

2020 SCASA Innovative Ideas Institute Breakout Sessions

Monday, June 22

11:00 a.m. – 12:00 p.m.

iDobys - Service Learning for the 21st Century

Allison Hepfner and Lysa Manning, Doby's Mill Elementary School

At Doby's Mill Elementary, we have developed a three tiered system (iLearn, iLead, iServe) to develop the whole child, while meeting needs academically, socially, and behaviorally. Our students serve their school, district, and community, helping them understand that one person can make a difference.

De-Mystifying State Report Cards

Heather Sheehan and John Washburn, Horry County Schools; Jennifer Coleman, Richland District 1

Beginning in 2018, each elementary, middle, or high school that has been operational for at least one academic year will receive an overall Performance Ratings through the State Report Cards. The presentation will take a deep dive into how the following indicators on this Report Card are calculated: Academic Achievement, Student Progress, Preparing for Success, English Learners' Proficiency Progress, Graduation Rate and College/Career Readiness Indicators. This session will help instructional staff to better understand how these Report Card indicators are computed in order to make targeted instructional changes at their school. Sample reports and analysis tools used at two districts will be shared.

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.

How Restorative Practices Helped us Reduce Suspensions and Increase Accountability.

Ali Keown, Greg Hall and Lori Davis, Lady's Island Middle School

We all know out of school suspensions are not effective to change behaviors, especially in high minority and high poverty schools. We have implemented the use of restorative practices in our school in order to combat excessive removals of high risk students. We would love to share the practices we've implemented and the successes we've had with you!

Identifying and Celebrating the Impact of Effective Teacher Leadership

Kimberly Strike and Beth Giles, Wisconsin Department of Public Instruction; and Lisa Hall-Hyman, Southern Wesleyan University

Teacher leadership is an integral part of the success of a school, yet is often unspoken or unrecognized. Since the turn of the 20th century, teacher leadership has continued to grow and evolve. This session will define teacher leadership; align evidence to The Framework for Effective Teacher Leadership (Strike, Fitzsimmons & Hornberger, 2019); and acknowledge the commitment, success and impact of effective teacher leaders through sharing specific case studies.

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.

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.

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.

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.

From Arts Opportunity to Arts Excellence

Matthew Wofford, Spartanburg School District Five and Bradley Wingate, Greenville County Schools

How do we provide more than just opportunities in the arts for our students? We are fortunate in South Carolina to have many arts programs in our schools providing arts opportunities. There is no denying the amazing benefits arts experiences have on student achievement, but these benefits are compounded when students are part of excellent arts programs. How do you move district or school-level arts programs into excellence? In this presentation, Brad Wingate and Matthew Wofford, both arts administrators in SC, will show you steps district and school leaders can take to empower and support arts teachers as they lead their programs from opportunity into excellence.

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.

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!

SC Department of Education Threat Assessment Protocol

Alan Walters, Georgetown County Schools, Sabrina Moore, SC Department of Education; and Melissa Reeves,

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.

Instant Ideas Session

Mentoring Movement

Lee Clamp, SC Baptist Convention and Leisa Clamp, Lake Murray Elementary School

Today a Reader- Tomorrow a Leader

Annette Ariail and Elaine Lundy, Cayce Elementary School

Raising Literacy and Becoming College & Career Ready: Lessons Learned

Dan Boudah, East Carolina University; Denise Wooten and Robin Schrak, Ewing Middle School

Social Emotional Learning Resort: Intentionally Meeting the Needs of Whole Child

Allyson Long, Andrew Drozdak, Annette Ariail and Elaine Lundy, Cayce Elementary School

Reading, Writing, and Fighting: The Impact of Literacy and Trauma on Students of Color.

Raashad Fitzpatrick, Greenville County Schools

Creating a Culture of Innovation

Sharon Huff, Pickens County Schools

Deep Dive

1:00 p.m. – 3:15 p.m.

Deep Dive into Data using Enrich and the Value Added Growth Model

Trisha Meadows, Spartanburg District 2

This session will use the assessment and other files received from the state to calculate and convert to points and ratings for your school report card. A template will be used to streamline the results.

Monday, June 22

1:00 p.m. – 2:00 p.m.

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.

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.

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.

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.

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.

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.

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.

