

Seneca Valley SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Seneca Valley School District		104107903
Address 1		
124 Seneca School Road		
Address 2		
City	State	Zip Code
Harmony	PA	16037
Chief School Administrator		
Dr. Tracy Vitale		
Chief School Administrator Email		
vitaletl@svsd.net		
Educator Induction Plan Coordinator Name		
Kyra Bobak		
Educator Induction Plan Coordinator Name Email		
bobakka@svsd.net		
Educator Induction Plan Coordinator Phone Number		Extension
724-452-6040		1646

Steering Committee

1Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Mr. Chet Henderson	Secondary Principal	Administrator	Administration Personnel
Dr. Bridget Miller	Elementary Principal	Administrator	Administration Personnel
Ms. Megan Anderson	Elementary Teacher	Teacher	Teacher
Dr. Matt McKinley	Assistant Superintendent	Administrator	Administration Personnel
Dr. Sean McCarty	Assistant Superintendent	Administrator	Administration Personnel
Dr. Marie Palano	Assistant Superintendent	Administrator	Administration Personnel
Ms. Kyra Bobak	Director of Human Resources	Administrator	Administration Personnel
Ms. Elizabeth Williams	School Nurse	Education Specialist	Education Specialist

Mr. Daniel Dickey	Secondary Teacher	Teacher	Teacher
Ms. Danielle Reynolds	Middle School Teacher	Teacher	Teacher
Ms. Lora Nickel	Reading Specialist	Education Specialist	Education Specialist
Ms. Jennifer Shipe	School Counselor	Education Specialist	Education Specialist

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3)) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes

Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes
Other As part of our Professional Employee Induction Plan, professional staff are surveyed to determine who has interest in serving as a mentor for new hires. Upon review of the survey results, building level administration assign mentors. Assigned mentors must have significant experience in the profession, tenure status and Level II Certificate; and demonstrate outstanding work performance in instruction, planning, and classroom management; and have a willingness to serve as a mentor.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

In addition, potential mentors must demonstrate the following: Potential mentors have similar certifications and assignments.

- Model continuous learning and reflection.
- Knowledge of LEA policies, procedures and resources.
- Demonstrated ability to work effectively with students and other adults.
- Willingness to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes
Other Prior to the start of the school year, a three-year induction program is developed for all newly hired professional staff. The plan includes monthly meetings,	

trainings and presentations that provide the inductees with resources and professional development to ensure academic excellence and compliance with state mandates. Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA-endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be provided with a series of planned experiences, activities and studies to increase the beginning teacher's knowledge and improve teaching skills. Induction goals:
 - To establish and maintain a professional relationship between the new teacher and district personnel.
 - To increase the retention of promising teachers.
 - To promote the personal and professional well-being of new employees.
 - To cultivate the culture of the school system and profession to new employees.
 - To provide a structure through which the new teacher can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available.
 - To build a knowledge base of essential District resources.
 - To provide formal structure for identifying and solving the problems common to a new teacher.
 - To increase an understanding of effective teaching and classroom management skills.
 - To provide peer support and the model of a successful and experienced professional for the new teacher.
 - To build awareness of expectations by fostering professional attitudes and positive self-esteem.

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

At the end of the first year of participation in the induction program, each teacher is required to complete a New Teacher Survey. This survey offers program participants the opportunity to provide the administration with feedback regarding the first year's induction and in-service activities. It also provides an opportunity for program participants to offer suggestions for improving the program for subsequent years. Additionally, veteran teachers who served as a

mentor to induction program participants are required to complete a Mentor Teacher Evaluation Form. Similar to the New Teacher Survey, this form provides mentor teachers an opportunity to provide the administration with feedback regarding the induction program, their experience as a mentor teacher and to offer suggestions for improving the induction plan.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Tch Ind Comp Plan 2024.pdf

Teacher Induction Program Schedule 2024-2027.pdf

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Year 3 Fall

Year 3 Winter

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

Timeline

Year 1 Fall
Year 1 Winter
Year 2 Fall
Year 2 Winter
Year 3 Fall
Year 3 Winter

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques
2b: Establishing a Culture for Learning
1e: Designing Coherent Instruction
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior
2e: Organizing Physical Space
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students
2a: Creating an Environment of Respect and Rapport
4c: Communicating with Families

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
1f: Designing Student Assessments
3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources
4e: Growing and Developing Professionally
1c: Setting Instructional Outcomes

Timeline

Year 1 Fall
Year 1 Winter
Year 2 Fall
Year 2 Winter
Year 3 Fall
Year 3 Winter

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4b: Maintaining Accurate Records
1b: Demonstrating Knowledge of Students
1a: Demonstrating Knowledge of Content and Pedagogy
3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 2 Fall
Year 3 Fall

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness
1f: Designing Student Assessments
3c: Engaging Students in Learning
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction
3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning
3e: Demonstrating Flexibility and Responsiveness
3d: Using Assessment in Instruction
1e: Designing Coherent Instruction
3c: Engaging Students in Learning
4e: Growing and Developing Professionally
1b: Demonstrating Knowledge of Students
1f: Designing Student Assessments

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter

Year 3 Spring

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
1e: Designing Coherent Instruction
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
2b: Establishing a Culture for Learning

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 3 Fall
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
1b: Demonstrating Knowledge of Students
4a: Reflecting on Teaching
4c: Communicating with Families
2c: Managing Classroom Procedures
2d: Managing Student Behavior
3a: Communicating with Students
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness

2e: Organizing Physical Space

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

4c: Communicating with Families

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 3 Fall

Year 3 Winter

Year 3 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter

Year 2 Winter
Year 3 Winter

Selected Observation and Practice Framework(s):

Timeline

Year 1 Winter
Year 1 Spring
Year 2 Winter
Year 2 Spring
Year 3 Winter
Year 3 Spring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 2 Fall
Year 2 Winter
Year 3 Fall
Year 3 Winter

Evaluation and Monitoring

Evaluation and Monitoring

At the end of the first year of participation in the Induction Plan, each teacher is required to complete a New Teacher Survey. This survey offers program participants with the opportunity to provide the administration with feedback regarding the first year's induction and session offerings. It also provides an opportunity for program participants to offer suggestions for improving the program for subsequent years. Additionally, teachers who served as mentor teachers to induction program participants are required to complete a Mentor Teacher Evaluation Form. Similar to the New Teacher Survey, this form provides mentor teachers an opportunity to provide the administration with feedback regarding the induction program offerings, their experience as a mentor teacher and to offer suggestions for improving the induction plan. Every three years, a committee consisting of the Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, Assistant Superintendent for Curriculum and Assessment, Director of Human Resources, a building level administrator, and the union president reviews the effectiveness and implementation of the New Teacher Induction Plan. Following the review, the plan is revised to best support the new teachers in our classroom and current best practices in education.

