MTSS in COVID-19: Concrete Steps for Supporting Students during School Re-Entry  
*Quincie Moore, SC Department of Education Office of Early Learning and Literacy*

This session will provide school and district leaders with steps for strengthening and implementing current MTSS processes as students return to classrooms this fall. Topics will include how to reevaluate data teams and MTSS plans, how to use available data to plan for intensified Tier 1 instruction and interventions, and how to use universal screening to identify and meet the academic and social-emotional needs of returning students.

SC Department of Education Threat Assessment Protocol  
*Alan Walters, Georgetown County Schools, Sabrina Moore, SC Department of Education; and Melissa Reeves, Winthrop University*

The SC Dept. of Education appointed a task force in 2018 to create a behavioral threat assessment protocol that can be used by schools and which has since been mandated to be put into use by the SC Legislature. This presentation will cover the academic work that went into creating the protocol and how the program is being implemented statewide. Participants will learn who should serve on a school threat assessment team, the difference between transient and substantive threats, how to conduct a threat assessment using the School-Based Behavioral Threat Assessment Screening Tool, and what to do with the results.

Thinking Strategically about Personalizing Professional Learning  
*Lilla Toal-Mandsager, SC Department of Education Office of Educator Effectiveness and Leadership Development and Stephanie DiStasio, SC Department of Education Office of Personalized Learning*

District, school, and teacher leaders have all pushed their thinking about personalizing instruction during our 4th quarter of distance instruction. This session allows district and school leaders to step back and plan to model personalization in their structures and practices for leading professional learning. The session will introduce participants to strategies, resources, and additional professional learning opportunities that will help leaders grow teachers who understand how to set and pursue professional goals that will help students achieve the Profile of the South Carolina Graduate.

Chasing Rainbows: Using eLearning for Make Up Days Can Work!  
*Anna Baldwin, Anderson School District Five; Stewart Lee, Anderson School District Three; Beth Dabney, Anderson School District Two; Kristen Hearne, Anderson School District One; and Dixon Brooks, Lexington School District Two*

Join us for an interactive session with a panel of six eLearning pilot district leaders: Anderson One, Anderson Two, Anderson Three, Anderson Five, Lexington Two, and Lexington Three. Panelists will share their successes and lessons learned. Each participant will be given a BINGO card for an interactive question and answer time with our panelists.
Richland One’s District Improvement Model: Planning for Growth with a F.I.T. Mindset (Fidelity, Intentionality and Togetherness)
Craig Witherspoon, Richland District 1

This session will share Richland District One’s journey toward continuous and marked improvement in student achievement, teacher growth and leadership development. Moving a diverse school district forward requires focus, consistency and collaboration. Through the lens of fidelity, intentionality and togetherness (F.I.T.), as championed by our superintendent, this session will share strategies and processes used by Richland One to improve the teaching and learning environment in all district schools. The F.I.T. Model can be seen through the development of: a Universal Meeting Matrix that focuses and aligns all meetings at the district and school level, allowing for the clear cascading of messaging; a clear and intentional focus on major key areas that can move schools forward (The Big Three for Elementary Schools; The Big Four for Secondary Schools); an intentional instructional model that provides focused professional learning opportunities for teachers and support staff; a data driven process that focuses on continuous improvement, holding all school/district staff accountable for student growth, while ensuring the development of an all-hands-on-deck mindset; and a strong coaching and accountability model used by Executive Directors of Schools to support school leaders in their work throughout the academic year. After receiving the highest graduation rate in the school district’s history and also demonstrating growth in other key areas, Richland One’s superintendent and team will share strategies, processes and procedures that are working as well as lessons that have been learned in Richland One’s journey toward becoming a F.I.T. district!

From the Corridor of Shame to Rebranding for Excellence
Lachonna Avery, Allendale-Fairfax High School

Innovative practices will be modeled through a video and actual role playing to demonstrate how Allendale-Fairfax High School is no longer “The Corridor of Shame, but “Rebranding for Excellence.” Each of AFHS’ EOC course passing rates increased over 30% and more for the 2018-2019 academic year. We created a structured Professional Learning Community (PLC) that mirrored the School Improvement Process and the Rubric 4.0 expectations. During the PLC; we followed an Instructional Planning Framework, utilized a Data Tuning Protocol, analyzed student work and data, evaluated the rigor of student work and assessments, and created data driven stations to provide targeted standards based instruction. The PLC structures increased student achievement and established a coherent and calibrated Leadership Team.

Get Involved! How?
Pasquail Bates, Porschia Meadows and K’Shaun Sanders, Westwood High School

Get involved! How? As educators, particularly in secondary settings, we find ourselves encouraging parents to “get involved” without understanding the complexity of what we’re requesting. Most stakeholders understand how positive parental involvement can impact the culture of a school and enhance the academic experience, but the availability of viable opportunities limits this important piece. A team of Westwood High School administrators have committed themselves to addressing just that! Session participants will learn more about the programming and initiatives implemented during the 2019-2020 academic year to improve the quantity and quality of community participation within the school. Learn how these partnerships flourished, shifting the culture of the entire school community. Participants will also have an opportunity to discuss their own initiatives and brainstorm cost-effective ways to improve community involvement within their own instructional settings.
Aligning Your School Counseling Model with your School Goals to Maximize Student Success
Rob Rhodes, Greenville County Schools; Carrie McCain, Rudolph Gordon School; and Anna Claire Butler, Taylors Elementary School

School Counselors play an integral role in the daily operation of the school, and are best utilized when providing direct and indirect services to students in partnership with the school’s administration. Participants will gain a clear understanding of how to support a student-centered comprehensive school counseling program aligned with the school’s goals. Using the national model, we will share ways to utilize data in order to evaluate your program and identify areas for improvement, increase your counselors’ skills and knowledge, and enhance your school counseling program’s efforts to contribute to student success.