Strategies for Developing Social Emotional Competencies in Elementary Students

Mark Porter, Jeanna Allen and Tammy Martin, Horry County Schools

Extensive research has proven that the development of social emotional competencies in students yields a positive impact on academic achievement, behavior and healthier life choices. Social emotional learning (SEL) builds a foundation that supports students' success both personally and academically. When students are equipped with social-emotional skills, they are better able to learn and contribute to a positive school climate. SEL provides students the tools needed to build positive relationships, control emotions, and express empathy. Studies show that when SEL is an integral part of the classroom, students are less likely to be involved in an act of physical aggression, experience increases in academic achievement, report fewer acts of bullying, are more likely to graduate from high school and are more successful as students on the college campus and employees in the workplace. 79% of employers say SEL skills are critical for job success - skills actually referenced in the Profile of a South Carolina Graduate. This session does not focus on a specific SEL program, but on practices we have implemented which increase the social emotional competencies of all students in child development through fifth grade. Strategies include teaching SEL authentically through literacy instruction, engagement structures and personalized learning.

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.

Monday, June 22
2:15 p.m. – 3:15 p.m.

Working Together for Success! Creating a Tier 3 Behavioral Intervention Program In Your Schools

Frank Palermo, T3 Elementary Center/York District 3

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. Frank Palermo is the creator of the T3 Elementary Center for Rock Hill Schools in SC. He has his own counseling practice in Fort Mill, SC. In addition, he is the creator of the Kids on the Ball after-school program teaching character through sports

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.

MTSS Targeted Intervention that Worked: Students Testimonials

Yvonne Commodore and Deitra Johnson, Dr. Ronald E. McNair School of Digital Communication and Leadership; Laura Hickson, Florence School District 3; and Faith Tyner, WellSpring Psychology Group

The Multi-Tiered System of Support (MTSS) process was adopted by Florence School District 3 and piloted at Dr. Ronald E. McNair School of Digital Communication and Leadership. There were grave concerns regarding the low academic performance, excessive discipline referrals, and childhood trauma being expressed by 62% of our students. This session will outline strategies employed, comparison data, and testimonials from five current students. Attendees will gain practical intervention ideas, and understand the multi-systemic approaches that facilitated our school turnaround.

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.

The Student-Centered Coaching and ILT Connection

Susan Stublely and Katie Dellosa, 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.

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.

Growing Learners One PDSA Cycle at a Time

Amanda Justice and Allie Thrower, Spartanburg District 6; Catherine Pogue, Jesse S. Bobo Elementary School; and Keith Burton, Lone Oak Elementary School

Are you looking for a way to continuously improve and boost student achievement? In this session, participants will learn about our journey with Continuous Improvement efforts at Jesse S. Bobo and Lone Oak elementary schools in Spartanburg District 6. An overview of the eight steps to getting started with Classroom Continuous Improvement will be provided with a focus on PDSA cycles. Learn from those closest to the CI work how to improve systems and practices that greatly impact academic achievement and get desired results. Attendees will walk away with tangible resources to begin improvement efforts with a systems-approach at their respective schools.

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.

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.

Tuesday, June 23
8:30 a.m. – 9:30 a.m.

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.

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.

School-Wide Literacy Transformation: A Journey from Commitment to Fulfillment

Sheila O'Neil-Brown, Marlboro County High School, Prasanna Shekar, Derwin Farr and Wendy Blanchard-Creason

Research suggests that school systems that emphasize literacy have more proficient readers, higher reading retention rates, and higher levels of academic achievement. So how do we actualize this vision in our schools? This workshop is a resource for educators who are looking to move student learning forward by providing a cohesive and productive literacy environment. Join leaders from Marlboro County High School, as we share our journey of continuous improvement in building a culture of literacy in our school. Through several key levers made possible by the 'Empowering Educators to Excel' program, learn how we have supported our educators in displaying a laser-like focus on a school-wide literacy approach. In addition, learn how we used the AVID (Advancing via Individual Determination) framework to garner teacher investment in engaging in, reflecting on, and planning effective literacy instruction. Facilitators will provide attendees with opportunities to explore measurement tools and artifacts used to

evaluate student progress. Participants will leave the session with practical ideas on how to implement, revitalize and sustain a successful school-wide culture of life-long literacy across disciplines.

“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.

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.

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.

Redesigning Exclusionary Practices: Creating Room(s) for Positive Intervention

Dinah Taylor, Dana Henderson, Brent Jerome and Cleveland Smith, Richland District 2

This session will explore creating spaces in your school's building to facilitate the shift from exclusionary in-school suspension rooms to rooms where students receive positive interventions that are not only relevant, but also practical. Participants will go through an engaging, fun, and interactive presentation that will include the following topics: creating a safe space, infusing restorative practices, providing replacement behaviors or skills, how to select appropriate staff, and effective data collection tools. Participants will also receive a step-by-step implementation guide to help them create refocus rooms in their own schools.

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.

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.