Induction Plan

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

SENECA VALLEY SCHOOL DISTRICT

PROFESSIONAL EMPLOYEE INDUCTION PLAN

(A 3-year Process)



Amended by: Ms. Kyra Bobak, Director of Human Resources
Dr. Sean McCarty, Asst. Superintendent of Instruction K-6
Dr. Matthew McKinley, Asst. Superintendent of Instruction 7-12
Dr. Marie Palano, Assistant Superintendent of Curriculum and Assessment K-12
Dr. Bridget Miller, Asst. Principal of Ehrman Crest Middle
Ms. Yvonne Dobrzanski, President SVEA

Revised: January 2024

KAB/kbc

PROFESSIONAL EMPLOYEE INDUCTION PLAN

A strong induction program is crucial to the employee's future success.

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Seneca Valley School District

PROFESSIONAL EMPLOYEE INDUCTION PLAN

Purposes

1. To acquaint the new employee to the strategic plan for the Seneca Valley School District.
2. To introduce the professional to the established district student academic standards and the related benchmarks.
3. To recognize the relationship between the students' academic standards and the written planned courses.
4. To identify the processes for continuous improvement of the instruction program, methods of instruction, and assessment techniques.
5. To receive supervision, coaching, demonstration, and assessment of instructional pedagogy.

Goals

1. To provide a series of planned experiences, activities, and studies to increase the beginning professional's knowledge and improve teaching skills, thereby facilitating an orderly and successful passage for that professional employee through the initial teaching period.
2. To establish and maintain a professional relationship between the new employee and school district personnel.
3. To increase the retention of promising professionals.
4. To promote the personal and professional well-being of new employees.
5. To transmit the culture of the school system and profession to new employees.
6. To cultivate mutual support within the professional's peer group.

Objectives

1. To convey administration expectations and norms of conduct to newly hired professionals.
2. To provide a structure through which the new professional can objectively analyze the effectiveness of their teaching and have resources for self-improvement readily available.
3. To build a knowledge base of essential district resources.
4. To provide formal structure for identifying and solving the problems common to a new professional.
5. To increase an understanding of effective teaching and classroom management skills.
6. To provide peer support and the model of a successful and experienced professional for the new employee.
7. To build within the new employee an awareness of expectations by fostering professional attitudes and positive self-esteem.

ORGANIZATIONAL STRUCTURE

School Board

Superintendent

District Induction Plan Coordinator(s)

District Induction Team

Building Induction Team

Seneca Valley School District

PROFESSIONAL EMPLOYEE INDUCTION PLAN

Original District Induction Team

Members

- A. Two Central Office Administrators
- B. Two Building Principals
(One Elementary/One Secondary)
- C. Two Elementary Teachers
- D. Two Middle School Teachers
- E. Two Senior High Teachers

Ongoing Induction Facilitators

Members

- A. Four Central Office Administrators
- B. Teacher Union Representation

General Duties of Original District Induction Team and Ongoing Induction Facilitators

- 1. To communicate the format of the Professional Employee Induction Program to the various personnel in the district.
- 2. To implement the Professional Employee Induction Program within the district.
- 3. To provide a formative and summative evaluation of the Professional Employee Induction Program.
- 4. To communicate with officials from the Department of Education regarding the Professional Employee Induction Program.
- 5. To provide informal ongoing support to extended day-to-day substitutes and long-term substitutes.

Mentor - Basic Qualifications

- 1. Selection Criteria
 - a. Tenure status

- b. Level II Certificate, whenever applicable.
- c. Minimum of two years of professional experience in the district.
- d. Demonstrated competence in instruction, planning, and classroom management, as applicable.
- e. Willingness to serve as a mentor teacher and be available for any mentor training program.
- f. Has a positive attitude toward the teaching profession and to the district.

Responsibilities of the Mentor

1. The mentor teacher will:
 - a. establish a rapport as a helping person.
 - b. advise the inductee pertaining to the preparation for the opening of school.
 - c. assist the inductee in implementing district and school policies and procedures.
 - d. assist inductee in the implementation of the district's curriculum.
 - e. promote the socialization of the first-year teacher into the school setting.
 - f. help the new teacher to identify the most immediate and pressing needs.
 - g. help with ways to organize and manage the classroom.
 - h. suggest ways to plan for instruction.
 - i. report any concerns relating to the Induction process to the Building Principal.
 - j. meet with inductee at least twice a month during the first semester of employment and at least once a month during the second semester of employment.
 - k. coordinate activities with appropriate professional personnel.

Selection Procedures for the Mentor

In the spring of each year the Building Principals will circulate an "Interest Survey" to each teacher in the school district for the purpose of developing a pool of persons interested in serving as a mentor teacher or on a building or district induction team.

1. Mentor Teachers must meet the basic qualifications established for this position.
2. Mentor Teachers should be compatible in subject/grade level or assignment with the beginning teachers whenever practically possible.
3. Mentor Teachers should not serve three years in a row unless no other qualified professionals are available.
4. In the event of a situation where more mentor volunteers exist than mentor positions, the Building Principal shall problem solve, consider options, and make recommendations for the assignment of mentor teachers.
5. Mentor teachers will be assigned during the summer on an "as needed basis" and will be notified by the Human Resources Department of guidelines and responsibilities of serving as a mentor.

Compensation of the Mentor

A memorandum of understanding was negotiated between the Seneca Valley School District and the Seneca Valley Education Association. The agreement provides compensation for twenty-five (25) hours per two (2) semesters of the inductee's employment for the mentor teacher to perform his/her duties. *The mentor teacher must log on a district time sheet the hours spent and the types of activities completed. Topic documentation must be completed on the Mentor/Inductee checklist and attached to the time sheet (Appendix A).* The mentor teacher is asked to log the hours spent working in reference to the induction plan. The hourly rate of pay is determined each year via the negotiated teacher's contract. *The mentor is obligated to fulfill the number of monthly meetings as specified in this plan.*

NOTE: In order to receive compensation, a time sheet must be carefully completed by the mentor and then signed by the Building Principal. Two copies should be made. The original is to be submitted to the Director of Human Resources no later than June 15. It is the responsibility of the mentor teacher to forward the time sheet by June 15; otherwise, no payment can be made. The Building Principal should keep a copy on file. The mentor teacher should also keep a copy for reference purposes.

