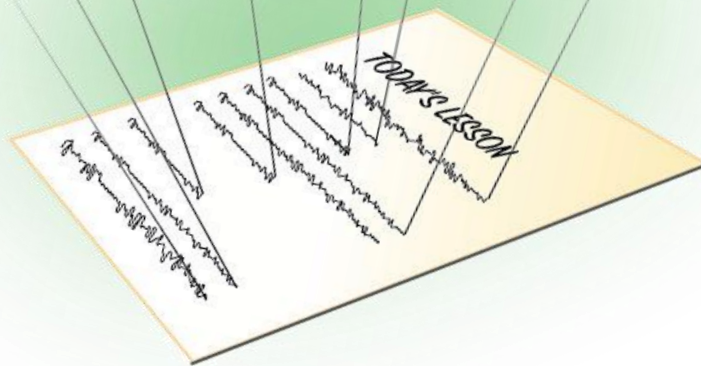




*“Social Studies at the Forefront
of Public Discourse”*



**ILLINOIS COUNCIL FOR THE
SOCIAL STUDIES**

2022 FALL CONFERENCE

OCTOBER 14, 2022

HARPER COLLEGE, PALATINE



Welcome to the 2022 Illinois Council for the Social Studies Fall Conference!

It has been too long since we have had the opportunity to be together.

Specifically, the last in-person ICSS conference was on March 6, 2020, at the University of Illinois Springfield. It was but one week later our schools, universities, restaurants, businesses, and lives were fundamentally changed by pandemic shutdowns. Ironically, however, the shutdowns demanded more work from teachers, administrators, students, and parents. As a teacher, administrator, student, parent, or combination thereof, you were part of the largest, fastest pedagogical shift in history. It was a fundamental—and lightning fast—assessment and retooling of both what we were teaching and how it was getting taught. The world would not pause for us to adapt to the ever-changing academic, social, emotional, and economic needs of our students. All members of ICSS were at times overwhelmed with ongoing changes to society and professional expectations.

As we continually learn to adjust to a world with COVID, ongoing social injustices, climate issues, and ever-present vitriolic political dialogues, we keep in mind our noble, important task of educating future generations to improve the world they are inheriting. Our eyes are set firmly on our students as vital stakeholders who must be equipped with the best social studies experiences we can muster. It is not an easy task, and too often it is not recognized for its importance.

The colleagues who join you today—and so many more that cannot because of ongoing teacher and substitute teacher shortages—form a community where ideas, joys, challenges, and opportunities for professional and personal growth can be shared. In addition to the innovative, student-centered sessions we have in our lineup today, there is rich, informal professional development in the form of collegiality in between sessions, on the way to the keynote, and during lunch. We will learn together, commiserate when needed, and create professional and social networks. This is what being part of a vibrant educator community is all about.

As we look forward to educating in the context of an ever-changing world, we must continue to engage with one another regarding the best interests of our students, our communities, and our own personal wellbeing. Part of this engagement is active participation in a professional community. Your desire to grow as a professional and to engage in dialogue serves to reinforce and refresh your commitment to your students and your community. As you participate in sessions and informal dialogue throughout the day, know that your colleagues are glad to see you. We look forward to discussing with you the promise of a bright future of social studies education. We look forward to the ongoing journey of educating the next generation. We look forward to being part of a growing community of social studies professionals. We look forward to seeing you in that community.

Enjoy the conference.

Dr. Benjamin “Ben” R. Wellenreiter
Executive Director
Illinois Council for the Social Studies

Professional Development for Educators

Proof of Attendance: Please select each session you attended. You may not receive CPDUs for a session unless you have attended its entire duration.

Evaluation: At the end of the conference, please complete an evaluation form. This form is required to receive CPDUs.



