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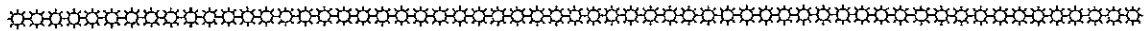
Plum Borough School District

Conference/Workshop Report

TO: Dr. Lillian Naccarati, Superintendent

COPY TO: Dr. Glasspool Building Principal, or Supervisor

FROM: Paul Mahoney SCHOOL: Center



Name of Conference/Workshop: Dr. Samuel Francis School Law + Special Education Workshop

Location: University of Pittsburgh Dates: June 16, 2011

Please complete this form after your conference/workshop as soon as possible; either type or write legibly. If you need additional space for any part, please feel free to attach extra sheets.

PART A

Please list the meetings, sub-session, other activities you attended or in which you participated.

- 1. Hot Topics in Special Ed 6. \_\_\_\_\_
- 2. Let Amendment - Social Networking Sites 7. \_\_\_\_\_
- 3. How to Discipline Special Ed students 8. \_\_\_\_\_
- 4. \_\_\_\_\_ 9. \_\_\_\_\_
- 5. McKinney-Vento, Homeless Act 10. \_\_\_\_\_

PART B

Please comment on the overall value of the conference/workshop, etc. for you as a staff member or for your department.

This conference gave me the opportunity to update my knowledge of special education laws on student discipline and restraints.

It also gave me a good understanding of employment implications for our employees when using "Social Networking Sites."

PART C

Please indicate if, or how, information received during this conference or workshop will be used in your position to help provide better educational experiences for students. Be as specific as possible and; refer to sub-sessions as appropriate.

I will share the information from this conference with my staff. Teachers will be updated on the Special Education regulations regarding student discipline and restraints. We must report all restraints on special education students to the state. Restraint information will be public information.

I will also share the employment implications for our staff when using Social Network Sites. There are several pieces of information if shared on Social Network Sites that may result in dismissal from employment. Such as immorality, confidential information, comments about students, parents, other teachers and administrators.

The information on McKinney-Vento Homeless Assistant Act will assist me in dealing with the homeless students in our district.

June 23, 2011  
Date

Joseph Mahoney  
Signature

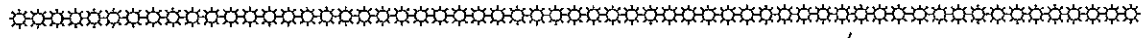
Please send the original to Dr. Naccarati's office, and a copy to your Building Principal within one (1) week of the Conference/Workshop.

*Handwritten initials*

Plum Borough School District

Conference/Workshop Report

TO: Dr. Lillian Naccarati, Superintendent  
COPY TO: Mr. Paul Yamnitzky Building Principal, or Supervisor  
FROM: Lindsey Lamm SCHOOL: Pivik



Name of Conference/Workshop: Algebraic Reasoning Institute

Location: AIU 3 Dates: July 11 - July 22, 2011

Please complete this form after your conference/workshop as soon as possible; either type or write legibly. If you need additional space for any part, please feel free to attach extra sheets.

PART A

Please list the meetings, sub-session, other activities you attended or in which you participated.

- |                        |                          |
|------------------------|--------------------------|
| 1. <u>day 1 - 7/11</u> | 6. <u>day 6 - 7/18</u>   |
| 2. <u>day 2 - 7/12</u> | 7. <u>day 7 - 7/19</u>   |
| 3. <u>day 3 - 7/13</u> | 8. <u>day 8 - 7/20</u>   |
| 4. <u>day 4 - 7/14</u> | 9. <u>day 9 - 7/21</u>   |
| 5. <u>day 5 - 7/15</u> | 10. <u>day 10 - 7/22</u> |

PART B

Please comment on the overall value of the conference/workshop, etc. for you as a staff member or for your department.

Because this conference dealt with the Common Core Standards, as well as proper math practices through the Mathematical Practice Standards, I felt the entire conference was worthwhile for now and for the future.

### PART C

Please indicate if, or how, information received during this conference or workshop will be used in your position to help provide better educational experiences for students. Be as specific as possible and; refer to sub-sessions as appropriate.

- Mathematical practice standards will be utilized daily in the classroom.
- High level tasks will be utilized for problem solving.
- Common core standards can be looked into and prepared for before 2013.
- Sharing of tasks in classroom will be done through the practices learned.
- TLP can be implemented, as the plan was for 5th grade.
- The standards, practices, and lessons learned will also help in MSC this year.

8-3-11

Date

Hendsey Hamlin

Signature

Please send the original to Dr. Naccarati's office, and a copy to your Building Principal within one (1) week of the Conference/Workshop.

To: Dr. Lillian Naccarati, Superintendent  
Copy To: Mr. Ryan Kociela, Building Principal  
From: Erin Morris  
School: Plum Senior High School

Name of Conference/Workshop: Advanced Placement Summer Institute  
Location: College of Wooster, Wooster, OH  
Dates: June 26-June 30, 2011

### Part A

Each day the AP U.S. History participants met together in the same classroom from 8:30-4:45. No separate meetings were available as the conference was comprehensive.

### Part B

The conference was extremely valuable to me as I face the challenge of teaching an advanced placement course. This will be proven and detailed in Part C. Each day the two conference instructors planned specific lessons to steer the participants into teaching an extensive AP U.S. History course in order to prepare our students taking not only the AP exam in the spring, but also to develop college level skills. I believe the conference opened my eyes to what is expected of me as well as my students.

### Part C

The conference covered, but was not limited to the following:

1. The instructors provided the participants with a book list. This list not only offered suggestions for teacher reading by pointing out stellar historians and their evidence-based interpretations, but also provided a list of student reading with possible assignments and corresponding essays and lessons.
2. The instructors provided a website list necessary for teachers. The list provides teachers the opportunity to communicate with one another, share lessons and PowerPoints and give valuable information concerning AP testing.
3. The instructors gave specific and detailed information demonstrating how to write an audit for the College Board.
4. The instructors of the conference focused a great deal of our time in discussing the break-down of the exam and the scoring of the DBQ. They then discussed trends in questioning. This is where the instructors and participants discussed teaching techniques for social, political and economic history. The focus being on social history and more specifically Native Americans, women and blacks. Techniques were used to focus on history as interpretation and succession of events.
5. The class discussed mapping out the school year to ensure adequate time is spent on each topic, but to also keep a strict timeline leading up to test day.
6. A flash drive was given to each participant which held paintings, photographs, poems and song lyrics that could be used to enhance learning. The flash drive also included activities such as fishbowl activities and scenarios.
7. A book was given to each participant issued by the College Board which listed all major themes covered in the AP exam. This list will provide a skeleton for mapping out the school year.
8. The instructors gave possible examples for grading throughout the school year.
9. A workbook was issued to all the participants which broke down specific time periods and used those events to teach thesis writing, cause and effect, using documents to support an argument and the like. The workbook should prove to be very helpful.

July 13, 2011  
Erin Morris