Definition of New Staff Member or Inductee

1. New to the education profession.
2. New to the school district.
3. Long-term substitute teachers are required to participate in the induction process. If a long-term substitute teacher is hired to a Seneca Valley School District contract position within the next three (3) years, those induction components completed need not be repeated. Their specific needs may vary depending on their previous experiences in the district.

Responsibilities of the New Staff Member or Inductee

1. Participate in District and Building induction activities.
2. Communicate needs to their respective Building Principal.
3. Keep a log/journal describing their experiences during the induction process (optional).
4. Meet with the mentor teacher twice a month during the first semester of employment and at least once a month during the second semester of employment.
5. Participate, whenever possible and as applicable, in visitations to other classrooms within the inductee's area of certification to observe different teaching techniques.
6. Participate in district and building level professional development day activities.
7. Attend all release days for staff development programming specifically designed to orient the inductee to district initiatives.
8. Attend scheduled meetings with the building principal to address professional development topics, activities and/or concerns. A maximum of one (1) hour per month beyond the workday will be scheduled by the building principal; meeting time may be equalized over a number of months.
9. Report any concerns relating to the Induction Process to the Building Principal.

Responsibilities of the Building Principal

1. Provide an orientation session for inductees(s) and mentor professional(s).
2. Meet regularly with the mentor professional(s) and inductee(s) for the purpose of monitoring the induction process. The principal should assist the new professional(s) and mentor professional(s) in all facets of the induction process.
3. Schedule meetings with the inductee(s) to address professional development topics, activities and/or concerns. A maximum of one (1) hour per month beyond the workday will be scheduled by the building principal and this schedule should be published at the beginning of the year; meeting time may be equalized over a number of months.
4. Assist inductee in maintaining documentation of each beginning professional's induction program.
5. Assign a replacement mentor in consultation with the Director of Human Resources, if necessary.
6. Review the appropriate professional observation form and the evaluation process (Model for Growth) with the new staff member.

A List of Suggested Activities Related to the Induction Process

Building Principal

Introduction of staff	Bus dismissal procedures
Technology orientation/Innovation	Classroom peer observations
Tour of building	Conference requests
Policies and procedures	Curriculum Review
Opening week activities	Educational trips
Building procedures	Emergency school closing/snow delays
Special Education procedures	Faculty meetings
Confidentiality	Field trip procedures
Diversity	Final grades
Discipline policy	Grading policies
Ethics/Professionalism	Student wellness
Lesson plans	Homework/Make-up procedures
Parent involvement	Identification tags and keys
Parent-teacher conferences	Instructional time/Practices
Promotion/Retention	Metacognition and Essential Questioning Techniques
Communications	Mileage reimbursement
Special education including gifted	Open House
Student needs/Motivation	Parent-teacher groups
Teacher observations	Policies on room parties and gifts
Technology usage/Policies	Progress/Deficiency reports
Accident reports	Record keeping
Assessment	Report cards
Act 48 continuing professional development plan	Safety and emergency drill procedures
Attendance policies (students)	School close-out procedures
Professional attendance	Student scheduling
Building handbooks	MTSS (Multi-Tiered System of Support)
Crisis training	Supply requisitions
Professional Code of Conduct	LEAD
Mandatory Reporting – Child Abuse	Building Crisis
School Board Policies	Frontline Absence Management
Co-Teaching Models	

Central Office Administration

Review of the Professional Employee Induction Program and relationship to district academic standards
Overview of school district
Professional practice and conduct for educators
Technology orientation
Special education procedures
Confidentiality
Curriculum guides/Courses of study
Diversity
District strategic plan
Ethics/Professionalism
Model for growth
Communications
NWEA

Special education including gifted
Technology usage/Policies
Assessment
Professional attendance
Central office organization
Child abuse (mandated reporting)
Contractual obligations
- Postings/Transfers
- Personal/Sick days
- Tuition reimbursement
Professional development days
Crisis Training
MTSS (Multi-Tiered System of Support)
aimsweb

Mentor

Introduction of staff
Ethics/Professionalism
Lesson plans
Parent involvement
Student needs/Motivation
Teacher observations
Technology usage/Policies
Assessment
Building handbooks
Bus dismissal procedures
Classroom/Cafeteria procedures
Positive Classroom Community Strategies
Department chairpersons/Grade level coordinators
Emergency school closing/Snow delays
Extracurricular activities/Activity sponsors
Field trip procedures
Final grades
Grading policies
MTSS (Multi-Tiered System of Support)
Student Permanent Record/Files

Student wellness
Homework/Make-up procedures
Intramurals
Library/CIRC services
Open house
Parent-teacher groups
Progress/Deficiency reports
Recess management
Record keeping
Report cards (Secondary)
Report of Student Progress (Elementary)
Safety and emergency drill procedures
School close-out procedures
Student scheduling/Placement procedures
Supply requisitions
Science Curriculum and Materials Information
Benchmark testing
PSSA & Keystone Exam Administration
LEAD

Seneca Valley School District

Inductee Survey

This survey will be sent to you from the Human Resources Department via email at the conclusion of the school year. Please click on the best response to each question.

1. The induction process is a three year process. What year of the process are you completing this year?

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3

2. To what degree have the technology training topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any technology in-service trainings

3. To what degree have the special education training topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any special education in-service trainings

4. To what degree have the student assistance (YESS/ESAP) training topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any student assistance in-service trainings

5. To what degree have the teaching technique training topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any teaching technique in-service trainings

6. To what degree have the diversity training topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any diversity in-service trainings

Seneca Valley School District

Inductee Survey – Page 2

7. To what degree have the data review/analysis topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any data review/analysis in-service trainings

8. To what degree have the confidentiality/FERPA topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any confidentiality/FERPA in-service trainings

9. To what degree have the human resources topics been helpful to you?

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally helpful
- ☐ Not helpful
- ☐ I did not attend any human resources in-service trainings

10. The building induction meetings that I have participated in with my principal have been:

- ☐ Extremely helpful
- ☐ Significantly helpful
- ☐ Minimally beneficial
- ☐ Not beneficial at all
- ☐ I did not attend any building induction meetings

11. The district induction meetings that I have attended have been:

- ☐ Building induction activities
- ☐ District-wide induction activities
- ☐ Peer teacher mentoring activities
- ☐ Technology courses
- ☐ Other _____

12. Which aspect of the induction program has been the most beneficial to you?

- ☐ Building induction activities
- ☐ District-wide induction activities
- ☐ Peer teacher mentoring activities
- ☐ Technology courses
- ☐ Other _____

Seneca Valley School District

Inductee Survey – Page 3

13. Overall, the induction in-service programs have improved my professional practice:

- ☐ Substantially
- ☐ Moderately
- ☐ Minimally
- ☐ Not at all
- ☐ Negatively

14. Please comment on your experience in the induction program and how it can be improved to better meet your needs.

SENECA VALLEY SCHOOL DISTRICT

Professional Employee Induction Plan

Mentoring Evaluation Form

Please complete the following evaluation and return it to the Director of Human Resources **no later than June 15** of your mentoring year. You will be responsible for addressing the items listed on the Mentor/Inductee Checklist as well as the Mentoring Evaluation Form provided in this Induction Plan.

