

Name: Cori Anderson, Erica Aiken

Position: School Counselor

Conference Attended: Integrated Learning: The School To Career Connection

Dates: 11/14-11/16

Location: The Penn Stater Conference Center Hotel/State College, PA

Summary of the Conference Sessions Attended: _____

Session 1: Answering Why? Unleashing Passion, Purpose, and Performance in Younger Generations (Mark Perna - Generational Expert and CEO of TFS)

This session explained the Why Generation and how they make decisions. Strategies will show how to keep students from all backgrounds engaged in their chosen pathway and the profound difference you can make every day. This session explained the Education with Purpose philosophy to help maximize enrollment, retention, and performance results based on the value of purpose driven learning.

Session 2: Life is a Story: What Does your Say? Helping Learners Attain Success Through a Powerful Alliance Between School and Work?

This session focused on the implementation of a growing K-12 Comprehensive School Counseling Program and how stakeholders on their advisory council provide experiences that allow students to become authors of their own life stories. Counselors shared how they work together to thread career development at all grade levels and coordinate classroom lessons and innovative career-site visits for their students.

Session 3: Implementing Career Readiness K-8

This session focused on a mini-grant that was received by the St. Clair Area School District to implement a Counseling for Careers Program in their K-8 elementary/middle school building. Each student in their building in assigned to an advisor that they loop with each school year. The advisor works with their students during a weekly session where they complete career readiness curriculum at each grade level. The program has shown growth with student retention and self-esteem by making life connections to school and community.

Session 4: Crunch - Career Lunch

The session focused on giving students the opportunity to build positive relationships and connections with role-model adults. The Wallenpaupack Middle School shared their idea of a safe focus on careers during "Crunch" combining Careers and lunch. Local professionals, parents, and former alumni join a small group of middle school students during their lunch and talk about their career journey and having some fun.

Session 5: Career Pathways: Looking Beyond the Traditional Four-Year Route

Natalie Olup, Educational Outreach Coordinator for Rosedale Technical College discussed labor shortages, with increase in salaries, benefits, and entrepreneurial opportunities make it an excellent time to get into the trades. With college costs rising, many students are thinking whether a four year degree is right for them. The session explained current and projected job market trends with potential careers in fast emerging industry such as autonomous vehicles, robotics, and additive manufacturing. The session also touched upon ways to effectively communicate career opportunities with students, parents, and stakeholders.

Session 6: It's a Win-Win. How the School Counselor Evaluation Tool and the Comprehensive School Guidance Plan Connect

This session identified tasks and responsibilities in the Comprehensive School Guidance Plan which supports the four domains of the School Counselor Evaluation Tool. The session also focused on the PA Future Ready Index and the Career Evidence that is to be provided at each grade level. The Career Readiness Skills Document will be released in January. Some other pieces of Career information that was shared was the SAS portal and connecting with local WIB/Chamber of Commerce. All stakeholders hold a piece to the success of the Comprehensive School Guidance Plan.

Session 7: Future Ready PA Index and ESSA College and Career Readiness Indicators

This session focused on the methodology for the Future Ready PA Index and ESSA College and Career Readiness Indicators. PA's economic future depends on having a well educated and skilled workforce. The state recognizes that no student should leave secondary education without a solid foundation in academic, technical, and social-emotional skills that will position them for professional success. With a rapidly changing workplace, PA sees the importance for schools to utilize student career plans, portfolios, and career exploration for all students.

Session 8: Developing a K-12 Career Development Program of Interventions and Evidence Linked to the Future Ready PA Index

This session defined the parameters of the new Future Ready PA Index Tool as a way to measure meaningful engagement for students connected to the Career Education and Work Standards. Descriptions of acceptable evidence was discussed as well as recommended items for the K-12 Career Portfolio. Districts shared how they are currently collecting evidence and what other systems are available for use. The Career Education and Work Standards at all four grade bands were discussed.

Smart Futures Demonstration

We met with a rep from Smart Futures to review the K-12 Career Portfolio/Career lessons. The rep did a quick overview of the program and how to use it, he is also going to conduct a webinar for our counseling department on November 30, 2018. We are considering this tool to assist with storing our evidence/artifacts for students Career Portfolio which is also part of the Future Ready PA Index.

