

**August 28, 2018**  
**SLP HS**  
**1:00-3:30**

Session/ Time	Session Description	Presenter	Location
A 1:00-2:10  Lauren Buxon	<p><a href="#"><u>Restorative Practices</u></a>            This session is designed to provide staff an overview restorative practices. Restorative practices provide the community with a means to hold individuals accountable to those impacted in a compassionate manner. Through restorative services, impact is understood, harms are healed, relationships restored and future decision-making improved.</p>	Community Mediation & Restorative Services, Inc.	C163 (30 max)
A 1:00-2:10	<p><a href="#"><u>The WHY of Digital Learning in SLP</u></a>            The SLP World's Best Workforce plan states:            Quality teaching and learning in every classroom that provides rigorous, engaging, and relevant learning is the right of every student. Innovative technology use that supports teaching and learning is critical to achieving the results our students need for success in college and careers. Providing our teachers and students the tools and supports they need to achieve our district and community educational goals is our collective responsibility. From this work, we have developed the acronym <b>ASCEND</b>: a learner that <b>A</b>cts Responsibly, is <b>S</b>ocially Conscious, a <b>C</b>ritical Thinker, and <b>E</b>ffective Communicator, <b>N</b>imble and Resilient, a <b>D</b>reamer and Innovator. Join the <b>ASCEND</b> Digital Learning Team for a collaborative discussion that will engage educators and leaders across the district in developing the WHY of our SLP digital learning experience and get an update on next steps.</p>	Tom Marble, Angela Fransen, & Nate Tangen	C355 (30 max)
A 1:00-2:10  Deanna or Louise	<p><a href="#"><u>Social and Emotional Learning &amp; De-escalation Strategies for Young Students</u></a>  <b>(Relicensure: Positive Behavior Intervention)</b>            Are you concerned about the social and emotional wellness of your young students? Have you seen an increase in student stress and anxiety? Do you have some students who seem to be on high alert, who practically blow up over seemingly insignificant events, and others who barely invest in much of anything emotionally? Do you have some students who appear to be without empathy for others or even themselves? Do some of your students solve their conflicts with violence and aggression instead of working to find non-violent solutions? Would you benefit from learning and practicing de-escalation strategies and calming activities? In this class, you will learn about social-emotional learning of young students, the impact of trauma on the developing brain, the anxiety curve, and de-escalation strategies.  <b>(Relicensure: Positive Behavior Intervention)</b></p>	Wendy Loberg	B135 (50 max)

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A 1:00-2:10 Emily Crook	<b><u>Digging Deeper: Whiteness and Racial Identity Development</u></b> This session will provide a space of learning and reflection into the presence and role of whiteness in our lives, both personally and professionally. Together, we'll explore essential questions: What is whiteness? What does whiteness mean for me in my life? How can identifying and understanding stages of racial identity development help me better understand myself and my work? And finally, how can we find community to support each other in this ongoing work?	Peter Gerdts	C353 (35 max)
A 1:00-2:10 Patrick Duffy	<b><u>Using CCAR Protocol for Student Engagement</u></b> This session is for any educator that wants to explore authentic ways for White students and Students of Color to develop their leadership skills, develop racial consciousness, engage in collaborative inquiry, and examine the impact of their racial identity development through the use of the CCAR protocol for engaging in racial discourse.	Anthony Galloway	B134 (30 max)
A 1:00-2:10 Sarah Reichert	<b><u>Gender Inclusion</u></b> Knowing about gender and gender diversity is one thing; using that knowledge to create more inclusive conditions accordingly is quite another. What does it look like for educators to strategically account for gender diversity in their practice? How can schools apply the gender lens to various aspects of their operations, policies, communications, and instruction? This session will provide concrete approaches that school leaders, teachers, and anyone else who works in educational settings can employ that lead to more intentionally inclusive environments. This session builds on basic concepts of gender and applies them to teacher and institutional practices.	Joel Baum	Auditorium (742 max)
A 1:00-2:10 Tami Reynolds	<b><u>Emergency Preparedness</u></b> This session will be a full scale, start to finish, scenario of a student collapsing due to cardiac arrest who is not breathing and has no pulse. 911 will be called and emergency response will arrive. This session will show staff what to expect of emergency responders in the case of an emergency.	SLP Fire & HMC	Main Gym
A 1:00-2:10 Lee-Ann Stephens	<b><u>Implementing Culturally Responsive Teaching Through Protocol</u></b> This session will expand upon our June 11, workshop with Zaretta Hammond, author of <u>Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</u> . We will continue to explore the	Cam Muata Carrie R-Jones	C350 (50 max)

