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.