Reflection:

The School to Career Connection Conference was very applicable to what we currently have in place in our Comprehensive K-12 School Counseling Plan. The sessions validated the importance of what we do as school counselors in terms of Career Education, but also explained the need for Career Education to be shared with all stakeholders within the district. Based on the new Future Ready PA Index and how it impacts school performance measures, all school employees need to have an invested interest in meeting the requirements as evidence for the K-12 Career Portfolio. Making meaningful, relevant connections with students in terms of the world of work is one of the "key" elements of this conference that I will take away. Our students need to know the "why" when it comes to their education and how that "why" will get them to where they need to go.

In the future, I see the value for other school professionals to attend this conference besides school counselors. The sessions were very applicable for school administrators, teachers, business/community members, and postsecondary representatives.

Indiana Area School District
Indiana, PA

Name: Anthony Donatelli

Position: Wrestling Coach

Conference Attended: Mountaineer Wrestling 2018 Coaches Clinic

Date: October 26-27, 2018

Location: WVU Wrestling Facilities
Monongahela Blvd, Morgantown, WV

Resume:

This conference was very beneficial to my assistant coach and I in many aspects in the sport of wrestling and coaching of techniques. A lot of focus was on student participation in the sport and how it can improve the student in the classroom as much as on the mat. Boosting numbers in the mat room and confidence in the classroom. Nutrition-wise, strategically and nutritionally getting students to get the most of what they eat. As a coach in the sport of wrestling, it is imperative to keep learning as a coach, to go to every clinic that is feasible. This conference was highly valued and thank you for the opportunity to attend the clinic.

Names: Kelly Konitsky and Paul McCue

Positions: Teacher and Junior High
SAP Team Members

Conference Attended: SAP District Council Training

Date: 11-16-18

Location: Rustic Lodge, Indiana, PA

SAP County Coordinating Update

- Changes to SAP form. A new form must be filled out each time a student is referred.
- Act 44 (school safety) has a SAP component to the law. It is recommended that districts evaluate their: best practice guidelines, best practice for new teams, flowchart, satisfaction surveys, and FAQ and best practice.
- SAP training available: December 4,5,6 2018 @ Saint Vincent College Prevention Projects AND December 10,11,12 2018 @ Addiction Medicine Services of WPIC (UPMC).
- SAP Online Data: (PDE 4092) is a new form. It can be found at www.safeschool.pa.gov and this year's deadline is June 30, 2019

Armstrong Indiana Clarion Drug and Alcohol Commission

- Shared Prevention Education and Presentations Guide for fiscal year 2018-2019 was shared. It can be found at www.aidac.org. A hard copy was sent to all district superintendents that the Commission services.
- The AICD&A Commission also gave us an overview of educational programs they provide to districts. The programs can be for students or faculty and staff. The list of programs will be delivered to the guidance office and SAP team at the junior high.
- The AIC Drug and Alcohol Commission then gave a presentation on drugs. Topics included: Prescription drugs, gateway drugs, and how students are hiding drugs. A hot topic were e-cigarettes, vapes, and juules. This topic was of particular relevance to us, because it is one of the things that have been identified in the junior high that some students are using. The presentation also had an interactive component where we were shown what the juules and vapes look like and how the students are hiding them in schools. They are being disguised as flash drives. They are also being hidden in hollow soda cans, belts, hollow cell phones, clothing with hidden pockets, tampons, highlighters, lunch box ice packs, and even in a hollow computer mouse.

Crisis Services & Coordination in Armstrong & Indiana County Schools

Presenter: Lou Ann Gray, The Open Door

- The presentation / training was about crisis. Recognizing crisis in students, and how to service these students.
- The training outlined how the Crisis Management Unit at The Open Door works. Students who may be suicidal, or any situation the student may deem as a crisis and be serviced by the Crisis Unit at The Open Door.