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	"building blocks" of culturally responsive practice, reflecting on the structures and routines essential for effective implementation that leads to impact. Through active engagement and CCAR discussion protocols, we'll examine the personal and professional changes that are required to implement Hammond's research findings and instructional practices.		
	<b>2:10-2:20 Walk &amp; Talk</b>		
B 2:20-3:30 Sarah Reichert	<b><u>Digging Deeper: Whiteness and Racial Identity Development</u></b> This session will provide a space of learning and reflection into the presence and role of whiteness in our lives, both personally and professionally. Together, we'll explore essential questions: What is whiteness? What does whiteness mean for me in my life? How can identifying and understanding the stages of racial identity development help me better understand myself and my work? And finally, how can we find a community to support each other in this ongoing work?	Peter Gerdts	C353 (35 max)
B 2:20-3:30	<b><u>The WHY of Digital Learning in SLP</u></b> The SLP World's Best Workforce plan states: Quality teaching and learning in every classroom that provides rigorous, engaging, and relevant learning is the right of every student. Innovative technology use that supports teaching and learning is critical to achieving the results our students need for success in college and careers. Providing our teachers and students the tools and supports they need to achieve our district and community educational goals is our collective responsibility. From this work, we have developed the acronym <b>ASCEND</b> : a learner that <b>A</b> cts Responsibly, is <b>S</b> ocially Conscious, a <b>C</b> ritical Thinker, and <b>E</b> ffective Communicator, <b>N</b> imble and Resilient, a <b>D</b> reamer and Innovator. Join the <b>ASCEND</b> Digital Learning Team for a collaborative discussion that will engage educators and leaders across the district in developing the <b>WHY</b> of our SLP digital learning experience and get an update on next steps.	Tom Marble, Angela Fransen, & Nate Tangen	C355 (30 max)
B 2:20-3:30 Patrick Duffy	<b><u>Using CCAR Protocol for Student Engagement</u></b> This session is for any educator that wants to explore authentic ways for White students and Students of Color to develop their leadership skills, develop racial	Anthony Galloway	B134 (30 max)

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	consciousness, engage in collaborative inquiry, and examine the impact of their racial identity development through the use of the CCAR protocol for engaging in racial discourse.		
B 2:20-3:30	<p><b><u>Mission Possible</u></b> This session will provide a space of reflection while exploring the strategic plan to discover what is required for students to attain their highest level of achievement; be prepared to contribute to society; experience quality opportunities for lifelong learning; participate in multiple pathways to excellence; exceed high standards; and experience a safe and nurturing environment that energizes and enhances their spirit.</p>	Astein Osei	C351 (30 max)
B 2:20-3:30 Devrae Hudson	<p><b><u>Implementing Culturally Responsive Teaching Through Protocol</u></b> This session will expand upon our June 11, workshop with Zaretta Hammond, author of <u>Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</u>. We will continue to explore the "building blocks" of culturally responsive practice, reflecting on the structures and routines essential for effective implementation that leads to impact. Through active engagement and CCAR discussion protocols, we'll examine the personal and professional changes that are required to implement Hammond's research findings and instructional practices.</p>	Cam Muata Carrie Runke-Jones	C350 (50 max)
B 2:20-3:30 Matt Horel	<p><b><u>Gender Inclusion</u></b> Knowing about gender and gender diversity is one thing; using that knowledge to create more inclusive conditions accordingly is quite another. What does it look like for educators to strategically account for gender diversity in their practice? How can schools apply the gender lens to various aspects of their operations, policies, communications, and instruction? This session will provide concrete approaches that school leaders, teachers, and anyone else who works in educational settings can employ that lead to more intentionally inclusive environments. This session builds on basic concepts of gender and applies them to teacher and institutional practices.</p>	Joel Baum	Auditorium (742 max)
B 2:20-3:30 Deanne Louise Raths	<p><b><u>Social and Emotional Learning &amp; De-escalation Strategies for Young Students (Relicensure: Positive Behavior Intervention)</u></b> Are you concerned about the social and emotional wellness of your young students? Have you seen an increase in student stress and anxiety? Do you have some students who seem to be on high alert, who practically blow up over seemingly insignificant events, and others who barely invest in much of anything emotionally? Do you have some students who appear</p>	Wendy Loberg	B135 (50 max)

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<p>B 2:20 - 3:30 Omar Adams</p>	<p><b><u>Restorative Practices</u></b> This session is designed to provide staff an overview of restorative practices. Restorative practices provide the community with a means to hold individuals accountable to those impacted in a compassionate manner. Through restorative services, impact is understood, harms are healed, relationships restored and future decision-making improved.</p>	<p>Community Mediation &amp; Restorative Services, Inc.</p>	<p>C163 (30 max)</p>