2022 ICSS Attendance Form



2022 ICSS Evaluation Form

<https://tinyurl.com/2022icssattendance>

<https://tinyurl.com/2022icsevaluation>

Harper College

Parking—Please Park in Lots 5 or 6

Sessions—Sessions will take place in Building J

Lunch program—Lunch Program will take place in Building W



Schedule

Parking in Lot 5 or 6 (see map)							
7:30-8:30 Registration and Vendors - Building J (J-133 Lobby Area)							
	J-152	J-153	J-154	J-155	J-159	J-251	J-257
8:30-9:20 <i>Session 1</i>	Anita Bond & Adam Smith You Tell Me: Leveraging Student Opinions for Critical Thinking	Lynn Glueck Running a Structured Academic Controversy	Dori Gerber Religious Literacy in the Social Studies Classroom	Mark Newman Teaching Asian American History: The Japanese American Experience	Stephanie Pinta Choose Your History Adventure: The Consequences of Plessy v. Ferguson	Tonja Graham Teaching with FLAIR!	Adam Dyche Yes, Content Matters in the Standards-based Classroom!
9:20-9:30	Break and Vendors						
9:30- 10:20 <i>Session 2</i>	Michael S. Lisa H. & Jack B. Partnering with local historical centers to promote inquiry	Scott Hays & Candace Gunby Connecting Students and Community with Engaging Youth for Positive Change	Corinne Claycomb Shake it Out, Shake it Up: Building DEAI Focused Reading Programs	Grace Pai & Maricor Chang Beyond Food, Festivals and Fashion: Including the Asian American Experience in Classrooms	Theresa Coomer Engaging Students in a Civil Right Monument project	Kim Koehler Freitag Challenging Advanced Learners in Social Studies via Classroom Discussion	Jessica Hulten Introduction to the History of Genocide
10:20-10:30	Break and Vendors						
10:30-11:20 <i>Session 3</i>	Ben Wellenreiter What can ICSS do for you? Conversations with ICSS Leadership	Abigail Cline & Hayley Goebel Mission Access: Implementing Accessibility Tools Used by Museums in Your Classroom	John H Bickford & Charles E. Clabaugh The Hidden History of the KKK's Second Wave in Illinois	Mary Ellen Daneels Navigating Difficult Classroom Conversations: Strategies for Current and Societal Issue Discussions	Catherine Hawke & Tiffany Middleton Teaching with Current U.S. Supreme Court Cases	Seth Brady How to Seriously Expect Students to Take Informed Action with Limited Time	Kimberly Fugarino & Natasha Omar Picture Books in Middle School Social Studies
11:20-11:30	Break and Vendors						
11:30-12:20 <i>Session 4</i>	Anne Matz Making the Case for Instructional Time in Elementary Social Studies	William Furry Exploring your local history with the Illinois State Historical Society	Susan Cangro Disciplinary Literacy Practices Applied in the Social Studies Classroom	Raven Nicole Althimer How to utilize the Illinois Culturally Responsive Teaching Standards in the classroom	Carley T. Janelle S. Maia S. & Peter R. Service Learning in the Civics Classroom	David Elbaum A creative solution to address the problem of students failing Social Studies courses	Philip Pulley But I Thought That Was True: Edu-Mythbusting
<i>Lunch Program</i> 12:30-2:00	Wojcik Conference Center Dining Room—Building W Keynote Speaker: Mary-Ellen Daneels, Director of the Illinois Civics Hub and Illinois Democracy School Network Keynote Address: “The Design Challenges of Educating for American Democracy”						

2022 ICSS Fall Conference Keynote

Mary Ellen Daneels

Director of the Illinois Civics Hub and Illinois Democracy School Network

“THE DESIGN CHALLENGES OF EDUCATING FOR AMERICAN DEMOCRACY”

Biography:

Mary Ellen Daneels is a National Board-Certified teacher who taught at West Chicago Community High School for 27 years. She serves as the Director of the Illinois Civics Hub and Illinois Democracy School Network, leading efforts to support the implementation of the middle and high school civics course requirements and Illinois social science standards.

She has been recognized as the Law-related Educator of the Year from the Constitutional Rights Foundation of Chicago, Teacher of the Year by the 19th District of the Veterans of Foreign Wars, and American Civic Education Teacher from the Center for Civic Education and the Illinois Education Association Teacher of the Year. Mary Ellen has presented on the proven practices of civic learning throughout the nation. She has been featured on CBS Sunday Morning and highlighted in numerous publications such as Education Week, Social Education, and Educational Leadership.

