



## **2018 FALL ASSESSMENT SUMMIT** ***“Transformation through Assessment”***

**SKOPJE, REPUBLIC OF MACEDONIA**  
**October 4-6, 2018**

This fall's event will be held at NOVA International Schools in the Republic of Macedonia, October 4-6, 2018. You can register through the registration link on CEESA website [www.ceesa.org](http://www.ceesa.org), under the Announcements at the landing webpage.

### **Registration fee:**

- The MAP –Applying Reports will be provided at **no charge to CEESA member schools**. Non-CEESA member school participants pay \$100 per person.

### **The Friday and Saturday Assessment Summit:**

- CEESA Member school participants \$200 per person
- Non-CEESA Member school participants \$300 per person

Participants are responsible for all other travel and meals related to attending this Summit. Coffee breaks and lunch each day, as well as transportation to and from the school, will be provided.



## Thursday, October 4th, Pre-Conference

### NWEA PRECONFERENCE SESSION: Applying Reports

Educators will dive deep into classroom applications of MAP® Growth™ reports and the Learning Continuum by using reports to gauge student readiness. Learn how to access, interpret, and apply rich data. Then plan how to use data to inform ongoing work with a particular focus on goal setting with students. By accessing, interpreting and applying reports, educators will meet individual student needs and identify targeted instructional goals. Participants will be able to develop student learning goals using growth projections and support differentiated instruction through flexible groupings. Based on MAP Growth results, educators will begin to design tiered, responsive instructional plans by integrating standards, MAP Growth data and your curriculum.

### ***Amanda DeCardy, Professional Learning Consultant (NWEA)***



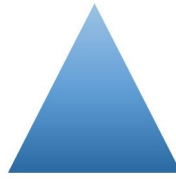
**Biography:** Amanda has been recognized as an innovative educational leader. Her experiences include work in the United States (4 years) and in overseas international schools in Japan, Saudi Arabia, China and the United Arab Emirates (19 years). Amanda earned National Board Certification as a middle school and high school math teacher and served as a technology and instructional coach, a K-12 Curriculum and Professional Development Coordinator, and as a school administrator at the elementary level.

Amanda has been a MAP user through all of her roles in education. She served as a K-12 Curriculum and Professional Development Coordinator for Shanghai American School (SAS) where she led the review and implementation of a wide variety of curriculum areas and served as a key leader in the Western Association of Schools and Colleges (WASC) accreditation process for both campuses. Her K-12 curriculum work gave her immense perspective on the development of effective elementary, middle school and high school curriculum, instruction, and assessment programs.

Additionally, Amanda has provided professional development consultancy services for instructional technology programs. This area of expertise has provided her with the foundational background to provide assistance and guidance for successful MAP implementation on both client-based and web-based platforms.

Amanda is passionate about working with all school constituency groups and finds great joy in helping school community members understand assessment information garnered from the MAP assessments through an organizational and instructional context. She seeks to ensure that schools and communities have a solid grasp of data and evidence to ensure students receive the highest quality of support possible to reach their growth potential. She has been instrumental in helping the schools in which she has worked use data to best represent school program development and student growth for accreditation processes, including the Dubai Knowledge and Human Development Authority – Dubai School Inspection Bureau (KHDA-DSIB) inspections.

Amanda has a Bachelor of Arts in East Asian Studies and Political Science with a focus on Japanese language from the University of Arizona. She earned her Masters in Curriculum and Instruction from Chapman University in California and her school administrative credentials from Lewis and Clark College in Portland, Oregon. Amanda also brings a parent perspective to her work. She is the proud mother of two girls who have been brought up in international schools.



## Friday, October 5th, Assessment Summit

### Keynote: How to Grade for Learning using 15 Fixes for Broken Grades

Grades can provide important information for students, parents, teachers, and others but to be useful grades must be meaningful, accurate, consistent, and supportive of learning. Sometimes grades are "broken" and do not meet these standards. The session will begin with introductory ideas and activities to activate thinking about grading. The main section of the workshop will be the presentation and discussion of fifteen fixes for grading, fixes that will make grades accurate, meaningful, consistent and supportive of learning. Each fix will be introduced and then there will be opportunity for questions and discussion about each fix..

#### ***Ken O'Connor, Independent consultant***



**Biography:** Ken O'Connor is an independent consultant on grading and reporting. A graduate of the University of Melbourne (B.A. Hon, Dip. Ed) and the University of Toronto (M. Ed), he has been a staff development presenter in 47 states in the USA, 9 provinces and one territory in Canada, and in 24 countries outside North America.