	<i>YES</i>	<i>NO</i>
1. Were you adequately prepared for your duties?	_____	_____
2. Were you able to effectively coordinate your meetings with Inductee?	_____	_____
3. Was the meeting time sufficient to cover concerns?	_____	_____
4. Did you have (or know where to obtain) materials needed to provide information to Inductees (i.e. handbooks, curriculum guides, policy statements)?	_____	_____
5. Would you participate as a Mentor Teacher again?	_____	_____
6. Were 25 hours adequate to compensate for your activities?	_____	_____
7. As a Mentor Teacher, you are part of the Building Induction Team. Is there a need for more building team meetings?	_____	_____
8. How often do you believe the Building Team should meet?	_____	_____
9. What issues (re: topics and activities of the Induction Plan) do you believe should be presented by specialist/administration/others?	_____	_____
	_____	_____
	_____	_____
	_____	_____
10. Please comment/explain any issues, ideas, or concerns relevant to the Induction Plan.	_____	_____
	_____	_____
	_____	_____

Seneca Valley School District

Mentor Time Sheet

This is a two-part form. Please be sure to complete both sides before sending to the Human Resources Department.

Month: _____

Mentee Name: _____

This time sheet must be returned to the Human Resources Department no later than June 15. Fill in number of hours worked each day. (Where fractions are required, use 1/4, 1/2, or 3/4 as applicable.)

Date	Hours	Date	Hours	Date	Hours	Date	Hours
1	_____	9	_____	17	_____	25	_____
2	_____	10	_____	18	_____	26	_____
3	_____	11	_____	19	_____	27	_____
4	_____	12	_____	20	_____	28	_____
5	_____	13	_____	21	_____	29	_____
6	_____	14	_____	22	_____	30	_____
7	_____	15	_____	23	_____	31	_____
8	_____	16	_____	24	_____		

Total Hours: _____

Mentee Signature

Mentor Signature

Mentee – Print Name

Mentor – Print Name

Salary Identification Number:
(Payroll use only)

Approved:

Budget Code: ☐ ASN 00888 (Elem.) ☐ ASN 00889 (Sec.)

Professional Development Topics/Activities

Please provide the date that each topic was covered during the mentoring process.

<u>Important Phone Numbers and Contacts</u>	Date	<u>Professional Responsibilities</u>	Date
Personnel		Student Supervision	
Payroll		Lesson Plans/Minutes of Instruction	
Special Education		Parent Teacher Conferences/Parent Involvement/Parent Teacher Groups	
Teacher Association (PSEA)		Accident Reports	
Employee Benefits		Faculty Meetings	
Transportation		Conference Requests	
Curriculum		Report Cards (Secondary)/Report of Student Progress (Elementary)	
Intermediate Unit		Final Grades/Grading Policies	
AESOP		Deficiencies/Progress Reports	
Department Chairs		Substitute Plans	
Grade Level Chairs		Course Approval	
Public Relations		Mileage Reimbursement/Tuition Reimbursement	
<u>Student Support Services</u>		Sick Days/Personal Days	
YESS/PPT		Library/CIRC Services	
Title I		Transfers/Postings	
Homebound Instruction		Homework/Make-up Work Procedures/Educational Tips	
Speech and Language		Professionalism	
Emotional Support/Autistic Support		Ethics	
Occupational Therapy/Physical Therapy		Student Needs/Motivation	
Learning Support		Teacher Observations	
Purpose (Gifted Support)		Technology Usage/Policies	
Guidance		Assessment	
List of Tutors		Building Handbooks	
MTSS (Multi-Tiered System of Support)		Classroom/Cafeteria Procedures	
<u>Safety/Emergency Procedures& Records</u>		Positive Classroom Community Strategies	
School Closings/Delays		Act 48/Act 80/ Inservice	
Snow Days		Library Services	
Severe Weather Drills		Transfers/Postings	
Evacuation Drill		Homework/Make-up Work Procedures/Educational Tips	
Fire Drills		Professionalism	
Intruder in the Building (Lock Down)		Ethics	
Field Trip Procedures		Student Needs/Motivation	
ID Tags/Key Cards/Keys		Teacher Observations	
Playground Procedures (Elementary only)		Technology Usage/Policies	
Bus and Dismissal		Assessment	
Child Abuse Policy		Student Scheduling/Placement Procedures	
Internet Use		Science Curriculum and Materials Information	
Rules/Regulations for Communicable Diseases		Open House	
Building Handbooks		Recess Management	
Student Permanent Record/Files		Benchmark Testing/PSSA/Keystone Exam	
Record Keeping		School Close-Out Procedures	
		Supply Requisitions	

Please provide a brief paragraph highlighting your meeting(s):

Seneca Valley School District



Professional Employee Induction Plan **Certificate**

We, the undersigned, certify that

«**NFirst**» «**NLast**»
«Position or Grade»
at
«School»

*has participated and successfully completed the three-year
Seneca Valley School District Induction Plan on (date).*