- The Open door Crisis Department can be reached 24/7 at 1-877-33-2470
- A discussion was also had about what agencies can come to the school and service the students. There was a discussion regarding should agencies have an agreement/contract with the school district that allows access to the students while at school. This was also a discussion at a recent junior high SAP meeting.
- There was also a discussion on the difference between a CHILDLINE (CYS) referral versus what The Open Door can do. Abuse is CHILDLINE, not The Open Door.

Vaping & Medical Marijuana

Presenter: Rebecca Kishlock, Dir. of Tobacco Cessation & Edu Programs, Breathe PA

- Vaping Products:
 - Sorin Drop: Looks like a small bottle of hand sanitizer
 - Sorin Air: Size of a credit card, just slightly wider
 - JUUL: Looks like a flash drive. Large, widespread use, including IASD
 - JUUL Salt: Is a liquid product loaded into a Juul. It is sold in pods. One pod contains 60 mg of nicotine (a single cigarette has 2 mg of nicotine in it).
- Main ingredients in vaping solution: Water, nicotine, propylene glycol, vegetable glycerine. Water- obviously bad to inhale, think drowning. Nicotine- many times more than in a traditional cigarette. Propylene glycol- is an approved food preserver, but not approved to be an inhalant. Vegetable glycerine- causes the inhaled liquid to penetrate into the bloodstream quickly, and penetrates alveoli in the lungs.
- Health effects: Nicotine toxicity, Lipoid pneumonitis (due to the vegetable glycerine), Wet lung, popcorn lung (irreversible condition where air sacs in the lungs become scarred).

Medical Marijuana

- Medically approved in Pennsylvania
- Schools will begin to see students with with medical marijuana prescriptions, and will have to decide how to address them.

Guidance for Schools and School Districts

The Pennsylvania Departments of Health and Education support the administration of medical marijuana under a Safe Harbor Letter to students with serious medical conditions and the maintenance of a safe environment for other students while on school property. The below guidance provides information to school administrators to assist them in developing policies for the administration of medical marijuana on school property.

Recommended Guidance: A parent, legal guardian or caregiver may administer medical marijuana to their child/student on school premises provided that the parent, legal guardian or caregiver: (1) provides the school principal with a copy of the Safe Harbor Letter; and (2) notifies the school

principal, in advance, of each instance in which the parent or caregiver will administer the medical marijuana to the child/student. The school principal shall provide notification to the school nurse in each instance a parent or caregiver will be administering medical marijuana to the child/student as well. The parent/caregiver shall follow all school protocols applicable to visitors to the school during the school day. A parent, legal guardian or caregiver shall bring to the school and administer the medical marijuana to their child/student without creating a distraction, and shall promptly remove any excess medical marijuana and related materials from the school premises after the administration of medical marijuana is complete. The school shall provide a secure and private location for the parent/legal guardian/caregiver to administer the medical marijuana to the student. Students themselves shall not be permitted to possess any form of medical marijuana at any time on school property or during any school activities on school property.

Expiration: The recommended guidance will remain in effect until the Pennsylvania Department of Education promulgates regulations regarding the possession and use of medical marijuana in the commonwealth's schools.

SOURCE: Pennsylvania Department of Health
<https://www.health.pa.gov/topics/programs/Medical%20Marijuana/Pages/School.aspx>

Value Statement

The SAP District Council meeting is a valuable meeting for SAP team members. At minimum, we believe that a representative from from the SAP team should attend to hear the updates in law and procedures. Also, with the ever-changing landscape of what our students may be experimenting with, this is a valuable training on not only what to look for in our daily jobs, but what resources are available to help.

Thank you for providing us the opportunity for us to attend the SAP District Council Meeting.

Kelly Konitsky
Paul McCue

Michael Minnick
Summit Fall Convening
October 25-26

IJHS Principal
Newark, NJ

Session Summaries:

Academic Data and Targeted Action:

We broke into teams by district/building to dive into our data. to gather and analyze course data. We then reviewed school-wide goals for growth of all student learning.

Review of content areas connect with school-wide goals. This information was used to identify successes and areas of growth and identify our top priorities. We identified that we had to encourage our learners to utilize the playlists and take notes. Students that accessed more information were more successful.

Systems that Develop Self Directed Learning (SDL) Skills and Enable Timely Check-ins:

See it: Deep Dive Example - SDL environment to identify high-impact strategies/routines.

