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.

**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.

**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.

**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.

**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.

**Lab School and Accountable Talk: Job-embedded professional development**  
*Mathew 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.
Starting now, and until teachers are able to meet again in person with students, it is critical educators ensure positive, continuous literacy learning that fosters independent thinkers, critical readers and expert writers while focusing on the whole child. Supporting student learning both in person and through remote learning is key to student success. Please join our session to explore strategies and resources that will assist in providing a seamless continuum of literacy learning now, through the start of the new school year, and beyond!