*Assistant Superintendent
K-6/7-12*

Principal

*Tracy L. Vitale, Ed.D.
Superintendent of Schools*

2024-2025 Teacher Induction Program Schedule

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
8/14/2024	IHS Auditorium	8:00 - 11:30	AM	1	New Teacher Technology Day	This session introduces new teachers to the role that technology plays in the Seneca Valley classroom, from the basics of logging onto the SV Portal, to the use of Microsoft Teams, livestreaming, the SMART board, and various platforms for learning.	Mr. Chad Robertson Ms. Michele Murray		Y
8/14/2024	IHS Auditorium	12:30 - 3:00	PM	1	New Teacher Technology Day	Session in conjunction with corresponding session above.	Mr. Chad Robertson Ms. Michele Murray		Y
8/15/2024	RES Café	8:00 - 11:00 11:00 - 11:30	AM	1	LEAD Training Act 13: Educator Effectiveness	New teacher registration is followed by training in Learn, Explore, Act, Develop (LEAD), our district's coordinated effort to help students thrive at school and in the community. Act 13 of 2020 (Act 13) revised the Act 82 Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-2022	Ms. Lauren O'Donnell Ms. Lisa Graham Dr. Palano		Y
8/15/2024	RES Café	12:30 - 3:00	PM	1	Model for Academic Excellence Overview/HR Overview/Establishing a Culture for Learning	These sessions introduce new teachers to the district's mission and vision for instruction, followed by its path for establishing a culture for learning. The day ends with a meeting with building administration.	Dr. Matthew McKinley Dr. Sean McCarthy Ms. Kyra Bobak		Y
10/10/2024	CVE LGI	8:15 - 11:30	AM	1	Data and Assessment	This session will focus on clarifying learning goals, the design of quality criteria and corresponding measurement tools to clearly define learning pathways. Participants will grow in their understanding and utilization of data to make instructional decisions.	Dr. Marie Palano		N
10/10/2024	CVE LGI	1:00 - 3:00	PM	1	Special Education, Inclusive Practices	This session will outline the importance of inclusive strategies and help teachers to determine appropriate supports that will benefit our students with special needs within the general education classroom.	Ms. Ashley Pattison		N
10/24/2024	SHS LGI	8:15 - 11:30	AM	1	Classroom and School Safety Practices	Topics covered include active assailant protocols, designing a safer classroom, recognizing escalating negative behaviors and de-escalation techniques.	Mr. Jason Young		N
10/24/2024	SHS LGI	1:00 - 3:00	PM	1	The Teaching Profession and Earning Your Level 2 Certification	Pennsylvania has two levels of certification for educators. Level I certificates are valid for a specific number of service years. Level I provisional certificates must be converted to Level II permanent certificates by the end of the certificate validity period. This session will provide you with an overview of requirements, processes, and the application submission for converting your Pennsylvania certificate. In addition, the session will review Act 48 continuing professional education credit hours and the tenure process.	Ms. Kyra Bobak		N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
11/7/2024	CVE LGI	8:15 - 11:30	AM	1	Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises M-Z participants	Student misbehavior is difficult to manage and can escalate into more aggressive behavior with multiple adverse consequences. Those include disruption of the educational environment and the learning process of other students, as well as inequitable and exclusionary disciplinary practices. Educators may inadvertently contribute to these confrontations if they do not know how to react to each stage of confrontation. When this happens, student support personnel have to step in, despite their busy caseloads. Featuring an evidence-based video series designed especially for classroom teachers, this session will help those consulting with teachers.	Dr. Tony Babusci	Dr. Tony Babusci	Y
11/7/2024	CVE LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework M-Z	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
11/14/2024	SHS LGI	8:15 - 11:30	AM	1	Strategies for Promoting Metacognition A-L participants	This session will provide an understanding of metacognition, and how to promote deeper thinking through the use of the seven critical Metacognitive Strategies. The following focus questions will be addressed: How do I determine what I want students to learn? What are Metacognitive Strategies and why are they important? How do I focus learning around the Metacognitive Strategies that students use to process understanding? What does a classroom look like that promotes metacognition?	Dr. Marie Palano	Dr. Marie Palano	Y
11/14/2024	SHS LGI	1:00 - 3:00	PM	1	ALICE Training A-L participants	Developed and endorsed by law enforcement, ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The purpose of ALICE training isn't to replace our crisis management plans; however, it is an opportunity to learn about different police tactics and strategies if ever presented with the threat of an armed intruder.	Mr. Jason Young	Dr. Sean McCarty	Y
11/21/2024	SHS LGI	8:15 - 11:30	AM	1	Strategies for Promoting Metacognition M-Z participants	This session will provide an understanding of metacognition, and how to promote deeper thinking through the use of the seven critical Metacognitive Strategies. The following focus questions will be addressed: How do I determine what I want students to learn? What are Metacognitive Strategies and why are they important? How do I focus learning around the Metacognitive Strategies that students use to process understanding? What does a classroom look like that promotes metacognition?	Dr. Marie Palano	Dr. Marie Palano	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
11/21/2024	SHS LGI	1:00 - 3:00	PM	1	ALICE Training M-Z participants	Developed and endorsed by law enforcement, ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The purpose of ALICE training isn't to replace our crisis management plans; however, it is an opportunity to learn about different police tactics and strategies if ever presented with the threat of an armed intruder.	Mr. Jason Young	Dr. Matt McKinley	Y
12/5/2024	SHS LGI	8:15 - 11:30	AM	1	Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises A-L participants	Student misbehavior is difficult to manage and can escalate into more aggressive behavior with multiple adverse consequences. Those include disruption of the educational environment and the learning process of other students, as well as inequitable and exclusionary disciplinary practices. Educators may inadvertently contribute to these confrontations if they do not know how to react to each stage of confrontation. When this happens, student support personnel have to step in, despite their busy caseloads. Featuring an evidence-based video series designed especially for classroom teachers, this session will help those consulting with teachers.	Dr. Tony Babusci	Dr. Tony Babusci	Y
12/5/2024	SHS LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework A-L	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
1/9/2025	SHS LGI	8:15 - 11:30	AM	1	Structured Literacy Part II	This session explores more deeply the Structured Literacy Program Framework Guidelines and applying them to your professional practice. Participants will learn more about the knowledge and practice standards for each of the structured literacy competencies in their certification area.	Dr. Marie Palano	Ms. Kyra Bobak	Y
1/9/2025	SHS LGI	1:00 - 3:00	PM	1	Professional Ethics	The Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission, details standards of behavior, values and principles for educators. This session will address the code of ethics as well as the standards of behavior, values and principles that inform and guide professional decision-making.	Ms. Kyra Bobak	Ms. Kyra Bobak	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
2/13/2025	SHS LGI	8:15 - 10:00/ 10:00- 11:30	AM	1	LEAD/ Legal Aspects of Confidentiality A-L participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/13/2025	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed A-L participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Anne Bernacki Ms. Whitney Corrigan	Mr. Ashley Porter	Y
2/20/2025	SHS LGI	8:15 - 10:00/ 10:00-11:30	AM	1	LEAD/ Legal Aspects of Confidentiality M-Z participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/20/2025	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed M-Z participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Corrin DoVidio Ms. Victoria Sledge		Y
3/13/2025	SHS LGI	8:15 - 11:30	AM	1	Act 126 Training - Child Abuse Recognition and Reporting	This session provides the mandated training for school employees who have direct contact with children, including recognition of the signs of sexual misconduct, reporting requirements and maintenance of professional and appropriate relationships with students.	Mr. Courtney Riffer	Dr. Jeff Roberts	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
3/13/2025	SHS LGI	1:00 - 3:00	PM	1	Meeting the Needs of Advanced Learners/Gifted	Are you curious about how you can best differentiate for advanced learners? Would you like to know how the district's gifted support program identifies and supports gifted students? This session will focus on how classroom teachers can extend learning opportunities for advanced learners. Likewise, you'll learn about the PURPOSE gifted support program and how it is integrated from K-12.	Ms. Meagan Loewy Mr. Jeremiah Friday	Dr. Jeff Roberts	N
3/13/2025	SHS 2C	1:00 - 3:00	PM	1	Enhancing Soft Skills in the Classroom	While hard skills can be defined as your ability to do specific tasks and perform technical skills, soft skills are more about the way you approach and adapt to situations, collaborate, and make decisions. Hard skills may get you the job, but soft skills will help you stand out and succeed at a faster rate in any job or industry. This session will focus on some of the most in-demand soft skills as we discuss ways to incorporate them in Seneca Valley classrooms, as early as first grade. These skills will build upon each other as we inspire them to forge ahead <i>Beyond the Walls of SV</i> and into the ever-changing workplace.	Ms. Darl Ramirez-Lightner Dr. Rebecca Rockey	Dr. Jeff Roberts	N