Legal Guidance for Administrators in Conducting Title IX Investigations
Kathryn Mahoney, Esq., Vernie Williams, Esq.; and Dwayne Mazyck, Esq., Halligan Mahoney & Williams

This session will provide legal guidance for all school administrators and Title IX coordinators to assist them in conducting thorough investigations of Title IX complaints and concerns.

Diversifying the Investment Portfolio for Students With Disabilities
Traci Hogan and Scott Rhymer, Greenville County Schools

Supporting students with disabilities is one of the greatest challenges educators and administrators face. Educating students with disabilities is generally thought of as the responsibility of the special educators. School districts across the country work tirelessly to fund the appropriate services for students with disabilities. Districts often invest financially in additional special education teachers, special education programs, and special education materials to meet the compliance requirements under the Individuals with Disabilities Education Act (IDEA-’04). The intended return on investment is generally a standard state high school diploma; however, most districts have been unable to meet their targeted goals for students with disabilities. With all the investing that schools and districts do, are we missing a key investment that is overlooked? Are we fostering the relationships of general educators and their potential impact on students with disabilities? Today’s session will focus on innovative strategies to assist district leaders in intentionally accruing the market value of their students with disabilities. Traci and Scott will show how the right capital investments, combined with the right relationship investments, can help schools and districts move student gains to next level.
Monday, June 22
1:00 p.m. – 2:00 p.m.

CTE Learning During and Beyond COVID 19
Angel Malone, SC Department of Education Office of Career and Technical Education

Participants will learn best practices for implementing high quality CTE programs while balancing the responsibility of social distancing, e-Learning, and ensuring that protective measures are in place in the classroom and laboratory setting. Participants will also learn how to effectively engage with local business and industry partners, as well as, how to best use funding to improve the flexibility and quality of CTE programs.

We Like to Move it, Move it: "Walking Discipline" as a tool for positive change
Alisa Hamrick and Collette Johnson, Aiken High School

This session is intended for current and aspiring middle/secondary administrators. During the session, participants will gain insight into the multiple benefits of "Walking Discipline" and the affect they can have on the culture of a school. Participants will leave with resources to use in implementing "Walking Discipline" in their own schools.

Everyone's Speaking the Language
Christie Shealy, Anderson District 1

The 2010 Census data identified South Carolina as the state with the fastest-growing immigrant population. The fast-growing population of immigrants left the education workforce unprepared to adequately address the needs of English language learner (ELL) students. Anderson One implemented a comprehensive plan to address the needs of ELL students and regular classroom teachers. Join this session to learn about one district's plan for meeting the needs of ELL students journey to English proficiency.

Creating a Culture of Collaboration Within A Combination School : K-8th & 6th - 12th
Farrell Thomas, Gray Court-Owings Elementary/Middle School; Dr. Kuterah Singletary, North Middle High School

Leading schools within a school can be a difficult task. It is important to establish a culture that creates collaboration between the various levels, elementary and middle combo or the middle and high school combination. This presentation will present different insights and examples of how to create a culture of collaboration within the two schools within one school building.

Transformational School Practices: Strategies that get Results
Jeff McCoy, Greenville County Schools

This presentation will focus on Greenville county Schools Focus School Process. This process was began 2016 has had proven results each year. Focus schools typically grow in all subject areas and many of them grow double digits. We will share strategies for organizing the schools around a student centered culture and will share the data from the focus schools.
Collaborating for Safer Schools and Communities  
_Fay Sprouse and Eric Cox, Greenwood District 51_

Safety is our top priority. Come hear about three innovative safety measures in Greenwood 51 and get ideas to take back to your district or school. One is utilization of the Palmetto EOC, a free resource provided by the SCEMD. It is being utilized to make district crisis plans and security cameras visible to emergency responders and dispatchers. The system has many other capabilities for emergency management and documentation. The district’s collaboration with the Emergency Management Coordinator and neighboring districts has produced a Mobile Response Unit (MRU) and Mobile Response Teams to respond when an incident requires reunification. The MRU is equipped with tools necessary for reunification and can go where needed. Finally, learn about “Squad 51,” a student-led First Responder program. Students selected become members of the Firefighter Explorer Program at their local fire department, which helps fill the need for volunteer firefighters in rural communities. Students are trained in CPR/AED, First Aid, Stop the Bleed, and use of the proper personal protective equipment. Squad 51 members respond to medical emergencies on and off campus, providing timely assistance to responding emergency units.

LEA Representative: Facilitation and Legal Compliance  
_Kathy Whaley and Katinia Davis, Richland District 2_

I’m the LEA, so what’s the big issue? The LEA assignment is usually made without any specific training on the legal aspects or the skills needed to be successful. By providing training on compliance and content, the process could become more productive and meaningful.

Interviewing with Intention - Building Your Culture with Every New Employee  
_Keith Price, James Ann Sheley and Shawn Williams, Richland District 2_

You only get one chance to make a first impression. Why not make it one that is long-lasting and culture-changing? As the teacher candidate pool shrinks, you want to be sure that you attract the best educators to join your team. That begins with the very first call to schedule an interview. Come here how proactive and intentional interviewing strategies can help attract the best candidates to your school as well as how your personal touch can retain dedicated employees.

