouse II – Classroom #1*

*Grades Addressed: EC-12*

*Focus: Mindfulness and Well-being, Self-care and Stress Management, Brain Development*

In education, we place great value on being able to pay attention; but when do we ever teach how to pay attention? Come learn about mindfulness, its history, ties to neuroscience, and positive effects on the education and empowerment of our female students. Experience mindfulness techniques that positively effect how we learn, attend and relate to one another. Practice pieces of the Mindful Schools curriculum that focus on brain development, self-compassion, resiliency, empathy and impulse control, appropriate for preschool through 12th grade students.

*Presenter: J. Robin Albertson-Wren, Presenter, Classroom Teacher, Responsive Classroom Teacher Trainer, Mindfulness Instructor | St. Anne’s-Belfield School*

**Positive Leading Using Sports: Leadership Through Mentoring**

*Location: Schoolhouse II – Classroom #5*

*Grades Addressed: K-12*

*Focus: Reimagining Leadership, Mindfulness and Well-being, Successful Leadership Programs, Taking Risks and Redefining Failure*

Research suggests, “To learn it more deeply, teach it.” Drawing from global sport-based initiatives such as Women Win and PLUS Global, this workshop will examine how schools can empower adolescent girls to be leaders by mentoring elementary girls through sports and literature. The workshop will present an integrated literacy curriculum and metric system for
measuring leadership. The speaker’s original thesis at Harvard in the early eighties charted the cartography of a new domain in sports education, and the model has been implemented in China, Africa, South Korea, Cyprus, and the United States.

**Presenter: Jeff Beedy, Head of School | Purnell School**

**The Reluctant Leader: Empowering Quiet Girls**  
**Location: Schoolhouse II – Lecture Hall**  
**Grades Addressed: 6-12**  
**Focus: Reimagining Leadership, The Reluctant Leader, Taking Risks and Redefining Failure**

How do we cultivate the leadership potential of our quieter girls? It begins with an understanding of the powers of introversion: the ability to concentrate, listen deeply, empathize, and strategize in responsive rather than reactive ways. We can nurture these strengths by teaching our introverted students how to navigate the Extrovert Ideal, leverage their strengths, and nurture their challenges (such as over-stimulation). We can also improve the quality of interactions within mixed teams of introverts/extroverts. Such work is essential as we re-imagine what it means to be a leader in the 21st century.

**Presenters: Heidi Kasevich, Director of Education | Quiet Revolution and David Sahr, Social Science Teacher / Chair of Lectures & Public Programming for the Center for Ethical Leadership | National Cathedral School**

**Successful Leadership Programs – Air Force JROTC**  
**Location: Schoolhouse II – Classroom #107**  
**Grades Addressed: Grades 9-12**  
**Focus: Successful Leadership Programs**

Randolph-Macon Academy has an Air Force JROTC program in which all students participate. While the school, and the program, is predominantly male, it is the young women that emerge as leaders and are selected to fill the top leadership positions in the Cadet Corps. This mirrors academy, military schools, the military and civilian workforce. Chief Master Sergeant Mary Gamache, USAF retired, and Technical Sergeant Tina Laing have over 40 years of knowledge and experience of leading in a military and civilian environment. The discussion will be how we prepare through the JROTC program and Sheryl Sandberg's "Lean In" these young women to be successful leaders.

**Presenters: Mary Gamache, College Counselor and Tina Laing, Aerospace Science Instructor | Randolph-Macon Academy**
Taking Risks and Redefining Failure – Project-Based Learning for the English Language Learner

Location: Schoolhouse II – Classroom #105
Grades Addressed: 6-12
Focus: Reimagining Leadership, The Reluctant Leader, Mindfulness and Well-being, Self-care and Stress Management, Taking Risks and Redefining Failure

Currently, many schools are excited and challenged by having a wide array of non-English speakers at their school. What are we as educators doing to reach and instruct students who fall within a wide range of linguistic and cultural skills? What are we doing to ensure not only that these students take risks and learn, but also that they thrive and develop a passion for learning, when often they struggle more than their English speaking classmates? This session will address how to use Project-Based Learning (PBL) to reach English-Language Learners (ELL) as a way to give them a voice, empower them and assure their well-being.