4/10/2025	SHS LGI	8:15 - 11:30	AM	1	Breaking Down the Stigma of Mental Health Issues in the School Setting	This session will talk about the issues that many students face today with going to school with mental health issues and the stigma behind receiving help for these problems. We will go in depth with how to work effectively with students with anxiety, depression or other mental health illnesses and will provide a brief overview of mental health illnesses and how to notice them in students.	Ms. Becca Loeffert Ms. Dawn Halle	Dr. Jeff Roberts	N
4/10/2025	SHS LGI	1:00 - 3:00	PM	1	Cultural Competence 1	The Relational Teacher - Have you ever wondered what it would take to move your classroom to the next level or expand your positive classroom environment? During this session, we will take a closer look at the SV culture and how relationships influence the culture within your classroom. You will leave this session feeling empowered to empower your students!	Mr. Ashley Porter		N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
10/10/2024	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid A-L participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
10/17/2024	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid M-Z participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
11/21/2024	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks A-L participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
11/21/2024	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs A-L participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
12/5/2024	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks M-Z participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
12/5/2024	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs M-Z participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
1/9/2025	SHS LGI	8:15 - 11:30	AM	2	Exploring Evidence of Student Learning	This session will focus on the purpose of both formative and summative assessments. The validity and reliability of assessments and assessment practices will be explored. Participants will engage in collaborative discussions around assessments, grading practices and student learning outcomes.	Dr. Marie Palano		N
1/9/2025	SHS LGI	1:00 - 3:00	PM	2	Supporting Career Exploration in the Classroom	Seneca Valley supports the four strands of the PA Career & Education Work (CEW) Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. This session will focus on the stages in building the K-12 career development system and the Career Portfolio documentation system. We will discuss the process of assisting students with Finding the Career Awareness "Spark", Exploring the "Spark" and Connecting "Spark" as they graduate and move Beyond the Walls of SV.	Ms. Darla Ramirez-Lightner / Dr. Rebecca Rockey	Dr. Jeff Roberts	N
2/6/2025	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation A- L Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/6/2025	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions A-L participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/13/2025	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation M-Z Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/13/2025	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions M-Z participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/13/2025	SHS 2C	1:00 - 3:00	PM	2	Safety Practices	Topics covered include active assailant protocols, designing a safer classroom, recognizing escalating negative behaviors and de-escalation techniques.	Mr. Jason Young		N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
2/27/2025	SHS LGI	8:15-11:30	AM	2	Trauma Informed Practices	Many children experience difficulties in their lives that impact their learning. In this session you will gain knowledge in how stress, adversity, and trauma impact learning. You will also be empowered to adjust your practices and classroom space to support students who may be struggling.	Dr. Lindsey Kisucky		N
2/27/2025	SHS LGI	1:00-3:00	PM	2	Technology Applications	Explore a variety of creative tools for formative and summative classroom assessments in this session. You'll participate in hands on training in the creation of assessments using Nearpod, MS Forms, Smart Learning Suite and Discovery Experience. Participants will create assessments using these tools which they can then use in the classroom the next day.	Dr. Lou Nagy	Ms. Bobak	N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
10/31/2024	SHS LGI	8:15 - 11:30	AM	3	Teaching Math for Understanding	The session will focus on the importance of building number sense and understanding math concepts and skills. The session will help teachers examine their own teaching methods and how they may be able to look at math differently to help students succeed and truly understand math.	Ms. Jennifer Exler Ms. Rosemary Piso		N
10/31/2024	SHS LGI	1:00 - 3:00	PM	3	Digital Citizenship and Computer Security Awareness	This session will utilize resources that are useful for promoting a culture of digital citizenship within classrooms. Additional emphasis will be on handling computer security concerns and circumventing phishing. This will include a Q & A session.	Ms. Michele Murray Dr. Louis Nagy Mr. Chad Robertson		N
1/16/2025	SHS LGI	8:15 - 11:30	AM	3	State of the Union	This session is designed to revisit the district mission and vision by engaging participants around their experiences in the district. Teachers will gain a deeper knowledge of our programs and student engagement opportunities across grades K-12.	Dr. Sean McCarty Dr. Matt McKinley		N
1/16/2025	SHS LGI	12:45 - 1:45/ 1:45 - 3:00	PM	3	Seneca Valley Comprehensive Plan / Becoming an Educational Leader	This session will focus on Seneca Valley School District's Comprehensive Plan. It was developed through the active participation of parents, students, school directors, teachers, administrators, other school personnel, business and community members. This session will provide an overview of the plan and the Pennsylvania Department of Education Comprehensive Planning requirements. The second portion of the afternoon is for teachers to gain a deeper understanding of leadership opportunities as an educator. Teacher leader, administration and career ladder prospects will be explored and discussed as options to enrich your career in education.	Ms. Kyra Bobak Dr. Marie Palano Dr. Sean McCarty		N
1/23/2025	CVE LGI	8:15 - 11:30	AM	3	Profile of a Learner	This session will focus on key characteristics that ground student investment. Participants will explore the connections between hope, self-efficacy and student achievement by providing techniques to help students use their assessment information to understand their strengths and opportunities for growth.	Dr. Marie Palano		N
1/23/2025	CVE LGI	1:00- 3:00	PM	3	Inclusive Practices	All students benefit from effective inclusive practices. In this session you will learn about the Seneca Valley model for inclusion and how we support students with special needs. You will also learn about special education programming throughout the district.	Ms. Ashley Pattison		N
2/27/2025	SVAOC Drop-In Center	8:15 - 11:30	AM	3	Academy of Choice	At Seneca Valley Academy of Choice, we are committed to advancing the standards of online education and propelling classroom innovation forward. Our comprehensive curriculum complements your in-class teaching experience, incorporating cutting-edge technology. You will become aware of the How, Who, What, Where, and Why of SVAOC and how you may incorporate some of the programs into your traditional classes. Additionally, we'll introduce you to the opportunity of becoming a supplementary teacher at one of our partnering OPT schools.	Dr. Denise Manganello		N
2/27/2025	CVE LGI	1:00 - 3:00	PM	3	Fundamentals of Title IX	During this session, participants will be introduced to the basics of Title IX by discussing the responsibilities of a school districts and its employees. We will answer the following questions: What is Title IX? Who does Title IX protect? How do students and employees report sexual discrimination described in the Title IX regulations? Who is responsible for reporting sexual misconduct? Where can I find additional resources related to Title IX?	Mr. Ashley Porter		N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
3/20/2025	SHS LGI	8:15 - 10:00/ 10:00 - 11:30	AM	3	Teaching Entrepreneurship in the Classroom /Media Review	One of the four strands of the PA Career Education Work Standards (CEW) is Entrepreneurship. The definition of Entrepreneurship goes beyond the person who starts a business and is willing to risk losses in order to make a profit. During this session, we will identify entrepreneurial traits and discuss what we can do in the classroom to bring awareness and develop these traits with all students K-12. In the second portion of the morning, the SV Communications Department will provide a review of best practices, advice and tips on ways to become a part of SV's positive presence online and in the news. This will include a Q&A session.	Ms. Darla Ramirez-Lightner Dr. Rebecca Rockey Ms. Linda Andreassi Ms. Tiffany Hernandez Ms. Morgan Waag	Dr. Jeff Roberts Ms. Linda Andreassi	N
3/20/2025	SHS LGI	1:00 - 3:00	PM	3	Mindfulness and Wellness	Have you ever wondered how you could get your students to be more focused and engaged in learning? Do you ever feel exhausted at work and its only Tuesday? This session will provide you with practical strategies and resources for supporting mindfulness and wellness in your classroom. You will also discover ways to improve your own health and state of mind in your work and personal life.	Ms. Liz Williams Ms. Lisa Graham	Dr. Jeff Roberts	N