From Research to Implementation to Evaluation: A Full Circle Approach to MTSS  
_Kevin O’Gorman and Josh Black, Edgefield County Schools; Frederick Buskey, Strategic Leadership Consulting, LLC_

This session describes the actual experiences of a school district’s journey to successfully implementing MTSS in a coordinated and coherent fashion. This effort aligned the work of district and building level leaders in developing their capacity to use multiple forms of data to identify and address root issues for problematic areas across district systems. Data teams used a common research-based protocol to engage in action cycles of incremental change. Building level data teams began using the protocol using their own discipline data to identify, address, evaluate, and solve a specific discipline issue. The session will include examples of specific tools to facilitate this kind of work and will make those tools available to all participants. As a result of this session, district and school leaders should be able to evaluate the coherence of their own approaches to MTSS and to be able to use some simple tools to increase coherence and support teams in using data effectively.
Lab School and Accountable Talk: Job-embedded professional development
Matthew Moore, Valerie Ayers and Amy Jennings, Pendleton High School

This one hour session focuses on shortcomings of traditional PD strategies, with an emphasis on teachers overcoming the "knowing-doing gap." In response to this need, PHS launched a job-embedded, cohort-style PD program in which teachers are provided full-day trainings on campus during the school day, and then allowed to observe their fellow cohort-members implementing the newly learned strategies. The instructional lens for the trainings is Accountable Talk, as teachers and administration see a significant need to balance the technology integration on campus with face-to-face learning and high-level academic discourse. This session details our first cohort's progress, with detail paid to the challenges, benefits, and future of the program.
Tuesday, June 23  
8:30 a.m. – 9:30 a.m.

**Overview of the 2020-21 Learning Progressions for K-12 Mathematics**  
*Anne Pressley, SC Department of Education Office of Standards and Learning*

This session will provide participants with an overview of K-12 Mathematics Learning Progressions that have been developed by the SCDE to inform the work of educators during the 2020-2021 school year. Through prioritization and bundling of standards and indicators, the Learning Progressions will identify the core, essential skills, practices, and processes that define proficiency as it correlates to grade-level mastery. Participants will develop a better understanding of how progressions can enhance teachers’ abilities to adjust curriculum and instructional focus based on student needs as well as enhancing students' understandings of their own progress and growth.

**Beyond "Hispanic Night": Leadership for Authentic Family-School Partnerships with Immigrant Latinx Parents**  
*Sarah Longshore, SC Department of Education Office of Federal and State Accountability*

While classrooms across our state are becoming increasingly diverse due in large part to a surge of Latin American migration, more than 80% of all South Carolina teachers are non-Hispanic White. It can be challenging for teachers to develop effective partnerships with families who come from diverse cultural and linguistic backgrounds. A successful family-school partnership is recognized as one of the most powerful influences on students' school attendance, behavior, and achievement. What, then, can South Carolina's educational leaders do to promote authentic family-school partnerships with immigrant Latinx parents? This session will provide an overview of the demographic changes currently taking place in South Carolina, discuss the incongruity between immigrant Latinx families’ aspirations and their children's experience and academic outcomes, as well as likely explanations for that disparity, examine the difference between traditional and culturally proficient models of parent engagement, outline the most frequently cited barriers to immigrant Latinx parent engagement, review the factors that influence teachers' readiness to partner with immigrant Latinx parents, and provide recommendations for school and district leaders who recognize the need to be more inclusive and culturally responsive as their schools become increasingly multicultural. This session format is lecture, although audience participation is encouraged and appreciated.

**From Mediocre to Marvelous: How One Elementary School Improved its Report Card Rating by 4 Levels Within 1 School Year**  
*Michelle McBride and Elizabeth Jackson, Henry Timrod Elementary School*

Timrod Elementary made tremendous increases in student progress as indicated by the 2019 South Carolina State School Report Card. Timrod Elementary was below average in 2018 to excellent in 2019. This is a high poverty school with 90% free and reduce lunch. In this small school of 400 students’ effective practices were implemented for administrators, teachers and students. These practices made a drastic improvement in our school report card rating. Come check out the session to uncover the secret that is hidden within this school.
Looking for some R&R? Bringing Rigor and Relationships into Collaborative Planning
Amber LaSalle, Loris Middle School

During this session, participants will be introduced to strategies designed for use in Collaborative Planning or PLC meetings to help increase the rigor of lessons planned as well as the incorporation of relationship building inside the classroom. Coaching strategies and tips will be provided to help encourage leadership teams to integrate these strategies into planning sessions with teachers, which will increase rigor and relationships into the classroom as a trickle-down effect. The incorporation of simulations, hands-on tasks, digital tools, and how-tos will be integrated throughout the session.

A Team Approach to Effective School Discipline - A Toolkit for Teachers, Administrators, and District Leaders
Ashley Story, Esq., White & Story, LLC

During this interactive presentation, attendees will review a wide array of options to consider using when disciplining students, including ways to keep students engaged and in school. This toolkit includes classroom management, code of conduct/policy tips, best investigatory practices, preparing for a hearing, placement options, and student discipline law. This session is beneficial for any school employee charged with handling any process of student discipline from the classroom all the way through a school board expulsion hearing.

Planning and Implementing a District-Wide Year-Round Calendar
Betty Bagley and Suzanne Larsen, McCormick County Schools; Steve English, McCormick High School; Gena Wideman, McCormick Middle School; and Nynita Paul, McCormick Elementary School

McCormick County School District implemented a year-round calendar for the 2019-2020 school year. Presenters will share the planning process, school board commitment, and our approach to the community. Our presentation will include lessons learned from our first year of implementation. Also included will be how the athletic programs, shared services with other entities, and partnerships handled the year-round calendar. Information about academic remediation and opportunities to make-up days during intercession will be outlined.