Mary Ellen has advocated for civic education before federal and state lawmakers. She served on the Board of Directors for the National Council of the Social Studies and worked on both the Steering Committee and Pedagogy Committee for the Educating for American Democracy Roadmap.



Session 1

8:30-9:20

Room	Title/Audience	Abstract	Presenter(s)
J-152	<p>You Tell Me: Leveraging Student Opinions for Critical Thinking</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>By asking students for their opinions, we immediately gain buy-in and personal connection, and we are more likely to include a culturally responsive experience for students. Critical thinking skills are inherent in these learning experiences: evaluation, argumentation, use of evidence, etc. There are a myriad of ways to include this process in a social studies classroom at any level. The presentation will explain the value of these approaches, but also cover several options for formats and procedures. We will discuss strategies to ensure balance, fairness, and ethics. Finally, we will review efficient and helpful evaluation and assessment tools.</p>	<p>Anita Bond Adam Smith</p> <p><i>Hononegah Community High School</i></p>
J-153	<p>Running a Structured Academic Controversy</p> <p><i>Secondary/High School</i></p>	<p>Learn to plan and run a Structured Academic Controversy, a discussion protocol that fosters high levels of participation, engagement, and consideration of different perspectives on a controversial issue. This session may also be good for those who already use this protocol but would like to share ideas about its implementation with others.</p>	<p>Lynn Glueck</p> <p><i>Wisconsin Center for Education Products & Services / University of Wisconsin-Madison</i></p>
J-154	<p>Religious Literacy in the Social Studies Classroom</p> <p><i>Elementary; Middle Level; Secondary/High School</i></p>	<p>Participants will develop pedagogic content knowledge around guidelines for teaching about religion in public schools, learn how to incorporate readily available digital technologies into their classrooms, and be prepared to analyze primary sources with their students.</p>	<p>Dori Gerber</p> <p><i>Institute for Curriculum Services</i></p>

J-155	<p>Teaching Asian American History: The Japanese American Experience in World War II</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>This interactive session will provide hands-on exercises for participants to develop inquiry-based, primary source classroom activities. It will introduce a method to develop a curricular resource that can be flexibly applied to design classroom learning experiences.</p>	<p>Mark Newman</p> <p><i>National Louis University</i></p>
J-159	<p>Choose Your History Adventure: The Consequences of Plessy v. Ferguson</p> <p><i>Elementary; Middle Level; Secondary/High School</i></p>	<p>"Choose Your History Adventure" is directly inspired by the Choose Your Own Adventure book series. By combining technology and student choice, this session engages learners to examine the impact of de jure segregation during the Jim Crow era.</p>	<p>Stephanie Pinta</p> <p><i>Chicago Public Schools</i></p>
J-251	<p>Teaching with FLAIR!</p> <p><i>PreK-12 (general audience)</i></p>	<p>Create a memorable and fun classroom by adding "FLAIR" to lessons with affordable and easy to implement strategies that will engage students and leave them wanting to know more.</p>	<p>Tonja Graham</p> <p><i>East Peoria Elementary District #86</i></p>
J-257	<p>Yes, Content Matters in the Standards-Based Classroom!</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>This session will prompt thoughtful reflections and tough conversations around traditional grading. It will provide practical grading and instructional approaches to facilitate an accurate, bias-resistant, and motivating grading system in your classroom, while not losing the importance of content knowledge.</p>	<p>Adam Dyche</p> <p><i>Waubonsie Valley High School</i></p>

