



Flint Hill School

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Overview

Flint Hill School is a co-educational, college preparatory, independent day school for students in Grades JK-12 in metropolitan Washington, DC. Flint Hill was founded in 1956 with a simple idea: to provide students with the opportunities afforded by an exemplary education. Sixty years later, Flint Hill provides an exceptional education that celebrates innovation, a balance between academic and extracurricular pursuits and learning within a community that cares. Families are drawn to Flint Hill by the impressive quality and array of opportunities available to their children – in and outside of the classroom – and the confident, compassionate and fearless graduates they become.



OUR MISSION

A Flint Hill education focuses on the learner. Within a context of strong relationships, we create developmental experiences that embrace the best practices of traditional and contemporary education. Through continuous growth, we actively and thoughtfully implement the ideas and resources that help each student investigate, create, and communicate collaboratively and effectively in a rapidly changing, interconnected world.

OUR VISION FOR EVERY STUDENT

Take meaningful risks. Be yourself. Make a difference.

OUR CORE VALUES

Flint Hill's four core values of respect, responsibility, honesty and compassion are the fundamental principles that guide all interactions within our school community.



Flint Hill School

Vision

What's your school's vision for learning and teaching with technology?

A vision supports learning and teaching with technology.

Stakeholders work together to lead and implement the vision.

Goals for learning with technology align to the vision.

Vision

Flint Hill must always be vigilant in keeping the program mission-driven and effective. The quality of our academics, co-curricular programs, athletics, the arts and innovation must remain healthy and vigorous. Equally important, the School needs to maintain a safe and nurturing environment for the social and emotional growth of its students. The world is changing rapidly and the questions we face in society are becoming increasingly complex. Thoughtful planning must ensure classroom support, enabling best practices and innovation to flourish while maintaining Flint Hill's position of leadership in independent school education. Important steps taken during the past two years were revising our mission and vision statements and the [Portrait of the Flint Hill Student](#). The Portrait of the Flint Hill Student serves as a guiding principle for our decisions as a school. The impact of our 1:1 journey is reflected in this statement as it represents the vision for our students to be ready to engage a world of unknown factors and to solve problems that have not yet arisen.

Take
meaningful
risks.

Be yourself.

Make a
difference.

Role of key stakeholders

Following parent and alumni surveys in 2015, the strategic planning process was the focus of much energy throughout the year. Led by a steering committee, the views of the broader community were solicited through open forums, focus groups and interviews. Six task forces—comprised of board members, parents, faculty, staff and alumni—took on the responsibility of distilling the information brought forward and supplemented their findings with research, comparative studies of other independent schools and further discussion with various stakeholders. Areas of inquiry included academic

excellence—both with respect to personnel and the academic program—community and constituent relations; governance and leadership; signature programs; STEM (science, technology, engineering and math); and student life. The Steering Committee also reviewed Flint Hill’s mission and vision. In February 2015, approximately 92 members of the Flint Hill community representing faculty, staff, trustees, parents, alumni and parents of alumni came together to review the task forces’ findings and cast a vision for the future of our school. Over the course of two days, a series of objectives and initiatives within five key priority areas were identified: academic program; student experience; community and constituent relations; governance and finance. Embedded in each of these areas is Flint Hill’s abiding commitment to a mission that fosters academic excellence; holds true to our four core values; is innovative in its program and curricular design and delivery; and fosters a supportive environment that allows students to grow and develop to their full potential. These essential commitments are rooted directly or indirectly in every aspect of this plan.

Throughout last school year, small groups of faculty and staff met in design teams to identify ways to execute on the charges outlined in the Strategic Plan.

Goals and sustainability plans

Please note that numbered items (1.1, 1.2, etc.) in bold describe priorities that were identified in Flint Hill’s Strategic Plan. The text

below each numbered item describes the actions that have been taken by the School.