Linking Teacher Recruitment and Retention: Why You Can’t Do One Without the Other
Deborah Wimberly and Paula Grant, Marion County Schools; and Jill Nyhus, Insight Education

With the teacher shortage in South Carolina and in many other parts of the US, recruiting and retaining high-quality teachers has gotten much more challenging. Successful districts know that without building structures for retaining teachers, it is virtually impossible to recruit high-quality candidates. In Marion County School District, district and school leaders are taking a new comprehensive approach by creating a system where recruitment and retention are linked. In this session, participants will learn: 1) how Marion County is building a year-long, multi-stakeholder, multi-channel, and relationship-driven system to recruit and retain, and 2) what school improvement levers are making the biggest impact on teacher retention, and 3) how engaging their own teachers in recruitment and retention through onboarding teams has become a lever for retention. Participants will have the opportunity to reflect upon their own retention strategies that can be capitalized upon for their recruitment efforts.
“You Got All That in 3 Minutes?” 3 Minute Walkthroughs 2.0 - The Next Level of Reflection
Chavon Browne and Shelley Krebs, Port Royal Elementary School

Do you create a great walkthrough schedule and calendar every year? Do you have all the details planned with how many teachers you will observe and in what areas? Do you have a feedback form you love? One that the teachers love? Has your plan ever gone awry and you've had difficulty getting it back? I'm here to tell you that you can do anything for 3 minutes! This presentation is designed to help busy administrators get into more classrooms, more often, and walk away daily with a clear picture of what is actually happening in classrooms within the school. The next level details the reflective practices gained after 2 years of implementing this protocol.

One District's RTI to MTSS Story
Merriman Nichols, Kershaw County Schools and Brie Beane, i-Leadr

This is one district's story from RTI to MTSS. KCSD had an RTI manual and Enrich RTI, however students were still falling through the cracks. Teachers were overloaded with paperwork and trying to figure out exactly what solid differentiated Tier I Core Instruction looks like verse Tier II and Tier III. Teachers struggled with when and how to do intervention. Secondary lacked the critical tools and training to implement a solid framework for multi-tiered system of supports. We also were implementing interventions that were stands driven and skill driven. Many of the interventions used were not matched to the students lowest skill deficit and therefore ineffective. KCSD implemented the universal screener, as required by Act 213, created pacing guides aligned to the standards, implemented Exact Path, Study Island, and implemented a CORE phonics curriculum in K-2. The district also began aligning interventions to CORE skills to avoid cognitive overload for our students who struggle the most academically, social emotionally, and behaviorally. KCSD began the process using PLCs, Early Warning Systems, and data triangulation to transform the RTI process into one that was effective districtwide at multiple levels without increasing the workload or paperwork. The district used the research science behind the six critical areas of MTSS to move students forward and change the trajectory for all students. Come hear one district's story, how your district can grow using best practices and how to repurpose the tools you already have.

Steps to Success for Teachers Supporting Students with Intense Learning and Behavioral Needs
Sheri Farrington and Gaia Phillips, Greenville County Schools

Many teachers report either a lack of or insufficient training in support of the diverse educational and behavioral needs of students with intellectual disabilities and autism. Many more educators leave the profession due to the behavior of their students and the stress associated with these difficulties. The Special Education Department in Greenville County Schools initiated an approach to support these teachers. It emphasizes proactive classroom management and individualized strategies to increase appropriate behavior in students. Teachers focus on strengthening skills and competencies while networking with educators, behavior specialists, special education specialists and others who serve students with similar challenges. Modeling and non-evaluative coaching support encourages teachers to foster a continuous cycle of professional improvement. In addition, there is a focus on specialized curricula and data collection to monitor student progress. District-level support staff provide quick response to teachers requesting brainstorming sessions and consultations. The goals are to build stronger skills sets with teachers, identify leaders, and empower staff to sustain effective practices to meet the needs of the students.
Tuesday, June 23
9:45 a.m. – 10:45 a.m.

Overview of the 2020-21 Learning Progressions for K-12 English Language Arts
Anne Pressley, SC Department of Education Office of Standards and Learning

This session will provide participants with an overview of K-12 English Language Arts Learning Progressions that have been developed by the SCDE to inform the work of educators during the 2020-2021 school year. Through prioritization and bundling of standards and indicators, the Learning Progressions will identify the core, essential skills, practices, and processes that define proficiency as it correlates to grade-level mastery. Participants will develop a better understanding of how progressions can enhance teachers’ abilities to adjust curriculum and instructional focus based on student needs as well as enhancing students’ understandings of their own progress and growth.

ESSER Funds for School Districts
John Payne, SC Department of Education

In Spring 2020, the U.S. Department of Education released funds to states under the Coronavirus Aid, Recovery, and Economic Security (CARES) Act through the Elementary and Secondary Schools Emergency Relief (ESSER) funds. Leadership from the South Carolina Department of Education will provide up-to-date information to participants regarding these funds, including applications, certifications, grant awards, and reporting requirements for school districts.