Session 2

9:30-10:20

Room	Title/Audience	Abstract	Presenter(s)
J-152	<p>Partnering with Local Historical Centers to Promote Inquiry</p> <p><i>Elementary; Middle Level; Secondary/High School</i></p>	<p>Engaging middle and high school students in inquiry requires teachers to locate authentic materials and to identify engaging questions to investigate. This presentation demonstrates how and why teachers should connect with local historical institutions to support inquiry in their classrooms.</p>	<p>Michael Scarlett Jack Beemsterboer Lisa Huntsha</p> <p><i>Augustana College</i></p>
J-153	<p>Connecting Students and Community with Engaging Youth for Positive Change</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>This session shares information about how Engaging Youth for Positive Change enhances youth skills in public discourse by guiding youth through a policy change effort promoting a local ordinance that improves local communities.</p>	<p>Scott Hays and Candace Gunby</p> <p><i>Center for Prevention Research and Development, University of Illinois at Urbana-Champaign</i></p>
J-154	<p>Shake it Out, Shake it Up: Building DEAI Focused Reading Programs</p> <p><i>PreK-12 (general audience)</i></p>	<p>Grow empathetic allies and advocates for meaningful change through reading programs focused on diversity, equity, inclusion, and accessibility. Examine how literature can spark valuable insights, introduce students to new voices and experiences, and empower them to challenge dominant narratives.</p>	<p>Corinne Claycomb</p> <p><i>Abraham Lincoln Presidential Library and Museum</i></p>
J-155	<p>Beyond Food, Festivals and Fashion: Including the Asian American Experience in Classrooms</p> <p><i>Elementary; Middle Level; Secondary/High School</i></p>	<p>This session will get you ready to implement the TEAACH Act, requiring public schools to teach Asian American history, by explaining the act, presenting Asian American demographics, and introducing participants to anti-Asian tropes, pedagogy and teaching resources and lesson plans.</p>	<p>Grace Pai and Maricor Chang</p> <p><i>Asian Americans Advancing Justice - Chicago</i></p>

<p>J-159</p>	<p>Engaging Students in a Civil Right Monument Project</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>This is a unit that will engage students with American History in a variety of ways. There are aspects of reading, writing, and speaking in this unit. Students will also be learning skills in engaging at a local governmental level.</p>	<p>Theresa Coomer</p> <p><i>Paw Paw CUSD 271</i></p>
<p>J-251</p>	<p>Challenging Advanced Learners in Social Studies via Classroom Discussion</p> <p><i>Middle Level; Secondary/High School; Teachers of advanced learners.</i></p>	<p>Student discussion is a powerful strategy to engage and challenge advanced learners in the social studies classroom. Teachers will gain practical tools to facilitate classroom discourse.</p>	<p>Kim Koehler Freitag</p> <p><i>Independent Consultant; Illinois Association for Gifted Children Education Committee Tri-Chair</i></p>
<p>J-257</p>	<p>Introduction to the History of Genocide</p> <p><i>Secondary/High School</i></p>	<p>In this workshop, educators will take a deeper look into their rationale for teaching genocide. Participants will examine the guidelines of teaching genocide, including how to define the term, and discuss the challenges of its legal definition. Together, educators will explore the Illinois Holocaust Museum’s new Genocide and Human Rights Virtual Teaching Trunk to help them effectively teach the origins of genocide and learn how to implement age-appropriate classroom activities into their genocide unit.</p>	<p>Jessica Hulten</p> <p><i>Illinois Holocaust Museum & Education Center</i></p>