Presenters: Catalina Keilhauer, World Language Department Chair and Xiaofu Ding, French Teacher | The Madeira School

Whole Student Wellness to Promote Lifelong Self-Care

Location: Schoolhouse II – Classroom #106
Grades Addressed: 9-12
Focus: Mindfulness and Well-being, Self-care and Stress Management

The new wellness curriculum at Saint Joseph Academy is required for all 710 students, grades 9-12. The curriculum incorporates physical, spiritual, emotional, and whole student wellness through different activities, speakers, and event opportunities touching on a wide range of wellness topics. The mission of the program is to promote health and wellness through education and initiatives that encourage positive lifelong habits so our students feel empowered to follow their own path of wellness past high school into college and the real world.

Presenters: Marie Ciolek, Dean of Women and Kelly Gallagher, Health Sciences Honors Program Coordinator | Saint Joseph Academy
Breakout Session C – 1:00 p.m.-2:00 p.m.

**BEaWARE!: Creating Security Conscious Women**
*Location: Schoolhouse II – Classroom #1*
*Grades Addressed: 6-12*
*Focus: Mindfulness and Well-being*

The world appears to be self-destructing around us and often leaves us with a daunting perspective on what will happen to our girls when the bubble of safety is broken. By teaching girls basic safety and security practices, they will be more likely to turn on the mindset of “what if…” and make more informed decisions when selecting everything from a movie theater seat to whether they should accept a ride when offered. The goal of this session is not to instill fear but to offer tools that young women may use in real world situations. Topics will include: Bursting the Bubble: Teaching private school girls about personal security outside the safety of the school walls; Have You Seen the News? Creating girls who are aware of their responsibility for their own security; and Opening the Door to Strangers: Growing girls who are security aware.

*Presenter: Karyn McCoy, Director of Safety and Security | The Hockaday School*

**Developing Mindful Leaders in the Digital World**
*Location: Schoolhouse II – Classroom #107*
*Grades Addressed: 6-8*
*Focus: Mindfulness and Well-being, Reimagining Leadership, Self-identity, Citizenship*

Holton’s Middle School Guidance class has changed over the last few years in response to the ever-increasing digital world in which our students live. Now more than ever there is the need to introduce our students to practices of mindfulness, as they grow into successful – and balanced! – leaders. With a constant focus on social and emotional well-being, a key aspect of the curriculum involves promoting student growth through self-awareness, teamwork, and the forming of healthy relationships. This course also offers a more integrated approach to teaching digital citizenship by weaving technology use - and the responsibilities that come with it - into each aspect of the class. Gone are the one-off digital citizenship assemblies; instead, students are asked to think about how their on-line presence is but another lens through which to view citizenship in the broadest sense. In this session, we will highlight the various components of our year-long curriculum, explore mindfulness training and leadership skills, and discuss the long-lasting impact this class has had upon our students.

*Presenters: Kristen Edma, Middle School Guidance Counselor and Mary Dobroth, Director Of Academic Technology | Holton-Arms School*
"FRIL: Females Reaching Independence and Leadership" – A Curriculum for Developing Girls' Leadership

**Location:** Schoolhouse II – Classroom #5

**Grades Addressed:** 9-12

**Focus:** Mindfulness and Well-being, Successful Leadership Programs, Self-care and Stress Management

This session will cover the development of a curriculum for developing independence and leadership in female students, grades 9-12. The purpose of this curriculum is to prepare these students for postsecondary experiences by introducing and exploring education and career options. There is also a focus on issues unique to female students, to include but not limited to: health; both physical and emotional relationships; dressing for success; and life skills. The basis of the curriculum will be discussed as well as how to incorporate it into the school day. Session attendees will be involved in activities that can be used with students as part of the curriculum.