Working Together for Success! Creating a Tier 3 Behavioral Intervention Program In Your Schools
Frank Palermo, T3 Elementary Center

Elementary schools are experiencing an increasing number of primary-aged students whose disruptive behaviors are interfering with their ability to learn and teacher’s ability to teach others. Administrators are enforcing the student code of conduct instead of providing a therapeutic solution because they have no other alternative. We have many tools in our schools including behavior assistants, counselors, PD, and MTSS. These tools are a great start and gaining some success, however we need more for some of our students. In this session we will discuss ways to create your own Tier 3 program assisting students and their families to work together with the school for success. In addition, we will touch on fine-tuning your MTSS conversations to target lagging skills causing the behaviors in our students. The T3 Elementary Center is a short-term therapeutic intervention program for students that can be on or above grade level whose behaviors are preventing their academic success. The program requires parent participation through counseling and specific tasks targeted to their own student’s challenges.
Triumphs through Transitions
Lesley Corner, Camden High School; Nicole Kirkley, Blaney Elementary School; and Krissy Butler, Camden Middle School

This session will share the experiences of three school administrators who experienced last minute building/position moves based on district or student needs. Presenters will share the excitement and the surprises as they navigated these exciting journeys. The changes include level changes (middle to elementary & elementary to middle) and from Assistant Principal to Principal during crucial times of the school year (right before school started or in the middle of a semester). Due to these opportunities, the presenters have a unique perspective on leadership, vertical alignment, and school culture. All 3 presenters completed their first year at a new level or position this year. Participants will reflect on their "Why" and leadership philosophy and if it is location-dependent.

5 Schools, 5 Freshman Academies, 1 Goal... Student Success!
Todd Stafford, Greer High School; Chuck Winney, Woodmont High School; Ashley Wardlaw, Wade Hampton High School; Bianca Jamison, Hillcrest High School; and Paige Baker, Southside High School

Come learn how five different high schools in Greenville County support their ninth grade students as they transition from middle school to high school with a Freshman Academy. This highly engaging session will focus on how each school supports their freshmen students in their own unique way. Session attendees will learn about the leading strategies that each of these academies use to support students academically, socially, and prepare students for a successful high school career. From positive behavioral supports, goal setting, academic skills, teacher teams, character education, and celebrations of success - every school has their own unique brand to offer. Session attendees will also learn how these academies use data to improve systems to support their students and create a thriving environment for students to grow and be successful. If you are a high school looking to implement a Freshman Academy or are just looking for strategies to support students, this session is for you. Come learn and celebrate with us as we have seen firsthand the positive difference our academies make in our students lives, our schools and our communities.

Implementation of a Trauma Sensitive Philosophy in Spartanburg District 5
Greg Wood, Spartanburg District 5; Josie Brown, James F. Byrnes Freshman Academy; and Carrie Potter, Lyman Elementary School

This presentation uses the experience of Spartanburg District Five’s three-year implementation of a trauma sensitive philosophy in grades 4K-12. This process is based upon the trauma sensitive approach advocated by the Child Protection Training program and Child Advocacy Studies at the University of South Carolina Upstate, under the leadership of Dr. Jennifer Parker. In this session, participants will experience examples of implementation at the district, school and classroom levels. Implementation steps include: creating steering committees, training faculty and staff, integrating strategies into classrooms, and building partnerships with families and the community. This process is evidence based and multi-tiered to ensure that students are offered a secure and safe learning environment that fosters resiliency and student self-understanding. Furthermore, this session will explore ways to build partnerships through strengthening relationships among community agencies, parents, teachers, and students. Other districts can use information from this session to research and implement their own trauma sensitive philosophy.
MTSS: Academic, Behavior and Social/Emotional Supports for All Students
Gina Skinner, Spartanburg District 2

Over the past 3 years, Spartanburg County School District 2 leadership has focused on enhancing the school district’s Multi-Tiered System of Supports (MTSS) framework by aligning trauma informed training and practices, as well as mental health supports for students at all levels. In Spartanburg District 2, MTSS implementation is a shared responsibility and ownership of all educators, staff, families and communities. Creating a more comprehensive framework of supports initiated the formation of Spartanburg County School District 2’s Interdisciplinary Support Team in the Spring of 2019. This presentation will describe District Two’s MTSS framework that includes providing academic and behavioral supports as well as enhanced mental health services and trauma informed trainings and practices. Participants will hear from members of D2's Interdisciplinary Support Team about how the team was created and their mission to collaborate to identify needs and implement comprehensive supports for students.

The Student-Centered Coaching and ILT Connection
Susan Stubley and Katie Delloso, Gateway Elementary School

Gateway Elementary School, in the Greenville County School District has developed a system aligned to Diane Sweeney’s Student-Centered Coaching Model to vastly improve student achievement through a systematic, integrated collaboration between coaching and administrative observation feedback. Find out how we changed the traditional mindset of coaching from an intervention for marginal teachers to an opportunity for growth that results in an annual waiting list for the next cycle! During these student-centered coaching cycles, the administration, instructional coach, and teachers work together in an “all-in” approach to support student learning and increase student achievement. The team takes a deeper dive into the meaning and intent of each standard, clarifies any teacher misconceptions, analyzes current and historic student data, and creates engaging, student centered unit plans based on the Backward Design model. Our Gateway Elementary Instructional Leadership Team (ILT) will share how we exceeded our school-wide student achievement goals by using Google templates and collaborative planning meetings to connect Student-Centered Coaching cycles, Instructional Rounds, professional development opportunities, and administrative observations. Attendees will leave with all of Gateway’s coaching templates, examples of coaching minutes from multiple grade levels, and most importantly will hear from the students themselves about their perception of this framework.