Instant Ideas Session

Leveraging Micro-Teaching to Increase Teacher Efficacy

Allyson Long, Andrew Drozdak, Annette Ariail and Elaine Lundy, Cayce Elementary School

Building Professional Learning Networks with Twitter and Slack

Edi Cox, Horry County Schools

Engage. Create. Inspire: How a District-Wide Technology Fair showcases the district in a unique and engaging way.

Ashley Gasperson, Horry County Schools

Finding the JOY in School Leadership

Rhonda Gregory, Honea Path Middle School

Leadership Now!

April Scott, Horry County Schools

Principal for a Day; Friend for Life

Rick Maxey, Horry County Schools

Tuesday, June 23
9:45 a.m. – 10:45 a.m.

Increasing Your Teacher Candidate Pool When Competition is High!

Deitre Helvy and Margaret Spivey, Greenville County Schools

Recruitment and acquiring highly effective talent is one of a school district's highest priorities and HR's biggest challenge with such a large shortage in candidates. In this session you will hear ideas that are currently being used by Greenville County Schools to attract the best and brightest to their district.

InstaGrad

Richard Rosenberger and Elizabeth House, Anderson District 2; and Mary Boarts, Belton-Honea Path High School

Sadly, the decision to graduate or drop-out often takes place as early as 9th grade for a student. The InstaGrad program identifies students that are simply lacking resources upon entering high school. Those resources are not limited to academics or finances but could include difficult family dynamics, mental health deficiencies and even social awkwardness. Not only do we track and mentor these students but we help them find an identity for themselves. Anderson School District Two is seeing incredible results when these students begin viewing themselves as graduates to be!

Building Critical Connections That Promote Resilience and Retention for New Teachers

Kathy O'Quinn, Julie Sheehan, Renee' McCray and Felecia Watson, Richland District 2

Research demonstrates building trusting relationships impacts new teacher resilience and retention. The Richland Two Model provides new teachers with the tools to start the school year with confidence. We share tools necessary for connecting new teachers to the district, schools, instructional coaches and mentors before they enter the classroom. Resources are introduced to help the new teacher face beginning of the year challenges and persevere throughout the school year. Participants will consider current practices and gain new tools to support new teachers towards building resilience in and through relationships.

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.

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.

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.

Taking Back Control: How A "Customer Friendly" Model With Parental Relationships Created A Vacuum Of Student Responsibility And Advocacy...And How You Can Flip That Back!

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.

Teacher Led PD Through "Innovator Hour"

Lindsey Reynolds and James LaPier, North Myrtle Beach Middle School

Instructional leaders exist in all corners of our buildings. Often times, the best professional development opportunities come from the teachers who are walking the walk and talking the talk everyday. This session will explain the process used in one school to turn PD sessions over to the teachers through "Innovator Hour". We'll walk you through the creation, process and implementation of teacher-led professional development structure.

Teaching Responsible Behavior They should Already Know: The IEP Said What?

Yvonne Commodore, Florence District 3

Teaching responsible behavior is not for the "faint of heart." The presenter will combine learning theory with transactional, sociological, and clinical orientation, to provide greater understanding of how social and emotional development of children and teens affects their behavior and learning. Presenter will give practical intervention ideas and encouragement.

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.

Teacher Retention Ideas

Debra Jordan and Michele Taylor-Brown, Richland District 2

This presentation will share and discuss current retention strategies for maintaining teachers in Richland School District Two. Participants are asked to bring their retention ideas to have an open discussion of strategies being used across the state.

"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 their 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!

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.

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.

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.

It's Getting Hot In Here: An Inside Look at How One School Works to Maintain a Strong School Climate

Allison Hepfner and Alana Powers, Doby's Mill Elementary School

It can be argued that school climate is the most important aspect of the school environment because without it, students can't reach their full potential. Come check out all of the variety of ways one school consistently plans and implements a variety of ways to increase and maintain a strong school climate to encourage teachers and students to reach full potential!

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.

The B.I.G. Read

Richard Rosenberger and Tara Brice, Anderson District 2

Discover how your entire district and community can be immersed in literacy by reading one book at the same time. The B.I.G. Read joins our students, with teachers, parents and business leaders to support reading across the district. If you are looking for community involvement in a school initiative, every one wins with The B.I.G. Read. Find out how your district can benefit when we all are reading together!

Tuesday, June 23
1:15 p.m. – 2:15 p.m.

Experiences that Will Make You a Better Administrator - Recommendations from Practicing Principals

Karen McMakin, Glenda Bigby and Tim Henson, Spartanburg District 5

Being an administrator is hard work! Are you looking for ways to become more effective or to make your life better? This session is set up to allow experienced administrators to share the top ten experiences that have contributed to their success...and survival. Three principals and willing participants will share; so everyone will leave with proven ideas to consider for their own professional development or to put into practice in their own schools or districts.