Session 3

10:30-11:20

Room	Title/Audience	Abstract	Presenter(s)
J-152	<p>What Can ICSS Do for You? Conversations with ICSS Leadership</p> <p><i>PreK-12 (general audience)</i></p>	Engage with ICSS Executive Board Director Ben Wellenreiter about the benefits and opportunities ICSS can provide social studies teachers. Discuss organization roles and how session attendees can grow their professional identity through ICSS activities.	Ben Wellenreiter
J-153	<p>Mission Access: Implementing Accessibility Tools Used by Museums in Your Classroom</p> <p><i>PreK-12 (general audience)</i></p>	Join the Abraham Lincoln Presidential Library and Museum's Education Department as we share engaging tools and strategies you can implement in your classroom to make history more accessible for all your students.	<p>Abigail Cline, Hayley Goebel</p> <p><i>Abraham Lincoln Presidential Library and Museum</i></p>
J-154	<p>The Hidden History of the KKK's Second Wave in Illinois</p> <p><i>Secondary/High School</i></p>	This presentation explores the Ku Klux Klan's expansion from the Confederate South into the Midwest during its second wave in the 1920s. Teachers are guided to uncover and use local historical documents and accompanying historical reading, thinking, and writing tasks.	<p>John H. Bickford; Charles E. Clabaugh</p> <p><i>Eastern Illinois University</i></p>
J-155	<p>Navigating Difficult Classroom Conversations: Strategies for Current and Societal Issue Discussions</p> <p><i>PreK-12 (general audience)</i></p>	Learn how to enhance your classroom practice of engaging students in dialogue. Learn how to curate the right prompt and strategy to meet your learning targets. Walk away with new ideas and tools to enhance your current practice aligned with standards.	<p>Mary Ellen Daneels</p> <p><i>Illinois Civic Hub</i></p>
J-159	<p>Teaching with Current U.S. Supreme Court Cases</p> <p><i>Secondary/High School</i></p>	A deep-dive with primary sources on a current hot-button Supreme Court case will serve as a framework for exploring contemporary constitutional questions. Participants will come away with resources for using contemporary cases in the classroom, including still undecided cases.	<p>Catherine Hawke & Tiffany Middleton</p> <p><i>American Bar Association Division for Public Education</i></p>

J-251	<p>How to Seriously Expect Students to Take Informed Action with Limited Time</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>Both the C3 Framework and the newly revised state standards require students to take informed action, but too often there just doesn't seem to be enough time to do this. This session challenges that thinking by providing real life strategies that don't upend the good work teachers are already doing.</p>	<p>Seth Brady</p> <p><i>Illinois Global Scholar / Naperville Central High School</i></p>
J-257	<p>Picture Books in Middle School Social Studies</p> <p><i>Middle Level</i></p>	<p>Attendees will leave this session with ready-to-implement ideas on using picture books in the modern SS classroom. We will delve into middle school state mandates using picture books to address a variety of topics facing our students in society today.</p>	<p>Kimberly Fugarino and Natasha Omar</p> <p><i>Villa Park School District 45</i></p>

Session 4

11:30-12:20

Room	Title/Audience	Abstract	Presenter(s)
J-152	<p>Making the Case for Instructional Time in Elementary Social Studies</p> <p><i>PreK-12 (general audience); Early Childhood; Elementary</i></p>	<p>Find out how to make a slam-dunk case for elementary social studies instructional time in your school or district. You'll walk away with a powerful toolbox for advocacy and inspiration.</p>	<p>Anne Matz</p> <p><i>inquirED</i></p>
J-153	<p>Exploring Your Local History with the Illinois State Historical Society</p> <p><i>Elementary; Middle Level; Secondary/High School</i></p>	<p>Will discuss options for teachers publishing original lesson plans in Illinois history and for sharing local history with other enthusiasts; also opportunities for publishing in peer-reviewed history journal read by scholars around the world.</p>	<p>William Furry</p> <p><i>Illinois State Historical Society</i></p>
J-154	<p>Disciplinary Literacy Practices Applied in the Social Studies Classroom</p> <p><i>Middle Level; Secondary/High School</i></p>	<p>Come and learn more about how applying disciplinary literacy practices to your social studies content learning will build more thoughtful, critical, and reflective readers. Leave with a lesson plan covering the disciplinary literacy practices for social studies of sourcing, contextualizing, and corroborating that can be revised for any content.</p>	<p>Susan Cangro</p> <p><i>WIU, West Prairie CUSD #103 and Quincy University</i></p>
J-155	<p>How to Utilize the Illinois Culturally Responsive Teaching Standards in the Classroom</p> <p><i>PreK-12 (general audience); Secondary/High School</i></p>	<p>Facilitated by Illinois Culturally Responsive Teaching Standards Revision Committee member: Gain insights into the logic applied during the revisions. Learn strategies of how to incorporate these standards into your classroom for a greater shared experience amongst your students</p>	<p>Raven Nicole Althimer</p> <p><i>Chicago Public Schools</i></p>