1.1 Focus our energy and resources on learning and teaching excellence—enhancing our key philosophical approach with methodology and programmatic measures that inform and shape the learning experience for all students in all divisions by: (a) ensuring all students have the opportunities and resources necessary to realize their potential, (b) Expanding our current model of academic coaching to encompass all students, through a formal process of ongoing training and mentoring of faculty, (c) achieving national recognition by sharing our unique and inclusive approach to learning and teaching excellence.

During the 2016-2017 school year, all school-wide professional development decisions were driven by the strategic vision. Upper School faculty all received either academic coaching training or social-emotional program development training. Lower School homeroom teachers all attended an Inquiry and Visible Thinking conference to continue the curricular and programmatic elements for our students’ development.

1.2 Embark on a concentrated effort to expand offerings and opportunities for innovation, design, entrepreneurship, communication skills, and self-discovery, augmenting the Flint Hill program by: (a) providing the framework and infrastructure to ensure individuation with cutting-edge, and experiential learning for all students; (b) using technology to take advantage of the

rich and dynamic possibilities of partnering with other teachers and classrooms around the world; And (c) incorporating progressive, interdisciplinary opportunities to explore, expose, inspire and engage the creativity, curiosity and activism of students through collaborative studies and real world applications.

In the previous two years, our Innovation Department has grown from a series of electives to a core academic component developed at each divisional level. The school added an innovation lab in the Lower School, as well as two additional innovation labs in the Middle School and a redesigned and expanded innovation lab in the Upper School. The Innovation Department now offers computer science as a required class for all students in Grades JK-6 and by choice in Grades 7-12. Where once we had a single Design Thinking class, now we have 6 different classes in Grades 5-12, including general survey classes in innovation in fifth and sixth grade, additional makers curriculum in seventh and eighth grade and expansion of Small Business Start-Up, Small Business Management and Social Entrepreneurship in the Upper School. The Innovation Department has adopted a formal scope and sequence for its skills through line developing students' growth mindsets, appreciation for aesthetic and systematic design, reflective practice, innovative thinking and communication skills. The School also hired an Innovation Department Chair to oversee the development of innovation curriculum.

1.3 Leverage technological advances thoughtfully and intentionally, as tools for enhanced teaching and learning.

2.2 Leverage technological resources thoughtfully and intentionally to strengthen the student experience for ethical and real-world application.

Developing our students as strong advocates for digital citizenship is an important part of our vision going forward. The School added staffing for the Upper School to include a part-time information specialist and an additional part-time technology integration specialist. This brings our school-wide Instructional Support and Technology Integration team to a total of six. These staff teach, mentor faculty in best practices of technology integration and digital citizenship and advise the Leadership Team on visionary ideas in the education landscape. The charge for this team is to develop and implement a digital citizenship curriculum for Grades JK-12 before the start of the 2018-2019 school year. We also have implemented the beginning phases of a digital portfolio system that will progress with our students. Currently, all students in Grades JK-6 have digital portfolios.

Learning

How are students using Apple technology to learn?

Students learn through teamwork, communication and creation, personalization of learning, critical thinking, and real-world engagement.

Student work deeply integrates the use of Apple products.

Student learning

Students depend on their iPads and MacBook Airs to engage in their daily learning. Each day, Apple devices are used to learn, capture and create student understanding. These Apple devices are an integral part of the school day and importantly, are used as seamlessly as pencils. This is because students are prepared through ongoing integrated lessons to understand digital citizenship practices, and are given ample time to build their application of these important devices so that they can use them efficiently and wisely. Teachers and the technology integration specialists carefully and intentionally select the apps and programs that students use, and focus mainly on choosing apps for creation and communication. New apps are vetted for the affordances they offer student learning and engagement. Often, students learn to use new apps either through guided discovery or opportunities to learn by doing.