Scott Rhymer, Greenville County Schools

School administrators and district office personnel had all of the right intentions. The idea was to focus on customer service with parents by creating multiple systems of communication and expectations on the ways school personnel and teachers respond to parent concerns/demands, as well as how quickly those responses needed to take place. The intent was pure, to treat parents as customers to ensure a more positive home/school relationship. What was forgotten, however, is how this shift in customer service would have a negative impact on student responsibility and advocacy for their own education. We over-corrected and now we need to focus on helping students, not their parents, be the first line of advocacy for their own education. This workshop will acknowledge the mistakes we have made and offer real solutions and paradigm shifts within your system to take back control of the home/school relationship. Participants will leave the session with a smile on their face and an empowered feeling about their roles in education!
Tuesday, June 23
11:45 a.m. – 12:15 p.m.

**Increasing Support to Certified Staff, ADEPT 2020 for the Special Areas**
*Lilla Toal-Mandsager and Vicki Trauffer, SC Department of Education Office of Educator Effectiveness and Leadership Development*

Certified staff who don’t teach sometimes get left out of the equation in terms of support, but our school counselors, school librarians, speech language professionals, school psychologists coaches and other certified staff are an essential part of serving our students. This session will include information about the new pilot of the ADEPT 2020 evaluation instruments for counselors, librarians, and speech language professionals. Participants will consider how coaching cycles could increase support for those support professionals and other certified building-level staff.

**Educator Ethics**
*Holly Hadden, SC Department of Education Office of General Counsel*

A presentation on educator ethics, how to work on issues before they become actionable misconduct, and a brief introduction to the Mode Code of Ethics for Educators (MCEE).

**K-12 School Security: A Hybrid Solution**
*David Beaty and Daryl Brown, Horry County Schools*

Contemporary times present challenges for key stakeholders who attempt to meet the increasing public expectation that K-12 campuses have an armed presence on all campuses. Traditional School Resource Officer programs may be hampered by attrition and recruiting concerns that are being experienced by police departments across the country. The decision to determine operational priorities can be complex and divisive when law enforcement executives have to decide if their resources are more effectively deployed as campus security or keeping officers dedicated as first responders. Additionally, questions frequently arise pertaining to providing campus security in public schools. Who is responsible for funding this service? What is an equitable share where school districts and local governments are concerned? Are there viable options available to districts when law enforcement is unwilling or unable to dedicate sufficient resources on school campuses? Horry County Schools was recently faced with a situation that eventually led to an innovative approach which now utilizes private security while retaining the services of municipalities that desired to continue a traditional School Resource Officer partnership. This presentation discusses the many different aspects associated with utilizing armed private security resources and details the hybrid program that has been implemented in Horry County.

**Transforming School Culture**
*Elaine Lundy and Andrew Drozdak, Cayce Elementary School*

What is your current reality with culture? Is your faculty ready for in-depth conversations about culture and adversity? Is your school culturally proficient? Come see the journey that our school faculty is currently moving through to create cultural proficiency. With the help of several authors, we are in year one of building a culturally proficient school. We hope to come back in year two and year three to continue to share our journey and next steps.
Inspiring Change: Strategies For Nurturing Student Success and Combating the Issues of Mental Health
Sherry Hoyle, Dennis Dotterer and Tammy White; Winthrop University; Tammy Snipes, Lewisville High School and Joshua Beckum, Lewisville High School

This session will highlight strategies designed for administrators and faculty that nurture support systems for positive student mental health and socio-emotional learning to ultimately enhance academic success. The session will focus on effective school based strategies that focus on how administrators build student relationships, nurture a healthy school climate, and positively impact student success through different models, mindsets, and school structures. The session will focus on empowering students with various proven accommodations and strategies that continue the effort of inspiring and teaching to the whole child.

"Tribal Grounds"; Employability Skills Learned Through Running a Coffee Shop
Jonathan Duty and Dee Polly, Riverside High School

Riverside High School's Employability Credential students staffed and ran a successful daily coffee shop, "Tribal Grounds". The coffee shop proved to not only be successful financially, but also through student growth. Through running this coffee shop, students with disabilities learned and exhibited skills from numerous South Carolina Employability Credential Standards. Students used the coffee shop as an arena to practice, and ultimately, demonstrate the skills they were taught in the classroom. From this, students learned the skills necessary in finding them future jobs and career pathways. Numerous Riverside students have earned on the job skills, while others are in line for a job placement in the coming years. In addition, the same students continued to run the successful "Warrior Designs" needle/thread, heat-press and vinyl cutting programs. These students took internal and external orders for t-shirts, sweatshirts, hoodies, decals, etc., produced products and delivered them on time. Learn about the creation of the "Tribal Grounds" Coffee Shop, the implementation of the curriculum, the data recorded and the opportunities that have occurred for students since their experiences. Start your own in-house business this year!

Intentional Administrator and School Counselor Conversations- The Annual Administrative Conference
Jennifer Adams, Gilbert High School

The annual administrative conference, a required component of the American School Counselor Association (ASCA) National Model: 4th Edition, outlines the school counseling program’s organization and is made every year between each school counselor and the administrator in charge of the school counseling program. This document ensures formal discussion between school counselors and the administrator about the alignment of school counseling program goals with the school goals and can increase an administrator's understanding of school counseling program priorities. When school counselors and administrators collaborate and agree on program priorities, strategies, goals and organizational structures, the school counseling program is more likely to produce the desired results for students. Learn best practices when completing annual administrative conferences with the school counselor(s) in your building. After this session, attendees will be able to 1) Complete the annual administrative conference template with the school counselor(s) in their building.
**Growing Teachers**  
*Andrea Fulmer, Ninety Six Primary School*

Growing teachers is a session designed for school and district leaders to provide ideas to lead teachers in professional growth that in turn lead to student growth. Teachers have varied needs, just like the students. Therefore, we need to meet teachers where they are and continually assist in their professional growth. You will leave this session with several strategies that can be implemented with teachers at any point in their careers.