J-159	<p>Service Learning in the Civics Classroom</p> <p><i>Secondary/High School</i></p>	<p>After implementing the new Civics requirement, have you wondered how you are going to immerse students in meaningful service learning that weaves together student learning and student action? We will share our work, its purpose and specific materials that you can adapt and use TODAY!</p>	<p>Carley Tarantino-Spoor, Janelle Smithson, Maia Salinger, Peter Ruzicka</p> <p><i>Oak Park and River Forest High School</i></p>
J-251	<p>A Creative Solution to Address the Problem of Students Failing Social Studies Courses</p> <p><i>Secondary/High School</i></p>	<p>Leyden High School District instituted a creative and forward-thinking solution to students failing graduation requirement courses. Extended Learning Opportunities (ELO) are topic specific micro-courses that target students who are in need of unit recovery.</p>	<p>David Elbaum</p> <p><i>Leyden High School</i></p>
J-257	<p>But I Thought That Was True: EduMythbusting</p> <p><i>PreK-12 (general audience)</i></p>	<p>‘Conventional wisdom’ ideas in education have been around for a long time and educators believe them to be true. However, many ideas we have are not backed by research and can be detrimental to our teaching and our student's learning.</p>	<p>Philip Pulley</p> <p><i>NCSS, ITSE</i></p>

<p>Lunch Program 12:30-2:00</p>	<p>Wojcik Conference Center Dining Room—Building W</p> <p>Keynote Speaker—Mary-Ellen Daneels, Director of the Illinois Civics Hub and Illinois Democracy School Network</p> <p>Keynote Address—"The Design Challenges of Educating for American Democracy"</p> <p><i>How shall we live together? This presentation will highlight the design challenges of classroom instruction on constitutional democracy and steps educators can take to address common concerns about the role of public education in developing and renewing our republic.</i></p>
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ICSS Board of Directors 2022

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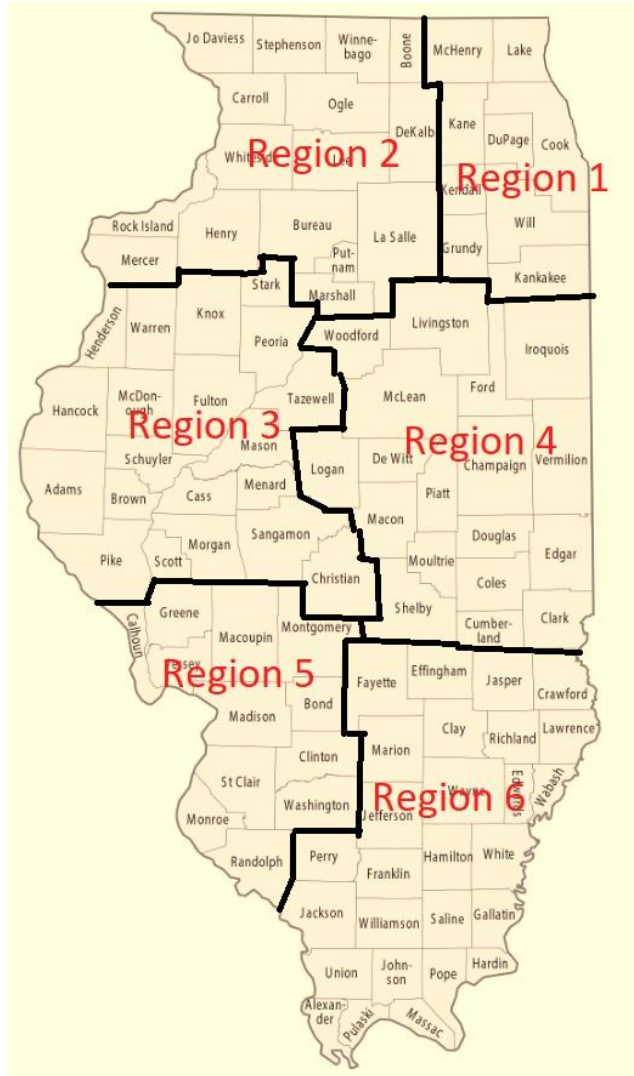
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Region 6

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2022 Fall ICSS Exhibitors

Illinois Holocaust Museum & Education Center

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Please take a few moments and visit the exhibitor tables. They are a vital component of our conference.

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