His 23 year teaching career included experience as a geography teacher and department head at 6 schools in Toronto and Melbourne (Grades 7-12) starting in 1967.

Ken was a Curriculum Coordinator responsible for Student Assessment and Evaluation and Geography for the Scarborough Board of Education (and then the Toronto District School Board) from March 1990 to June 1999. He is the author of *How to Grade for Learning: K-12, Fourth Edition*, Corwin, 2018; *Standards-Based Grading Quick Reference Guide*, LSI, 2017; *The School Leaders Guide to Grading*, Solution Tree, 2013; *A Repair Kit for Grading: 15 Fixes for Broken Grades. Second Edition*, Pearson, 2011, and *Fifteen Fixes for Broken Grades: A Repair Kit*, Pearson, Toronto, 2012.

### **KEN O'CONNOR'S WORKSHOP BREAKOUT SESSIONS**

#### **Session 1 and Session 2: How to Grade for Learning using 15 Fixes for Broken Grades**

This session will provide the opportunity for discussion of the fifteen fixes for broken grades described in the keynote. Why should they be implemented and what issues arise when implementing the fixes? As part of the session, participants will be invited to share their experiences with the fixes and how they worked or didn't work for them.

**Check Ken's video!** - [Solution Tree: Ken O'Connor on Grading Effectively](#)



## ***Featured Speaker:***

### ***Amanda DeCardy, Professional Learning Consultant (NWEA)***



**Biography:** Amanda has been recognized as an innovative educational leader. Her experiences include work in the United States (4 years) and in overseas international schools in Japan, Saudi Arabia, China and the United Arab Emirates (19 years). Amanda earned National Board Certification as a middle school and high school math teacher and served as a technology and instructional coach, a K-12 Curriculum and Professional Development Coordinator, and as a school administrator at the elementary level.

Amanda has been a MAP user through all of her roles in education. She served as a K-12 Curriculum and Professional Development Coordinator for Shanghai American School (SAS) where she led the review and implementation of a wide variety of curriculum areas and served as a key leader in the Western Association of Schools and Colleges (WASC) accreditation process for both campuses. Her K-12 curriculum work gave her immense perspective on the development of effective elementary, middle school and high school curriculum, instruction, and assessment programs. Additionally, Amanda has provided professional development consultancy services for instructional technology programs. This area of expertise has provided her with the foundational background to provide assistance and guidance for successful MAP implementation on both client-based and web-based platforms.

Amanda is passionate about working with all school constituency groups and finds great joy in helping school community members understand assessment information garnered from the MAP assessments through an organizational and instructional context.

She seeks to ensure that schools and communities have a solid grasp of data and evidence to ensure students receive the highest quality of support possible to reach their growth potential.

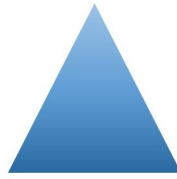
She has been instrumental in helping the schools in which she has worked use data to best represent school program development and student growth for accreditation processes, including the Dubai Knowledge and Human Development Authority – Dubai School Inspection Bureau (KHDA-DSIB) inspections.

Amanda has a Bachelor of Arts in East Asian Studies and Political Science with a focus on Japanese language from the University of Arizona. She earned her Masters in Curriculum and Instruction from Chapman University in California and her school administrative credentials from Lewis and Clark College in Portland, Oregon. Amanda also brings a parent perspective to her work. She is the proud mother of two girls who have been brought up in international schools.

## **AMANDA DeCARDY'S WORKSHOP BREAKOUT SESSIONS**

### **Session 1: We've Tested: Now What?**

This session would walk participants through a step by step protocol of which reports to access first, second, third and fourth in order to quickly impact instruction and increase student growth. The focus would be understanding strengths, the areas with the greatest need of differentiation, identifying the greatest areas of needs and designing lessons to meet the needs of groups of students. (Novice – Intermediate)



## Saturday, October 6th, Assessment Summit

### Keynote: Transformations – Personal, Professional and Pressing

In this session the presenter will share the most significant personal and professional transformations that have happened in his life and invite participants to consider their own transformations. Then the fourteen transformations necessary to make communication of student learning more effective will be presented and participants will be invited to consider where they are on each of the transformations.