In the Lower and Middle Schools, students use their iPads and MacBook Airs to reflect on and communicate what they know to their teachers and their parents. These opportunities have been amplified through the adoption of SeeSaw, a digital learning journal app that students readily

access from their iPads and MacBook Airs. This unique tool enables students to upload their digital work to make their learning visible. They can use text, audio or video recordings to narrate. Teachers can use the tool as a way to measure student progress and to provide students with personalized, real time feedback. Parents have a window into their child's learning and view their child's growth with every digital post. The use of digital portfolios is slowly moving up through each grade level; this fall it will begin in the seventh grade.

In each division, students have ample opportunities to work collaboratively to create digital products that reflect their learning. Our curricula contains opportunities that engage students in applying their understanding, creating products and receiving authentic feedback:

- Students experienced coding during the Hour of Code, as well as other integrated units in which students could code their projects using Scratch, Scratch Jr., Kodables, Swift Playgrounds and The Foos. Coding has been integrated into our academic classes to help students expand their understanding of its key concepts. In Second Grade, students coded poetry that they wrote themselves. In Spanish

in the Middle School, students used Scratch to code stories they had written.



Upper School Digital Art students try out their 3D printed cookie cutters.



- Photography helps students share their understanding of their learning. First Grade students created iStop motion videos to demonstrate their understanding of animal behaviors. In the Upper School, Honors Biology students used iPads to document

their rat dissections and then annotated and narrated how the different systems of the body work using VoiceThread.

- Videography and editing aid students in engaging in creative projects. Fourth Grade students paired up to dive deeply into learning all about the Chesapeake Bay. This year-long project required students to take one specific area of focus about the Bay, such as pollution or habitat rehabilitation, and produce a series of products to capture and share their understanding. Ultimately, their goal was to create a YouTube channel to post their iMovie-created videos for others to learn from. They received positive feedback from a number of key audience members, including the Chesapeake Bay Foundation and the Mayor of Vienna, Va., who said she would share the videos with members of her community. Sixth Grade students continued their learning after building and launching rockets by studying high-speed video recordings to analyze the speed and trajectory of the rockets. Tenth Grade history students created oral history projects by interviewing and recording someone that had lived through a historic event.
- Using Pages, Keynote and other software, students create authentic products to demonstrate their learning. The Third Grade students used Pages and Keynote to create advertisements to promote the products they were selling during Marketplace Day. Upper School Small Business Management students were paired with a real-world businesses for a semester-long project that allowed them work as consultants.

They used a variety of applications to create graphics, logos, trend maps, etc., to include in their final consulting proposals for their mentor businesses. Students received feedback from their businesses on their work throughout the semester and on their final presentations and proposals.

- Virtual Reality has further expanded the reach of learning by allowing students to travel the world without leaving their classrooms. The kindergartners experienced Virtual Reality using their iPads to explore their diverse cultural backgrounds as they virtually toured the world. Middle School Modern Language students took tours of cities around the world led by their teachers using iPads with Google Expeditions.
- Combining technology and art has allowed many of our students to explore their creative pursuits in academic classes. Upper School Digital Arts students designed cookie cutters in the shape of their faces using Adobe Photoshop and Illustrator, and then had them 3D printed to give to their mothers for Mother's Day. Middle School Digital Arts students designed their own shoes using Google Sketchup and then 3D printed them to explore how a concept comes to life. Seventh Grade English students used iPad Pros with Apple Pencils to design and create their own graphic novels using apps like Paper 53.
- Podcasting and audio recordings allowed students to showcase their learning in another way. Third Grade students used their iPads to create audio recordings for their Marketplace

commercials that were broadcast during the day. Middle School students have access to a Whisper Room to create professional recordings for class work and passion projects.

Teaching

How are faculty using Apple technology to teach?

Professional learning opportunities with technology help faculty stay current.

Faculty create and use curriculum, instruction and assessment strategies, and content to support learning goals.

Apple devices are essential to teaching across all divisions at Flint Hill. Faculty use the technology to present information that captures student attention. Teachers also use their devices to create interactive learning units. Equally important is how teachers leverage student devices to engage students in learning or manipulating content.