Look what Collaboration can Do!

Beth Taylor Aiken County Schools and Paul Spadaro, LBC Middle School

Supporting students with disabilities can be a difficult balancing act for a school administrator. Between ensuring quality instruction, exceptional student growth, and compliance to federal, state, and local mandates, it can seem almost impossible to do it correctly all the time. In this session, district SPED staff and a middle school principal will share how their collaborative efforts are positively impacting proactive administrative practices, student growth, teacher morale, and overall compliance. These minimal collaborative efforts can easily be replicated for similar impacts in other schools and districts.

Making the Data Shift & Moving the Organization Forward

Nancy Gregory and John Arnold, Richland District 2

You can use the same description from our recent seminar- Learn about Richland School District Two's journey to make the data shift moving the system forward. Participants will learn about the tools and systems that this district put in place to build a data literate culture where schools routinely use data to inform instruction and impact student achievement.

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!

Dual Enrollment Program - They Said We Couldn't Do It But Look At Us Now!!

MonaLise Dickson, Whale Branch Early College High School; Geraldine Henderson, Beaufort County Schools; Allison Cadimus, Nancy Weber and Katrisa Johnson, Technical College of the Lowcountry

In August 2010, Whale Branch Early College High School (WBECHS) opened in the lowest social economic area in northern Beaufort County. WBECHS is a Title 1 school where all students receive free lunch. When the school opened, only twelve students were eligible for the dual enrollment program. Beaufort County School District has a Memorandum of Agreement with the Technical College of the Lowcountry (TCL). Today, over one-third of the students at WBECHS are enrolled in the Dual Enrollment Program. Not only are students enrolled in general studies classes but the dual enrollment program has been expanded to include Industrial Technology Classes. The Industrial Technology classes at TCL that students are enrolled include Building Construction, Heating Ventilation and Air, Information Technology, Electricity, Criminal Justice and Engineering. Since 2012 every year, high school students have graduated with Associates Degree in Arts, Associates Degree in Science, General Studies Certificate, Certificate in Engineering and so much more. How did we do it? We have a TCL College Admission Advisor on staff. Over ten of the high school teachers on staff are dual certified to teach college classes. Retired professors work part-time at the school tutoring students to ensure their success. To find out more, please come hear our story of how we overcame unimaginable obstacles, naysayers and the doubters!

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.

Instant Ideas Session

ISO Student Ambassadors

Leigh Anne Terry, Hillcrest High School

One Size Does Not Fit All for Professional Learning

Chris Chandler and Joanne Clark, York District 3

Academic Stability and Concussions: New Research and Best Practices for School Leadership

David Sweem, South Middle School and Katie Zenger, Brain Injury Association of South Carolina

Personalizing Pathways to Graduation with Virtual Learning Programs

Lori Gwinn, Pickens County Schools

Changing Student Soft Skills Behaviors + Happy Employer = SUCCESS!

Rebecca Bazzle, Microburst Learning

Tuesday, June 23
2:30 p.m. – 3:30 p.m.

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.

"What I Wish My Administrator Knew"

LeCinda Jennings and Kenneth Brazell, Polo Road Elementary School

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, I 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.

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.

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.

Playing with Endless Possibilities

Meghan Ketterman, Contract Construction; Ed Gruetzner and Jill Moore, Landscape Structures, Carolina Park and Play

Close your eyes and let your imagination take you back to the days of recess on the playground. Voices of children laughing as they play echo in the distance, just one sign of children learning and challenging themselves during precious years of childhood. Whether it's swinging on monkey bars or flying through the air on a swing set, playgrounds are often where children test their own limits and grow exponentially. They are rich landscapes full of cognitive, sensory, social, physical and emotional benefits. However, some children aren't included in this formative landscape. 1 in 26 people in the United States have some sort of disability- be it cognitive, learning disorders, or even autism, leaving unmet needs and missing out on the benefits of being kids. School districts face a growing student population with special needs thus having the unique ability to encourage special education student development and personal growth. This session is dedicated to increasing awareness of our district leaders about ways inclusive play and outdoor activities can benefit their special education programs. Our interactive and unique presentation will discuss ways schools can implement playground elements, further developing healthy students, families and communities. Welcoming innovation and inclusion for all student populations is just one way districts can create special areas designed for children of all ages and abilities.

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.

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.

Understanding the Students Not Tested Process at the High School Level and the Potential Impact on the SC Report Card

Daniel Fallon and Olivia Cox, Beaufort County Schools

In this session, participants will learn how Beaufort County School District handles the Student Not Tested Process at the High School Level. We will take a look at how high school report card scores and ratings may be positively affected by completing the SNT process and the potential consequences if the process is not completed.