***Ken O'Connor, Independent consultant***



### KEN O'CONNOR'S WORKSHOP BREAKOUT SESSIONS

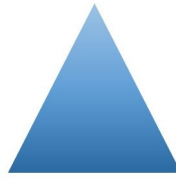
#### **Session 1: Hot Button Issues When Moving to More Effective Grading Procedures**

As schools move away from traditional grading practices toward more effective practices there are a number of "hot button" issues that cause difficulties and sometimes derail the implementation. These issues include zeros, reassessment, late work, academic dishonesty, and the role of homework and whether to "count" formative assessment in grades. In this session, suggestions will be made about how to deal with these issues and there will be opportunities for participants to describe and discuss their experiences with these issues.

#### **Session 2: Effective Reporting of Student Achievement**

"Nothing really changes until the grade book and the report card changes."

Curriculum, instruction, and assessment have increasingly become standards-based but parallel changes in grading and reporting have been slow, especially in middle and high schools. This session will focus on guidelines for non-traditional reporting. Issues that will be addressed include purpose, content standards, performance standards, learning skills/work habits, and student and parent involvement. Examples of non-traditional reporting will be shared and participants will have opportunities to discuss the principles and practicality of moving away from traditional reporting.



## ***Featured Speaker:***

***Amanda DeCardy, Professional Learning Consultant (NWEA)***



### **AMANDA DeCARDY'S WORKSHOP BREAKOUT SESSION**

#### **Session 1: Engaging Parents with MAP**

This session would be an overview of creating joint ownership of MAP data. MAP is meant to be shared with teachers, parents and students. We'll walk through key talking points about MAP when engaging with the greater community so that educators can have a common voice about what is communicated. (Novice – Intermediate)

#### **Session 2: Data to Instruction and the Learning Continuum**

Participants will learn how to design tiered and responsive instructional plans using the standards and class data. We will use the Class Breakdown Report to find the best way to flexibility group students and learn how to use the learning statements in the Learning Continuum and the standards available in the Learning Continuum create manageable groups for authentic lessons. (Intermediate – Advanced)



## ***Regional speakers***

These speakers will present 75-minute sessions during Friday and Saturday.

### ***Alicia Sorenson, NOVA International School, Skopje***



#### **Biography:**

Alicia Sorenson is an experienced international educator in her ninth year of teaching. She began teaching internationally in Yemen in 2014 and has taught in China, Paraguay, and now calls Macedonia home. Throughout her educational career, she has taught grades 1-5, worked as a grade level instructional coach, written social studies curriculum, coordinated school-wide literacy programs, and managed a school's online learning management system. When she is not teaching, she enjoys traveling, hiking, and trying new cuisine.

#### **ALICIA SORENSON'S SESSION**

##### **Student Self-assessment and Goal Setting Using MAP Data**

- How can we coach students to use their MAP data to set S.M.A.R.T. goals for increasing their RIT scores?
- How can we correlate RIT scores into instructional areas for skill development?
- How can we utilize Khan Academy to help students increase their math RIT scores?

This workshop will teach teachers how to use the Student Goal Setting Worksheet to guide students to identify their areas of strength and areas to develop using their MAP data. Teachers will learn how to coach students to set S.M.A.R.T. goals linked to instructional areas to increase their RIT scores. In addition, this workshop will showcase how to correlate MAP sub-goals and RIT ranges to Khan Academy exercises.



## Lance Atchison, NWEA

### Biography:



Lance Atchison transitioned to the education field 9 years ago with his arrival at NWEA™. During his time with the organization, he has worked as an Implementation Support Specialist, Account Manager, and now Sr. Account Executive with an extensive focus on international schools, primarily in Eastern Europe and Asia. Lance has presented at numerous international and national conferences on the use of MAP® data.

Prior to joining NWEA™ in 2008, Lance worked several micro-careers. Lance spent 5 years in Radio and Television and worked with several companies in various roles that included sound and camera operation, production, and on-air talent. He finished his career in Radio and Television, as a Software Implementation Specialist and traveled the United States to update software for radio and television stations and train staff in the use of the software. In 2005, Lance chose a new career and served as a missionary in Mariupol, Ukraine. While there, Lance assisted in the daily operations of a Transitional Living Center for teenage orphans to prepare them for independent living. During his time in Ukraine, Lance worked with hundreds of orphans through various ministries. It was in Ukraine that Lance discovered his deep passion for working with children. Upon returning to the United States, it was his desire to work for an organization that was committed to helping children. Lance holds a BS in Integrated Marketing Communications from Abilene Christian University, Abilene, Texas. He is married to Debra Atchison, a 25-year educator, who currently runs her own education consulting business. They have three adopted children from Ukraine ages 24, 19, and 19.