Professional learning

Professional development at Flint Hill School occurs in a variety of ways to meet the needs of different individuals. Beginning with the understanding that every teacher is a lifelong learner, each member of the Flint Hill community is encouraged to adopt a growth mindset and consistently engage in a cycle of innovation, reflection and improvement in their professional craft.

APPLE TEACHER

Recently, all Flint Hill teachers and staff took the Apple Teacher Certification and passed. Through this process, they gained a significant understanding of the broad capabilities available through Apple tools. For instance, the Lower School music teacher learned about

GarageBand and immediately incorporated recording with GarageBand into her curriculum. In the Upper School, some teachers leveraged their new understanding of Numbers and Pages to incorporate better visuals in their presentations.

INTERNAL PD

The Upper School Technology Integration Department created a team of faculty members from each academic department to serve as “tech deputies.” These individuals acted as liaisons between the TIS and IT departments and the faculty, and instructed colleagues on how to use and incorporate different technologies into the classroom. For example, our math technology deputy taught two other math teachers Desmos and Geogebra. In addition, many teachers in the Middle and Upper Schools were provided the opportunity to work with an Apple Professional Learning specialist to dive deeper into what makes great learning.

SUMMER PD

During faculty division meetings or pre/post planning sessions, faculty engage in technology training. For instance, last year, faculty learned how to use a digital learning journal application, Google Apps for Education and SmartTV Interactive TVs and software

applications. Our Lower School teachers spent a week attending a Project Zero conference in Washington to continue to expand their understanding of thinking routines and how to make learning visible.

CONFERENCES

In addition to attending a variety of conferences, Flint Hill teachers present at conferences such as OESIS, NAIS and the VAIS Technology Conference. The Flint Hill Magazine highlights these accomplishments so the community is aware of our faculty's thought leadership and can engage with the individual presenters.

Instructional design

Faculty routinely engage in curriculum design with department chairs and the technology integration specialists. This practice usually involves meeting to discuss how technology will be used to facilitate the learning and showcase student understanding. Most recently, teachers have been working with instructional coaches, technology integration specialists and department chairs to focus on two key areas: deeper learning and making the learning visible. Teachers have integrated “deeper learning” into their lesson planning and assessments by reassessing their rubrics to include personalization of learning and real-world engagement. To make learning more visible, teachers have explored ways to share student work with both parents and the community at large. The following are a few brief examples of how teachers engage students with Apple technologies:



Exploring mathematical concepts through 3D modeling.

- Middle School math teacher Erin Mahony wanted to provide a cross-content, hands-on approach to learning about ratios and proportions. Flint Hill's Middle School playgrounds were new at the beginning of the 2016-2017 school year and provided an authentic, community-focused context through which to learn these subjects. She collaborated with the Middle School technology integration specialist to create an immersive unit that allowed them to explore mathematical concepts by using 3D CAD modeling; accessing architectural drawings; and scaling and printing the entire playground. Students used iPads Pros with Apple Pencils and MacBook Airs to assess data and create scaled models. Ultimately, they documented and reflected on their experience using iMovie.