Name it: Stamp key understandings - from example through share-out and discussion.

Do it: Complete final product - with practice/feedback: create your SDL action plan.

The introduction focused on The Why: Arc of the Year. Many students come in ready to go at the beginning of the year and then start to fall off in productivity as the novelty wears off. We want students to have what they need for life and building self direction builds habits of success. Three ingredients for self-Direction are a productive environment, habits development, and personalization.

Instructional Excellence in a Summit Learning Classroom:

Step 1: Choose a teacher on which you will focus your support. The teacher should be one who needs to support in order to establish one of the routines, understandings, or the expectations below.

Step 2: Choose a Routine, Expectation, or Understanding that the teacher needs to develop (use the list below). This is the step in which you exercise your judgment based on past observations.

Step 3: Plan the intervention using the model lesson plan as a model. This is the step where you will plan what you believe effective instruction will look/sound like. Then, when you support the teacher to plan on their own, you can better support them since you will have done the planning yourself already.

Routine, Expectation, Understanding for Personalized Learning:

MEASURE OF SUCCESS	
I will know that students have <u>this routine down</u> when....	
ROUTINE, EXPECTATION, UNDERSTANDING	
Write the <u>steps</u> of the routine below. In each step, be sure to include a TEACHER WILL (TW) and a STUDENTS WILL (SW) to indicate what both teacher/students(s) are doing.	Please include details to describe <u>where</u> both TEACHER (T) and STUDENTS (S) are during this moment of the procedure.
1.	
2.	
3.	
4.	
PITFALLS	
Please list all of the possible pitfalls associated with this routine.	Please describe how the above routine addresses these pitfalls
•	
•	
•	

School Data Dive:

Data Review Questions:

- How many students are on track in the grade?
- How many students are on track in a class?
- How many students hold an Incomplete in a class?
- What is the main trigger/s causing students to have an Incomplete in the grade and/or in the class (i.e., Behind in Power Focus Areas, missing a project, low cog skill scores, low concept scores)?
- For students who have an Incomplete in a class, how far behind are they in that class?
 - Example: A students who has an Incomplete in History class because they are one Power Focus Area behind is different than a student who has an Incomplete in History class because they are three Power Focus Areas behind and they did not turn in their project.

Implementation Data:

- SDL
 - Are there students in your class who you know have not attempted an assessment in the last three weeks?
- Projects
 - Have students turned in a project in your course?

- Have students received a score on the project yet?
- Mentoring
 - As a Mentor, have you viewed your mentees' "Progress Page" in the last 30 days?

Academic Data and Targeted Action:

This workshop focused on defining our school-wide goal, as well as course goals and priorities. Included in our present context are the bright spots, as well as potential red flags and possible pitfalls as we progress monitor our goals. Development of potential strategies and specific action steps are also presented and shared amongst the participating schools throughout this workshop. The workshop concluded with some self-reflection and assessment that helps define our present context as well as prioritize the next steps for goal attainment.

Routines/Expectations/Understandings that Support Self-Directed Learning

This workshop reviewed a resource designed to show the common routines, expectations, and understandings that we see established in classrooms where student-directed learning flourishes. Further into the workshop, we reviewed a scripted lesson plan used by a teacher at a Summit school to teach students one of these routines/expectations/understandings.

Reiteration of the vision: Teachers work with their students to set up and teach clear routines, procedures, and understandings that allow for time and energy to be spent on the academic work. Students have internalized these routines and can use them independent of the teacher, allowing them to self-direct. The teacher intervenes when routines are not executed correctly/ need practice. The teacher allows for modification for individual students when that modification is best for that individual.

Next, we reviewed the process of lesson planning in a personalized learning environment. This component was highlighted by the importance of goal setting and progress monitoring.
Lesson Plan for a Routine for Personalized Learning: Setting Goals and Monitoring Goals Each Day.

Summit Learning Coaching Cycle:

This session emphasized practices of how to observe project time and hypothesize how strategies (used by our teachers) could be learned and applied to increase the student-directedness of her/his class. Participants learn more in this session if they have a familiarity with the Summit Learning Instructional Coaching Cycle. There was pre-session work intended to develop that familiarity.