**Digital Learning that Makes a Difference**  
*Wanda Tharpe, Holley Gaston and Sondra Hennessee, Dacusville Middle School*

Let us share how Dacusville Middle School implemented a virtual core within their instructional program that has allowed students in grades 6th-8th to experience the flexibility of on-line learning. Learn how to expand your course offerings for middle school students while also providing multiple opportunities for high school credit. We will share our partnerships with Elevate K12 and VirtualSC. Let us share how students can take advantage of Long Distance Learning Labs to enhance their learning opportunities.
Overview of the 2020-21 Instructional Resources Designed to Support K-12, Standards-Based, Curriculum and Instruction

Anne Pressley, SC Department of Education Office of Standards and Learning

This session will provide participants with an overview of the Content-Area Resources that have been developed and/or revised to support the work of educators during the 2020-2021 school year. The overview is designed to enhance understanding of how these instructional resources can be used in their entirety to inform a year of instruction for grade-level/content-area courses or how they may be used to enhance a district’s existing curriculum. Participants will also have an opportunity to identify how learning progressions and cross-disciplinary connections were infused to maximize impact on student learning.

Building Supportive Team Culture from a Distance

Lilla Toal-Mandsager, SC Department of Education Office of Educator Effectiveness and Leadership Development

No matter what school looks like this summer, fall, and winter, strong instruction and strong instructional leadership are grounded in authentic, trusting relationships. In this session, district and school leaders will explore strategies for strengthening collaboration and managing uncertainty as we plan for our return, in whatever form, this fall. Specific resources for identifying needs, building relationships, and communication will be shared and discussed.

State Special Education Services Updates

Beckie Davis, SC Department of Education, Office of Special Education Services

The provision of special education and related services operates within the broader context of the general education curriculum and instruction. The COVID-19 pandemic has changed the context of education in general and therefore, the context of special education. The pandemic has created unique challenges and opportunities to examine how we support district and school staff in the education of students with disabilities. State, district, and school staff, parents and families, students, and community members have applied themselves during this time to provide continued learning opportunities for our students, particularly for our students with disabilities. How can we continue to capitalize on these efforts by taking concrete steps to reexamine, reconstruct, and redesign education as we know it today. This session will provide updates from the SCDE, Office of Special Education Services (OSES), staff regarding current and upcoming General Supervision initiatives and activities to improve outcomes for students with disabilities ages 3-21 years of age.

Enhance Student Engagement: Instructional Strategies

Annette Melton and Rachael Havey, Cognia

Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. This interactive session provides participants an opportunity to: reflect on current instructional practices; explore approaches that motivate and engage students in deeper learning; and, gain new strategies that promote active learning.
**Gardens of Love, Learning and Legacy**  
*Margaret Peach, JG McCracken Middle School and Terry Pruitt, Spartanburg District 7*

Using the Marigold fable by Jennifer Gonzalez as a springboard for enhancing a positive school culture, McCracken Middle School faculty worked as a whole school to implement our three gardens of love, learning and legacy and have worked to make these gardens grow. It has become our mantra and our focus as we work to provide an nurturing environment where all students thrive. Participants will leave with handouts, timelines and poster ideas to use this school year.

**WOW! So That’s a STE(A)M Classroom**  
*Alice Gilchrist, SCCMS/S2TEM Centers SC*

When an administrator walks into a STE(A)M classroom there are certain aspects of teaching and learning they should observe. How should a teacher manage excited students, multiple materials, student learning, collaboration and time on task in a STE(A)M classroom? Do administrators know what to look for when observing teachers as they manage all the moving parts of a successful classroom? How can they determine learning from chaos and how should they encourage and support their teachers? Testimony from current STE(A)M school administrators and STE(A)M teachers will be shared with the audience as participants engage in reading, writing and dialogue to explore ways they should observe a STE(A)M classroom. Becoming a supportive STE(A)M school administrator takes one step at a time so come and take your first step with us. Tried and true tricks of the trade will be shared to set you on the right path to becoming a successful STE(A)M administrator.

**New to Blue: Planting the Seeds of Culture with a PLC for First-Year, Second-Year and New to Our School Teachers**  
*Joseph Casey, Tamala Ashford, Trenton Murner, Melanie Williams and Anthony Brockington, Dent Middle School*

Teachers are leaving the profession at an alarming rate and the top three things they say on the way out the door that they needed from administration was: support with discipline, positive feedback, and a positive relationship with administration. At Dent Middle School, the home of the Blue Diamonds, we started a professional learning community to support teachers just entering the profession and new to our school. Our goal was to build a safe environment where teachers could share their success and struggles, while building a positive and collegial school culture. Being intentional about building our culture, we targeted each cohort of teachers to be the seeds of the culture we are building at our school. Through this PLC, we were able to develop positive relationships with our new teachers and support their growth along the way. During this presentation, we will share our goals, processes, and implementation results.
Real Strategies for Tomorrow: Social Emotional Learning for Students and Staff
Rhonda Rhodes, Taylors Elementary School; Josh Patterson, Sterling School/Charles Townes Center Gifted School; and Julie Cooke, Lake Forest Elementary School

Three principals share their journeys in three different programs using Social Emotional Learning principles and strategies. Learn how Sensory Paths, Mindfulness Rooms and authentic CASEL techniques have provided safe, successful learning environments for all students. Our schools range from Title One to high special education populations but still achieve Palmetto Gold and Silver Awards. Our team will provide strategies to implement in August for your students. From attending the national CASEL Conference, to being highlighted on the local news, and receiving the SCASCD Whole Child recognition, our team has a deep wealth of tools to provide a "how to" plan of SEL implementation for all students and adults. You can also leave with door prizes to equip your own tool box when assisting with challenging behaviors. Come find your "zen" to begin a new year with SEL!
Tuesday, June 23
2:30 p.m. – 3:30 p.m.