*Presenters: Lisa DeJarnette, Assistant Head of School and Lori Bell, Guidance Counselor and Student Services Coordinator | New Vistas School*

---

**The Making of Me: Early Adolescent Girls and Agency**

**Location:** Schoolhouse II – Classroom #106

**Grades Addressed:** 6-8

**Focus:** Mindfulness and Well-being, Taking Risks and Redefining Failure

Early adolescence, as a transitional life phase, can be a very difficult one for girls to navigate. Not only are sixth, seventh, and eighth grade girls attempting to fulfill culturally prescribed normative gender roles, but they are engaged in defining their own identities in the social context of their immediate communities. In order to take an active role in this process, girls need to establish competencies that foster a sense of agency including: a voice to express opinions, the ability to make decisions, the development of self-confidence, a capacity to organize, and the vision/ability to motivate others. Most girls’ schools are committed to helping students develop those competencies. As a doctoral student in educational leadership (UPenn), I have conducted a phenomenological study of how early adolescent students in my school describe their experience of agency with the aim of discovering more about the contexts and circumstances where girls feel most agentic at school. How can we, as educators, adopt various stances to listen to the multiple voices of the early adolescent girls at our schools and contribute to their development of agency and voice?

*Presenters: Kimberly Field-Marvin, Divisional Head, Upper Middle School and Jillian Pagliocca, Upper Middle School Program Coordinator / English Teacher | Marymount School of New York*
**Nurturing the Mind, Body, and Soul of our Youngest Learners to our Teenaged Girls: The Power of a Sacred Heart Education**

**Location:** Schoolhouse II – Lecture Hall  
**Grades Addressed:** EC-12  
**Focus:** Mindfulness and Well-being, Self-care and Stress Management

Inherent to the development of young women is the cultivation of healthy habits of mind, body, and soul. Our work as educators is informed by the convergence of the charism of Sacred Heart spirituality, practices in mindfulness and reflection, and personal wellness - both within and outside of the classroom. This work prepares them for the world; it is their ability to still the soul and quiet the mind, cultivated over many years, that allows for young women to lead and serve through lives of purpose.

*Presenters: Amanda Allman, Lower School Teacher; Chelsea Bollerman, Middle School Teacher; Pat Byers, Director of Formation to Mission; Corinne Fogg, Director of Curriculum and Professional Development; and Connie Shaffer Mitchell, Director of Marketing and Communications | Stone Ridge School of the Sacred Heart*

---

**Sex and Cupcakes: Fun, Fearless, and Student-Centered Sex Education**

**Location:** Schoolhouse II – Classroom #105  
**Grades Addressed:** 9-12  
**Focus:** Mindfulness and Well-being, Self-care and Stress Management

This session describes the four-tiered sex education curriculum at The Madeira School, outlining the unique structure and purpose of the classes and workshops, frequently asked questions and answers, and resources for developing a student-centered sex education curriculum. Examples of visual aids and student-created learning activities will be on display and available for participant experience.

*Presenters: Tracie Epes, Director of Counseling; Nicole Cologne, Counselor; and Becky Zahradnik, English Teacher | The Madeira School*

---

**We Led the Horses to the Water, Now How do We Get Them to Drink?**

**Location:** Schoolhouse II – Classroom #6  
**Grades Addressed:** 6-12  
**Focus:** Mindfulness and Well-being, Successful Leadership Programs, Self-care and Stress Management

Art and culture can be used to facilitate the self-awareness of mindfulness. It can be the "attractive" cup or container that draws the student to the water or mindfulness lesson. It is shared experience, past and present, between facilitator and students, whether drums, bells, story telling, journaling, weather or movie discussion. Teaching girls non-judgemental self-
awareness through mindfulness provides the space to reduce anxiety as well as illuminate the space between trigger and response, both needed to lead in today's culture. Case examples will be discussed and, if time permits, ideas can be workshoped.

*Presenter: Charisse Spencer, Quaker Studies/Mindfulness Coordinator | Friends School of Virginia Beach*