B. Reflection on conference value:

The value of attending the Summit Convening is inherently linked to our ability to provide time to learn, share, collaborate, and problem-solve the challenges that are directly link back to the platform and the manner in which we strive to enhance personalized learning. The dive into school specific data is great. The presentation of strategies and direct oversight from our

presenters as we completed tasks related to our specific school is best. We were taught how to navigate aspects of the platform, shared perspectives and networked with schools from across the country which is fantastic professional learning opportunities. Working in real data that is personal to our school is most effective. I've attended workshops where the context is hypothetical or case study analysis, which can be good in its own right, but diving into our data is best. The accessibility of our presenters, the resources, and networked colleagues is a dynamic and invigorating environment. I wish we could take more teachers though. The conference is highly valuable, however costly when we send 8 - 12 teachers as we've done in the past. I observed and participated in sessions that would have been greatly enhanced by a stronger presence from the IJHS is my point. All that being said, I'm glad I went. The people from the Summit and our friends from Altoona, Johnstown, (et. al.) help expand our professional network. The fact that we're all striving to enhance our programming to support personalized learning for all our students is the common denominator that we share and embrace.

Bill Waryck
Genetic Update Conference
Nov 27, 2018

Teacher
North Allegheny H.S.

RESUME:

Part A.

This conference was designed as a way to increase the participants' understanding of modern genetics research and applications. Sam Rhine PhD., retired genetics professor from the University of Indiana at Bloomington, presents this conference around the country at different locations. He explains modern genetic research by picking a few specific aspects of modern genetics research, its potential application, and the genetic theory behind that application.

This year the focus was on how the use of CRISPR for genome editing is leading medical science to personalized medicine and the possible potential for preventing and curing common human diseases and disorders. Each of the three areas of focus are cutting edge biological research and each builds on the other to achieve even greatly complexity and eventually results.

Dr. Rhine started with normal human genetics. He briefly discussed chromosomal and Mendelian genetics. He talked about how we know about these and understand their causes but how extremely rare they generally are. He spent most of the rest of the conference discussing more common human diseases and disorders, eg. Type 2 diabetes, hypertension, cancer, and how, while their genetics are far more complicated and because of that they have been widely unknown, are frighteningly common. He showed how the human genome project and subsequent advances in DNA sequencing have made the possibility of individual genome testing a practical reality. Another teacher in attendance volunteered that she had received test results for her unborn child using one of the non-invasive techniques Dr. Rhine had described.

Finally, Dr. Rhine explained the processes that in the near future will be, in fact have already been, used to repair, prevent, or cure genetic disorders. Using the CRISPR/Cas9 system to "knock out" harmful genes and "knock in" replacement, repair genes scientists can edit individual human genomes at the zygotic level of therapeutically in adults. It was noted that this has already occurred. In an announcement from China on November 26, 2018 scientists reported the successful editing and birth of human zygotes.

Teachers were given a list of all of the sources used for the program and sources that might be incorporated into student assignments as well as a suggested course of study suggested to students interested in a career in genetics. A copy of the notes used for the presentation is available at:
http://www.samrhine.com/conferences/GUC_Notes.doc .

Part B.

This workshop was highly informational and quite beneficial for a biology teacher. It helps learn how the results of current research in molecular genetics are being applied to better understand and potentially cure human. Genetics in particular and biological research in general are areas biology teachers are responsible for teaching to students. Both of these areas of biology are important in Keystone Biology eligible content and this level information is specifically important to the A.P. Biology curriculum.

Biology teachers try to make abstract biological concepts, often found in genetics, important to students. Keeping up to date with current research in order to better answer student questions and inspiring students by teaching the potential for personal relevance of biology are important goals for biology teachers. Conferences like this help to provide more information that may inspire students and keep them interested in both how biology is important to their lives, inspire a desire to learn more, and potentially participate in this type of biological research.

I will share these ideas with other teachers and have made extra copies of the notes I can share with my colleagues. I have posted a session, with Mr Rizzo, for the January in-service day concerning this information.