### LANCE ATCHISON'S SESSION

#### Sustaining the Momentum

- Does your school experience staff and leadership turnover? Inheriting MAP is one of the many things that can present challenges.
- Are you a new school leader trying to make sense of years of data? Where do you start?
- How do new assessment coordinators establish a solid and transferable MAP plan—from test process to student engagement, parents' understanding, teacher's use of data, and reporting it to stakeholders?

Share your own practices that ensure continuity and relevance of this process. Gain strategies and resource for future improvements. The outcome of this session will ensure you don't drop the baton regarding MAP and its process at your school, keeping it sustainable and running smoothly year over year.





## ***Dr. Marianne Yong-Macdonald, Anglo-American School of Sofia***

### **Biography:**



As the current director of learning and curriculum at the Anglo-American School of Sofia (Bulgaria), Marianne has affected positive change by leading numerous school improvement efforts, and by innovating sustainable professional learning programs for teachers and middle leaders. She is also presently an associate consultant with On Route Education, specialising in middle leadership training and individual online coaching. Marianne believes that teacher leadership is essential for change in schools. Hence, she is devoted to supporting individual teachers and leaders build capacity for 'leadership for learning' and 'leadership for inclusion'.

Marianne first began her career in education teaching high school math and science in Ontario in 1996. In 2001, she left Canada to work as an international school educator. She taught middle school math at the International School of Manila and was also the math program leader there. After Manila, she worked at Shekou International School in China teaching both middle and high school science, as well as leading the MS/HS Math Science Team. In 2011, Marianne joined United World College of South East Asia, East Campus in Singapore as one of the founding Vice Principals.

### **Dr. MARIANNE YONG-MACDONALD'S SESSION**

#### **Enhancing Student Learning Through Feedback**

- What are learning principles and how do they work?
- How do students develop mastery?
- What kinds of practice and feedback enhance learning?
- How do students become self-directed learners?

The core of this workshop is based on the work of Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) on 'How Learning Works'. Participants will have the opportunity to: 1) Examine the learning principles identified by Ambrose et al. (2010). 2) Deepen their understanding of mastery learning and how students become self-directed learners. 3) Explore practices and feedback strategies that can improve learning.



## ***Matthew Michael Hajdun, International School of Brussels***



### **Biography:**

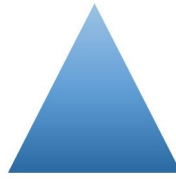
Matt works at the International School of Brussels (ISB) as a teacher, instructional coach, and Teaching & Learning Data Specialist. Previously, he was the Lower School Director of Teaching and Learning at the American School of Brasilia (EAB). Matt worked as an elementary school teacher in the United States (Grades 3-6), and worked as a Principal at a small, private school in rural Honduras. He also co-facilitates a Teacher Training Center (TTC) course on instructional coaching. Matt has a Type-A personality, a love of good multi-colored spreadsheets, and a passion for praxis. These attributes make him an enthusiast for the union of instructional coaching and student learning data.

### **MATTHEW MICHAEL HAJDUN'S SESSION**

#### **Instructional Coaching and Assessment: A Perfect Pair**

- How can instructional coaches and team leaders use assessments and student learning data to build teacher capacity?
- What are some of the ways team coaching and assessment can be paired to improve student learning?

We know that assessment tools serve to measure student understanding. They help teachers to monitor understanding and plan responsive instruction. Assessments can also serve an additional purpose - deepening teacher understanding of standards, student misconceptions, and prioritizing instructional actions. In this workshop, participants will walk through an exemplar team coaching cycle and see how assessment played a role in transforming teacher practice and student learning.



## ***Rachel Deboys and Sandey Stayanoff, NOVA International School, Skopje***

### **Biography:**



**Rachel Deboys** is a professionally trained Clinical Psychologist with over 10 years of experience working with young people in education and health settings. Prior to joining Nova last academic year as the High School Psychologist, Rachel worked as a Senior Clinical Psychologist at the UK's leading children's hospital in London. There she worked closely with children and young people and their schools to support individualization of learning in the context of complex medical conditions. Rachel has worked within schools across the UK, championing early intervention and support for students' emotional needs and well as providing training for education staff to develop their awareness of the holistic needs of their students. She is passionate about promoting student wellbeing and is actively involved in supporting Students, Faculty, and Parents here at Nova.



### **Biography:**

**Sandey Stayanoff** has been an international school nurse for 12 years and has worked at private schools in Panama and Japan. She has developed and implemented a variety of school health policies and is a passionate advocate for student wellness and safety.