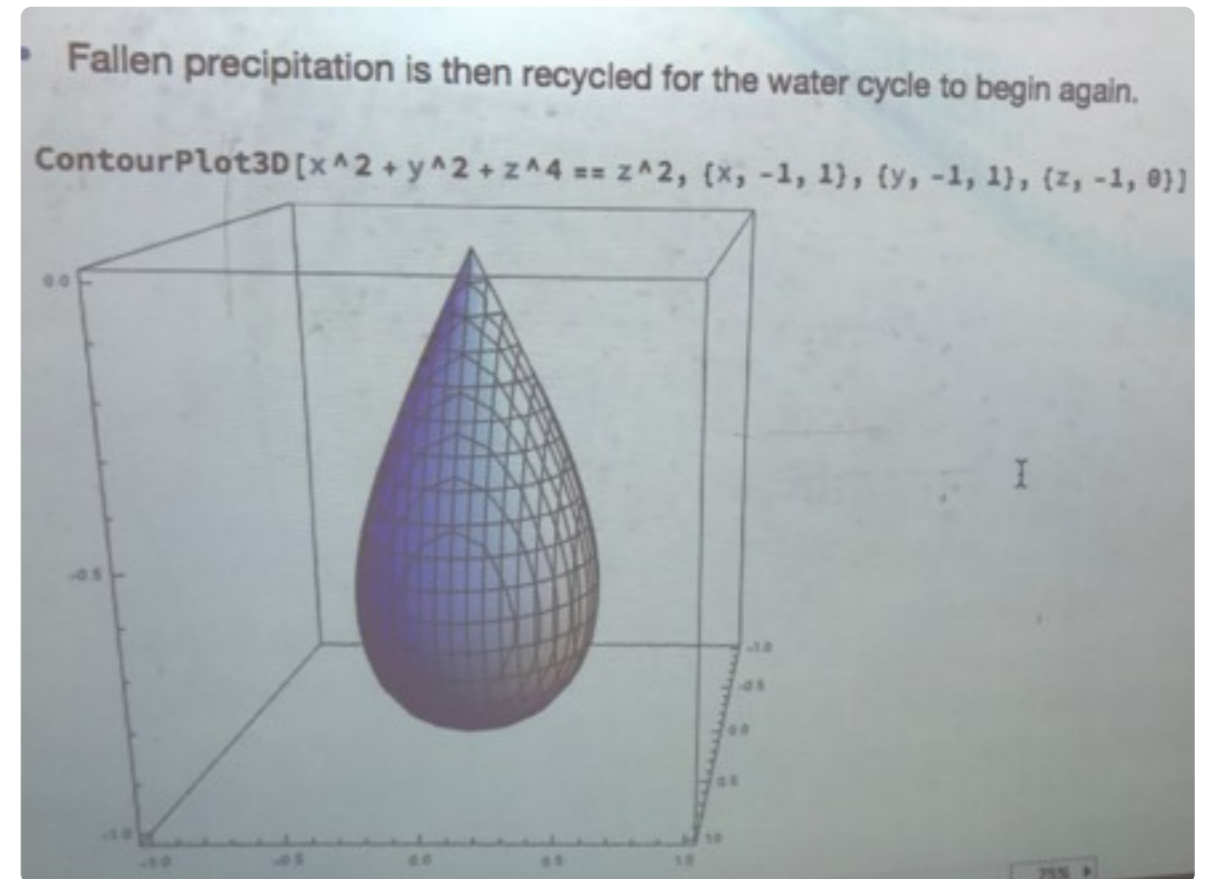
Lower School Technology Integration Specialist, Lisa Waters works with a student on her iPad.

- Throughout the year-long study of the Chesapeake Bay, Fourth Grade teachers and the Lower School technology integration specialist built an interwoven curriculum that spiraled student learning from the science behind the Bay to the social studies of the people who live by the Bay. This wide-angle unit was carefully orchestrated to take students on a journey of the Bay, in which students would build a holistic understanding of the Bay while also learning how their own lives could impact the Bay and how they could

improve the Bay and its surrounding areas. The unit engaged students in using a wide range of technologies to research, communicate, capture and present their knowledge of the Bay. The project culminated with student-created videos about the Bay, which were then posted on a YouTube channel to reach a wider-audience.

- When the First Grade teachers were planning their science unit on animal behaviors and habitats, they met with the science teacher and the technology integration specialist to create an integrated unit in which students would have opportunities to research information about their animals and choose from a variety of technology-created communications to share their information. Students could create movies, digital books or audio stories to present their information.
- Upper School Contemporary World History teachers were challenged by students to redesign a popular unit of study in their course. Traditionally, students were challenged to create an NGO that would address an issue in Africa and present their NGO using a variety of deliverables to a panel of judges. Last year, those teachers reassessed the project and redesigned it to have students locate an NGO or country that was successful in a particular area of concern and then apply that success to another country. This project required a significant collaborative research component and real-world application. Students presented their solutions to a panel of judges who evaluated whether or not the application plan would succeed from one country or organization to another. Students used several applications to create infographics and visual aids to persuade the judges that their model will be successful.

