Strategically Planning and Implementing a Virtual Program: An Overview of the VirtualSC Franchise
Sarah Rotureau and 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.

Managing Employee Leave and Pay Issues During the Coronavirus Pandemic
Tom Barlow, Esq., Halligan, Mahoney & Williams

This session will discuss new laws that provide paid leave to employees for COVID-19-related reasons and managing back-to-work situations for employees with health and childcare issues.

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 Smollen, 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.
Instruction and Behavior Responses that Support the Whole Child
Cassy Paschal and Erin Doty, Irmo Middle School

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.

The Conversation
Scott Floyd, Schofield Middle School

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.

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.