Sandey has served on numerous speaker panels at international school conferences and believes in the power of working as a team to promote student health.

## **RACHEL DEBOYS AND SANDEY STAYANOFF'S SESSION**

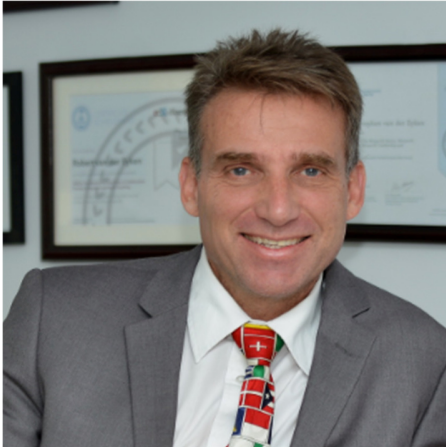
### **Assessing student wellbeing: Rethinking our narratives about children's health and mental health**

- How do we manage health and wellbeing in the classroom?
- What are the stories we tell our students about wellbeing?
- What stories do we tell ourselves about the place of wellbeing in schools?
- What role should we as educators play in looking after the health and mental health needs of our students?
- How might we better understand and assess students' health and mental health needs?

Rachel and Sandey's session will equip you with strategies to assess and support student wellbeing. They will focus on helping you as educators to become more aware of the health and mental health needs of your students. They will discuss the impact that student wellbeing can have on engagement in the classroom. Rachel and Sandey will explore with you a variety of strategies for assessing student wellbeing to increase your confidence in assessing students' social and emotional needs.



## ***Robert van der Eyken, NOVA International School, Skopje***



### **Biography:**

Robert van der Eyken has been an international educator for 25 years beginning in Namibia, returning to Canada, then on to Mexico, China and Morocco. He has taught grades 4 through 12 and has been a vice-principal, principal, and athletics director as well as Head of Three International Schools. He is currently teaching and working as an advisor in Macedonia. Much of the focus of his work has been on promoting authentic learning opportunities for students where the audience goes beyond the classroom, beyond the teacher and beyond merely achieving a grade.

### **ROBERT van der EYKEN'S SESSION**

#### **Rethinking HomeWORK**

- Do grades motivate students?
- Does Grading homework and practice improve achievement?
- Do homework grades drive future performance?
- Does punishment deters unwanted behavior?
- Is okay for teachers to have their own grading system for homework?
- What exactly are we trying to promote – learning or working?
- What are appropriate homework tasks?
- What are appropriate home learning tasks?

The best way to address the homework controversy (pro and con) is not to eliminate homework. Instead, replace the "old paradigm" (characterized by longstanding cultural beliefs, moralistic views, puritan work ethic, and behaviorist philosophy) with a "new paradigm" based on the following elements:

- Designing quality home learning tasks;
- Differentiating home learning tasks;
- Deemphasizing grading of home learning (how can you grade something you did not teach?);
- Improving home learning completion;
- Implementing home learning strategies and support programs.



## **Russ Stayanoff, NOVA International School, Skopje**

### **Biography:**



Russ Stayanoff, Ed.D. is the author of *“The Student’s Guide to Ancient Greece: An ESL Approach to History,”* the first ancient history text designed specifically for EAL-ESL students. Historian, author and commentator, Russ holds advanced degrees in History, Ancient and Classical, Military History, Post-Graduate training in Strategic Leadership. He is also the author-designer of the Module History Program (MHP) Curriculum that has been adapted for use in international schools in Latin America and Japan. The program incites “fires of engagement” among students and makes creative uses of on-line assessment platforms as the boiler of the MHP engine. Stayanoff maintains that “you didn’t hate History, you only hated the way it was taught and MHP can change that.” A returning Macedonian-American of the diaspora, Russ lives in Skopje with his wife Sandey and a small pride of domestic felines.

### **RUSS STAYANOFF’S SESSION**

#### **Student Engagement Via Formative Assessments**

- How can on-line formative assessment platforms be used to incite and excite engagement in the social sciences

The Module History Program (MHP) Curriculum has been adapted for use in international schools in Latin America and in Japan. The program incites “fires of engagement” among students and makes creative uses of on-line assessment platforms as the boiler of the MHP engine. Stayanoff maintains that “you didn’t hate History, you only hated the way it was taught and MHP can change that.”



## ***Troy White, The International School of Bucharest***



### **Biography:**

In his twenty years as an educator, Troy has worked on four continents and served in a number of roles: from Diploma teacher to grade 6 bilingual generalist.