- Upper School math teacher Bill VanLear, wanted to provide students in an advanced post-AP math course the opportunity to explore mathematical concepts in areas of study that they would not normally encounter in the math classroom. Throughout the Multivariable Calculus course, students used Wolfram Alpha's Mathematica software to manipulate equations to visualize mathematical concepts and dig deeper into their application to the real world. As an end-of-course project, students were asked to select an area of interest to explore using Mathematica to discover the math behind the topic. One student chose to study how rain is formed. Through her exploration and play, she discovered that although Mathematica offered the equation behind many shapes, a raindrop was not one of them. With her teacher's encouragement, she spent hours playing with shapes and exploring how molecules merge to create a raindrop. By the end of her project, she had discovered the equation for the shape of a raindrop.



Students in Multivariable Calculus present their findings using Mathematica.



Environment

How does the school environment support the use of Apple technology for learning and teaching?

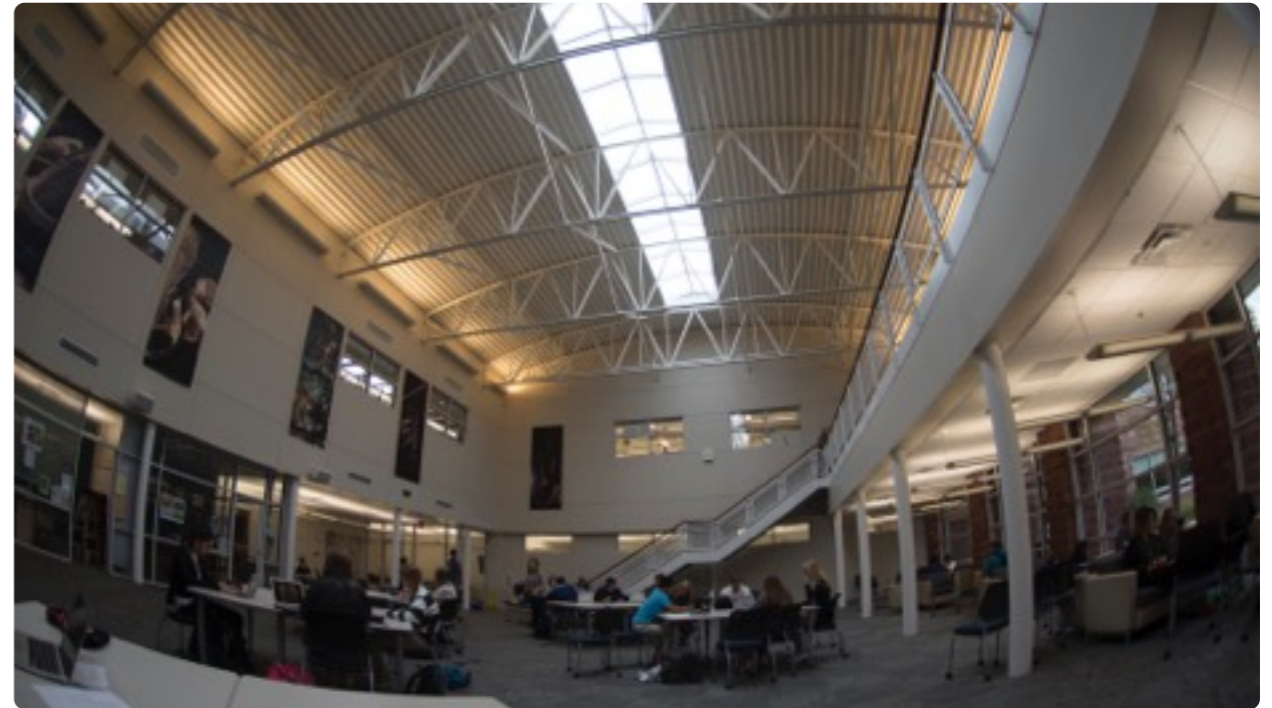
Teachers and students use a variety of classroom arrangements, spaces outside the classroom, and virtual environments to support instructional practices and learning goals.