2025-2026 Teacher Induction Program Schedule

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
8/13/2025	IHS Auditorium	8:00 - 11:30	AM	1	New Teacher Technology Day	This session introduces new teachers to the role that technology plays in the Seneca Valley classroom, from the basics of logging onto the SV Portal, to the use of Microsoft Teams, livestreaming, the SMART board, and various platforms for learning.	Mr. Chad Robertson Ms. Michele Murray		Y
8/13/2025	IHS Auditorium	12:30 - 3:00	PM	1	New Teacher Technology Day	Session in conjunction with corresponding session above.	Mr. Chad Robertson Ms. Michele Murray		Y
8/14/2025	RES Café	8:00 - 11:00 11:00 - 11:30	AM	1	LEAD Training Act 13: Educator Effectiveness	New teacher registration is followed by training in Learn, Explore, Act, Develop (LEAD), our district's coordinated effort to help students thrive at school and in the community. Act 13 of 2020 (Act 13) revised the Act 82 Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-2022	Ms. Lauren O'Donnell Ms. Lisa Graham Dr. Palano		Y
8/14/2025	RES Café	12:30 - 3:00	PM	1	Model for Academic Excellence Overview/HR Overview/Establishing a Culture for Learning	These sessions introduce new teachers to the district's mission and vision for instruction, followed by its path for establishing a culture for learning. The day ends with a meeting with building administration.	Dr. Matthew McKinley Dr. Sean McCarthy Ms. Kyra Bobak		Y
10/9/2025	CVE LGI	8:15 - 11:30	AM	1	Data and Assessment	This session will focus on clarifying learning goals, the design of quality criteria and corresponding measurement tools to clearly define learning pathways. Participants will grow in their understanding and utilization of data to make instructional decisions.	Dr. Marie Palano		N
10/9/2025	CVE LGI	1:00 - 3:00	PM	1	Special Education, Inclusive Practices	This session will outline the importance of inclusive strategies and help teachers to determine appropriate supports that will benefit our students with special needs within the general education classroom.	Ms. Ashley Pattison		N
10/23/2025	SHS LGI	8:15 - 11:30	AM	1	Classroom and School Safety Practices	Topics covered include active assailant protocols, designing a safer classroom, recognizing escalating negative behaviors and de-escalation techniques.	Mr. Jason Young		N
10/23/2025	SHS LGI	1:00 - 3:00	PM	1	The Teaching Profession and Earning Your Level 2 Certification	Pennsylvania has two levels of certification for educators. Level I certificates are valid for a specific number of service years. Level I provisional certificates must be converted to Level II permanent certificates by the end of the certificate validity period. This session will provide you with an overview of requirements, processes, and the application submission for converting your Pennsylvania certificate. In addition, the session will review Act 48 continuing professional education credit hours and the tenure process.	Ms. Kyra Bobak		N