Holding an Ed.S in Instructional Design and Technology, Troy is a Google Certified Innovator and a staunch proponent of tech integration. He is currently the Secondary Director of Innovative Learning at the American International School of Bucharest.

### **TROY WHITE'S SESSION**

#### **Formapalooza - Using Google Forms to Acquire Data & Provide Feedback**

- How can we establish time-saving best practices with formative and summative assessments?
- How can we provide quality feedback in an efficient manner?
- How can we identify trends in student work to guide instruction and learning?

Formapalooza will cover various levels of wizardry using Google Forms and Sheets for both acquiring data and providing assessment feedback.

- Streamline your form inventory by creating a single open-value form that will become a data input staple for a class for an entire academic year. Use it as quick thumbs up, exit ticket or a LMS organizational tool.

- Find yourself writing the same comments on specific assessments year in and year out? Create a form with all standard feedback included instead of laboriously rewriting the same feedback comments.

- Student Doppelgänger - at least an archetype? Ever think that you get a little repetitive with writing student reports? Consolidate these various ATL and proficiency comments into a form and simply tick away.

- Remember clickers? Obtain quick formative data using Google Sheets as a fun, interactive CRS, Classroom Response System.



## ***Elena Sentevska and Dianna Vinicky, The International School of Belgrade***

### **Biography:**



**Elena Sentevska** has worked at The International School of Belgrade since 2006, initially as a Gr. 4 and 5 teacher and subsequently as the Lower School Learning Support Specialist and Department Coordinator. Prior to her experience at ISB, she worked at QSI International School of Skopje in her home country of Macedonia for 6 years, educating students in Grades K-5. Elena earned her Master of Education degree in International Education from Framingham State College, Massachusetts and her Bachelor's degree in the Arts from the University of Saints Cyril and Methodius in Macedonia. She holds a Special Education Certification from the University of St. Louis and the State of Missouri. In addition, Elena has CLIL (Content and Language Integrated Learning), and TESOL (Teacher of English to Students of Other Languages) certifications. She has organized children's drama festivals on national levels. As an exchange student, Elena received Bill Clinton's Presidential Award for Outstanding Academic Achievement.

### **Biography:**



**Dianna Vinicky** has been teaching at ISB since 2005, and has taught Grades 2 and 3 and is currently one of our Grade 5 teachers. A native of Australia, she was born and raised in Adelaide, South Australia. Dianna graduated from the University of South Australia where she received a Bachelor of Education in Primary Teaching and received her teacher certification from the Teachers Registration Board of South Australia.

Most of her 13-year teaching experience prior to ISB was in Australia's public schools in the regular classroom as well as in the specialty areas of Art, PE, and Languages other than English. She has also taught in schools with Bilingual, English as a Second Language, and Talented and Gifted programs.



## ELENA SENTEVSKA AND DIANNA VINICKY' SESSION

### The Naked Brain: Assessing Higher Order Thinking Skills

- What are the main principles when assessing 21 century learners?
- How to use MAP data to create learning engagements that require higher order thinking skills?
- How to effectively assess student thinking?

Many organizations and associations consider critical thinking as a skill that is essential in the 21st century. By adding academic rigor and creating learning engagements for students to reveal their thinking skills, an educator has the opportunity to analyze the student's "naked brain" and highlight the thinking processes. During this workshop, participants will look at some of the main principles for assessing higher order thinking skills. While multiple choice tests usually give numeric scores that represent limited information to the recipients, educators can use the MAP learning continuums to create opportunities for development of higher order thinking skills. In addition, these learning engagements can be linked to the teacher's or student's annual goals, which then necessitate effective assessment and monitoring.

## World Cafes

**Round 1:** MAP-specific topics where more information is needed (examples might be CGI, MAP logistics, placement decisions, MAP data & accreditation, etc.). These topics will come from participant goals and needs.

**Round 2:** Potentially broader topics related to education, for example communicating with parents, teacher goal setting, etc.

**Round 3:** What has surfaced and needs to be addressed before leaving the summit? Participants' input will determine topics. Participants with expertise in the identified topics will be asked to volunteer to lead a table conversation.

- Pass the Mic sharing session, moderated by **Amanda DeCardy**

For more information about the program please contact Kathy Stetson, [kathy@ceesa.org](mailto:kathy@ceesa.org) and regarding the logistics contact Helena Kereta Kolarevic, [helena@ceesa.org](mailto:helena@ceesa.org)