IT infrastructure and staff design access to hardware, software, and services for learning and teaching.

Learning spaces

The central role that technology integration plays in education at Flint Hill has led the faculty to consider how to support “anywhere, anytime learning”—specifically, the spatial repercussions of a 1:1 environment, and the impact of technology on further pedagogical adjustments that we might make going forward. During the 2015-2016 academic year, the School went through a strategic planning process. During that process, the topic of technology integration was a central theme. From the work on the Strategic Plan, a new Campus Master Plan was created that continues to explore the need for flexible learning environments both in and outside of the classroom.

In the fall of 2016, the Upper School unveiled upgraded learning spaces throughout the building. Additional seating was provided by adding booths in underused spaces on the second floor. New furniture was purchased for the Upper School Commons that provided more



Upper School Learning Commons



table space for shared learning. Finally, the library was redesigned and renamed to become the Learning Commons. The Learning Commons provides a flexible environment where students can socialize and study in a comfortable space with a variety of furniture, from couches and chairs to large tables and study carrels.

In our Lower and Middle School classrooms, teachers have explored several iterations of designing the classroom for anytime, anywhere learning. Last year, all of the Middle School classrooms upgraded to TVs on carts with Apple

TVs. The mobility of the screen has allowed teachers to redesign the learning environments in their rooms. Many humanities and language classes now include more areas for differentiated work flow—from small clusters of comfortable chairs, to more mobile tables and chairs, to designated areas for group work and larger discussion opportunities, to areas for personalized feedback for students. Mobile furniture, in particular, has become a staple in our Middle and Upper School science classrooms, complementing dedicated lab space in the Upper School. Lower School teachers had an important role during the 2016-2017 school year when we selected new technology for their classrooms. Teachers had the chance to test multiple projection devices and ultimately met with the director of IT and director of facilities to help decide where the new Smart Active Panels would be placed in the classrooms. Additionally, during the summer of 2016, the Upper School robotics room was doubled in size to provide for the space needed for this ever growing program.

In the 2017-2018 school year, a new innovation space will open in our Lower School. This will be the fifth classroom dedicated to the Innovation Department on our Lower and Middle School Campus, joining a robotics room, makerspace, technovation lab and innovation lab. The Lower School Innovation Lab will include a carving machine, a 3D printer, two sets of keva planks, a lego wall, Makey Makey stem packs, connectivity kits, consumable creative supplies, tools, and much more. The vision for this new space is an integrated learning experience where students will still have a traditional science lab infused with opportunities to creatively problem-solve and engineer.

Additionally, teachers will have the opportunity to bring their classes for maker-themed activities and creative play.

Infrastructure design

The infrastructure on our campuses supports our learning with wireless access for faculty, students and guests in all corners of our buildings. We have the latest wireless technology infrastructure with Aerohive 802.11N access points. This provides 1 GB access to the Internet on both campuses. Over the past two years, we have upgraded and replaced switches, routers, power backups and fiber optic backbones on both of our campuses. Because access speed is a priority for our end users, it was a priority when we upgraded our system. As the needs of the teachers and students change, our Information Technology department is constantly assessing our infrastructure. With that in mind, over the summer, all of the Apple TVs on the Upper School Campus were hardwired to the network to increase stability. This focus on keeping our infrastructure up-to-date promotes learning environments that allow student-centered inquiry in a variety of spaces.

Results

How are you measuring progress toward your school's vision and goals?

Data is routinely collected, analyzed, and shared to inform progress and measure the success of your program.

Data is used to determine next steps toward your vision and goals. Share what your results suggest, and what you'll do next based on them.