Strategically Planning and Implementing a Virtual Program: An Overview of the VirtualSC Franchise
Bradley Mitchell, SC Department of Education Office of Virtual Education

Participants will get an in-depth overview of the VirtualSC franchise model and will hear discussions about the strategic planning and training processes that are required in order to complete the franchise implementation. The presentation will also feature an in-depth overview of some established district franchise programs to gain a better understanding of the various implementation models and the steps these districts have taken to maintain a successful online learning program.

English Language Acquisition - Title III Program Updates
LaTonya Davis, SC Department of Education Office of Federal and State Accountability and Susan Murphy, Office of Assessment

Participants in this session will receive updates pertinent to the English Language Acquisition - Title III program which may include: *Programmatic side*; 3K/4K HLS implementation plan updates to dually identified students memo; PowerSchool updates; Translation and Interpretation guidance; *Assessment side*; K Screener Assessment; and Updated WIDA Standards - Spring release.

Social Emotional Health is More Than a Hashtag: Authentic Investment in Students and Staff
Abbey Duggins and Harvey Livingston, Saluda County Schools; Robert Etheredge and Christy Roberts, Saluda High School

Building relationships is critical for success in any organization, and in order to build relationships, you have to take care of your people. For the past three years, Saluda County Schools has maintained a focus on the social and emotional health of its students and staff members. Learn how the district has worked to approach professional learning on topics such as supports for ELLs, teaching children of poverty, and MTSS through the lens of social and emotional health. Hear stories from the Saluda High School administration about the ways they have used this framework in school-level implementation of district initiatives. Participants will hear from both district- and school-level instructional leaders as they learn about effective, innovative, and oftentimes budget-neutral strategies to support all learners. Presenters will show the impact these strategies have had to build positive relationships among students, teachers, and administrators.

Coaches Academy For Our Young Teacher/Coaches
David Bennett, Lexington District 1; Gary Smallen, Beechwood Middle School; and Angie Diaz, River Bluff High School

This is a snapshot of our Coaches Academy, that we have our young Coaches go through, to have them better prepared for things coming their way...dealing with parents, how to better interview, the responsibility of being a Coach and the importance of being a Coach, how to get hired and how not to get fired, etc. We also pair our young Coaches with a Mentor for one year.
Meeting the individual needs of every student in your building can be a cumbersome task that requires innovative ideas. Come learn how Irmo Middle School International Academic Magnet married our approaches to instruction and behavioral support to engage all learners. This session will focus on how we utilize small group instruction as well as restorative behavior responses to create a learning environment focused on the best interest of the whole child. Our school’s Social Emotional Well-being (SEW) framework includes professional development for teachers on small group instruction, teacher choice learning communities, proactive behavior responses and alternative behavior consequences. In addition, lessons for students during advisory and health classes focus on supporting the social well-being of our students. We are already seeing positive results from these efforts with a decrease of 51% in our discipline referrals from the 2017-18 school year to the 2018-19 school year. Implementing this instructional and social emotional initiative in tandem has created a positive school culture focused on our individual students.

Today, our educational systems and the people employed within the systems also view students differently due to their racial category. There-in lies the problem - there are notable differences in what society defines as Black and White students but these differences are not due to race. Rather, the differences are due to culture. Culturally Relevant Pedagogy (Gloria Ladson-Billings) is an answer to resolving/removing the inequitable educational practices existent. However, before an effective CRP model educators must develop a thorough understanding of the development of racial categories as socially constructed phenomena to understand the impact of race in America. Once this understanding has been developed, educators can then begin to understand the noted differences in students from a cultural awareness perspective rather than discreet lines of color or race. Then the work can begin to design and implement culturally relevant pedagogy in schools and classrooms.

I wish my administrator knew that I haven’t eaten dinner for the past two nights. I wish my administrator knew that Ms. Jones wouldn’t let me eat my apple - the one I took off of Ryan’s plate before he threw it away. I just did not want to be hungry all night. If I am hungry, It cannot concentrate and I get off task quickly, which leads to me getting into trouble. When administrators know what students are experiencing, they in turn can use restorative practices through a trauma informed and resilience lens to help with teaching the whole child which leads to student achievement. This workshop will empower administrators to lead from the heart and not from rule book to create a restorative environment that moves away from the “Judge delivering a sentence” to enabling all involved in the lives of students to restore, empower, and develop all children.
Leading Schools to Success! Turning Ideas into Action.
David McDonald, Brenda Byrd and Megan Mitchell-Hoefer, Greenville County Schools

What happens when Principals and Principal Supervisors take ideas and turn them into action for school improvement? SUCCESS! During this session, participants will learn more about the process for identifying critical focus areas, developing action plans, and working together to facilitate school improvement. Learn more about how to strengthen the Principal/Principal Supervisor relationship, provide coaching and support to grow leadership capacity and development of school leaders.