Research practices

During the previous two years the Leadership Team at Flint Hill has worked to create a culture of data analysis to inform our strategic decision making processes. We regularly analyze the results of our academic data points (SAT, ACT, AP, MI, Fountas and Pinnell) as well as parent and employee satisfaction surveys and our biannual Climate of Flint Hill Survey sponsored by the Counseling Department. We use this feedback to adjust our strategic direction and to best serve our students and families.

Another example of standardized data is our use of the Math Inventory (formerly Scholastic Math Inventory) in Kindergarten through Grade Eight. This is a data point for our students, teachers and parents to understand where students are and what they are ready to learn next in math. The Math Inventory (MI) program allows teachers to gather several data points throughout the year to get snapshots of progress for students. We use the word processing and spreadsheet features in Pages and Numbers to visually represent the data in ways that allow parents to understand a student's journey in math. Our parents have shared through a series of parent listening tours that this has been one of the most

important improvements to our math program. It is also an example of communicating the learning process with its up's and down's so that parents can understand the value of multiple data evidence points.

While traditional methods of comparison such as SATs, ACTs and AP scores still are part of the general thinking about improvement metrics in schools, at Flint Hill, the evidence of a successful learning environment is shifting as our 1:1 environment and other developments have transformed the landscape of education. Our AP Modern Language classes deeply integrate our 1:1 technology and have designed a curriculum around the authentic skills needed for communication in a global environment. Last year's average for the AP French Language exam was 4.50 out of 5—5 of the 6 students received the top 2 scores. There was a similar result in our AP Spanish Language class last year. The class average was 4.667—all 9 students passed and 8 of the 9 had the top 2 scores. Their success highlights the measurable benefits of a 1:1 environment that increases active learning opportunities for students. During the 2014-2015 school year, the AP European class was designed to be a hybrid class with some instruction online and

some instruction face-to-face. The class average for AP European History, made up entirely of Sophomores, was 4.30.



Students use their devices in a variety of ways to learn and grow.



To bolster such traditional measures of success, we are actively identifying alternative means of capturing some of the more intangible successes our students experience in thinking broadly, deeply and at higher levels. Our recent graduates report that they are not only adept at using learning management systems, but they also understand

how to incorporate technology productively into their college experience. Over the past four years, both online courses and independent study courses have become more popular at Flint Hill. Five years ago, we had just three students express an interest in completing online courses. Three years ago, ten students engaged in online courses through external vendors to earn course credit. This summer, we offered our third year of online math courses in our summer program, staffed by Flint Hill teachers, using an online platform in which teachers could use pre-made curriculum as well as their curated materials. Seven students took Pre Calculus Honors and one student took Algebra II Honors. We also added a project-based summer online class which allows students to study social media and how it disrupts the media landscape. The enrollment in our independent study programs has remained strong over the past two years, and we continue to have several students each year engage in an independent study. The 1:1 technology program allows students to engage in a variety of scholarship; share materials easily to allow work and review to happen asynchronously; and connect and collaborate with scholars and experts around the world.

Our software needs are another example of contemporary results to point to our success because of the evolution of our program. At the core of our program is the idea of engaging students in apps and programs that facilitate creation, not consumption. Last year we adopted Wolfram Tech System's program Mathematica for use in our upper level math classes. Adopting this software, which is normally used in higher education, allowed our students to develop more

project-based learning exercises in math and pushed them to find the practical application for their math concepts. Some students chose to use the program to explore concrete current examples in the world, for example, determining the length of cable needed on the Golden Gate bridge. This program also allowed students the freedom to explore mathematical concepts and questions that had yet to be explored. One student wanted to find the math equation for a raindrop. Upon exploring this vast subscription and database, she found this would be a new addition. We review these subscriptions annually through our Technology Integration and IT meetings and during the annual budgeting process. Our criteria for review includes a review of current use and outcomes generated, adherence to the principles of creation or exploration over consumption and mission and vision fit.

We give our students much freedom in the learning environment at Flint Hill to pursue their interests and talents. We are thrilled that the 1:1 environment we have created has served to expand those opportunities even further.

Contribution and Credits

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