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11/6/2025	CVE LGI	8:15 - 11:30	AM	1	Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises M-Z participants	Student misbehavior is difficult to manage and can escalate into more aggressive behavior with multiple adverse consequences. Those include disruption of the educational environment and the learning process of other students, as well as inequitable and exclusionary disciplinary practices. Educators may inadvertently contribute to these confrontations if they do not know how to react to each stage of confrontation. When this happens, student support personnel have to step in, despite their busy caseloads. Featuring an evidence-based video series designed especially for classroom teachers, this session will help those consulting with teachers.	Dr. Tony Babusci	Dr. Tony Babusci	Y
11/6/2025	SHS LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework M-Z	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
11/13/2025	SHS LGI	8:15 - 11:30	AM	1	Strategies for Promoting Metacognition A-L participants	This session will provide an understanding of metacognition, and how to promote deeper thinking through the use of the seven critical Metacognitive Strategies. The following focus questions will be addressed: How do I determine what I want students to learn? What are Metacognitive Strategies and why are they important? How do I focus learning around the Metacognitive Strategies that students use to process understanding? What does a classroom look like that promotes metacognition?	Dr. Marie Palano	Dr. Marie Palano	Y
11/13/2025	SHS LGI	1:00 - 3:00	PM	1	ALICE Training A-L participants	Developed and endorsed by law enforcement, ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The purpose of ALICE training isn't to replace our crisis management plans; however, it is an opportunity to learn about different police tactics and strategies if ever presented with the threat of an armed intruder.	Mr. Jason Young	Dr. Sean McCarty	Y
11/20/2025	SHS LGI	8:15 - 11:30	AM	1	Strategies for Promoting Metacognition M-Z participants	This session will provide an understanding of metacognition, and how to promote deeper thinking through the use of the seven critical Metacognitive Strategies. The following focus questions will be addressed: How do I determine what I want students to learn? What are Metacognitive Strategies and why are they important? How do I focus learning around the Metacognitive Strategies that students use to process understanding? What does a classroom look like that promotes metacognition?	Dr. Marie Palano	Dr. Marie Palano	Y

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11/20/2025	SHS LGI	1:00 - 3:00	PM	1	ALICE Training M-Z participants	Developed and endorsed by law enforcement, ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The purpose of ALICE training isn't to replace our crisis management plans; however, it is an opportunity to learn about different police tactics and strategies if ever presented with the threat of an armed intruder.	Mr. Jason Young	Dr. Matt McKinley	Y
12/4/2025	SHS LGI	8:15 - 11:30	AM	1	Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises A-L participants	Student misbehavior is difficult to manage and can escalate into more aggressive behavior with multiple adverse consequences. Those include disruption of the educational environment and the learning process of other students, as well as inequitable and exclusionary disciplinary practices. Educators may inadvertently contribute to these confrontations if they do not know how to react to each stage of confrontation. When this happens, student support personnel have to step in, despite their busy caseloads. Featuring an evidence-based video series designed especially for classroom teachers, this session will help those consulting with teachers.	Dr. Tony Babusci	Dr. Tony Babusci	Y
12/4/2025	SHS LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework A-L	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
1/8/2026	SHS LGI	8:15 - 11:30	AM	1	Structured Literacy Part II	This session explores more deeply the Structured Literacy Program Framework Guidelines and applying them to your professional practice. Participants will learn more about the knowledge and practice standards for each of the structured literacy competencies in their certification area.	Dr. Marie Palano	Ms. Kyra Bobak	Y
1/8/2026	SHS LGI	1:00 - 3:00	PM	1	Professional Ethics	The Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission, details standards of behavior, values and principles for educators. This session will address the code of ethics as well as the standards of behavior, values and principles that inform and guide professional decision-making.	Ms. Kyra Bobak	Ms. Kyra Bobak	Y

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2/12/2026	SHS LGI	8:15 - 10:00/ 10:00- 11:30	AM	1	LEAD/ Legal Aspects of Confidentiality A-L participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/12/2026	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed A-L participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Anne Bernacki Ms. Whitney Corrigan	Mr. Ashley Porter	Y
2/19/2026	SHS LGI	8:15 - 10:00/ 10:00-11:30	AM	1	LEAD/ Legal Aspects of Confidentiality M-Z participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/19/2026	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed M-Z participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Corrin DoVidio Ms. Victoria Sledge		Y
3/12/2026	SHS LGI	8:15 - 11:30	AM	1	Act 126 Training - Child Abuse Recognition and Reporting	This session provides the mandated training for school employees who have direct contact with children, including recognition of the signs of sexual misconduct, reporting requirements and maintenance of professional and appropriate relationships with students.	Mr. Courtney Riffer	Dr. Jeff Roberts	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
3/12/2026	SHS LGI	1:00 - 3:00	PM	1	Meeting the Needs of Advanced Learners/Gifted	Are you curious about how you can best differentiate for advanced learners? Would you like to know how the district's gifted support program identifies and supports gifted students? This session will focus on how classroom teachers can extend learning opportunities for advanced learners. Likewise, you'll learn about the PURPOSE gifted support program and how it is integrated from K-12.	Ms. Meagan Loewy Mr. Jeremiah Friday	Dr. Jeff Roberts	N
3/12/2026	SHS 2C	1:00 - 3:00	PM	1	Enhancing Soft Skills in the Classroom	While hard skills can be defined as your ability to do specific tasks and perform technical skills, soft skills are more about the way you approach and adapt to situations, collaborate, and make decisions. Hard skills may get you the job, but soft skills will help you stand out and succeed at a faster rate in any job or industry. This session will focus on some of the most in-demand soft skills as we discuss ways to incorporate them in Seneca Valley classrooms, as early as first grade. These skills will build upon each other as we inspire them to forge ahead <i>Beyond the Walls of SV</i> and into the ever-changing workplace.	Ms. Darl Ramirez-Lightner Dr. Rebecca Rockey	Dr. Jeff Roberts	N
4/9/2026	SHS LGI	8:15 - 11:30	AM	1	Breaking Down the Stigma of Mental Health Issues in the School Setting	This session will talk about the issues that many students face today with going to school with mental health issues and the stigma behind receiving help for these problems. We will go in depth with how to work effectively with students with anxiety, depression or other mental health illnesses and will provide a brief overview of mental health illnesses and how to notice them in students.	Ms. Becca Loeffert Ms. Dawn Halle	Dr. Jeff Roberts	N
4/9/2026	SHS LGI	1:00 - 3:00	PM	1	Cultural Competence 1	The Relational Teacher - Have you ever wondered what it would take to move your classroom to the next level or expand your positive classroom environment? During this session, we will take a closer look at the SV culture and how relationships influence the culture within your classroom. You will leave this session feeling empowered to empower your students!	Mr. Ashley Porter		N

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10/9/2025	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid A-L participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
10/16/2025	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid M-Z participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
11/20/2025	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks A-L participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
11/20/2025	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs A-L participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
12/4/2025	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks M-Z participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
12/4/2025	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs M-Z participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
1/8/2026	SHS LGI	8:15 - 11:30	AM	2	Exploring Evidence of Student Learning	This session will focus on the purpose of both formative and summative assessments. The validity and reliability of assessments and assessment practices will be explored. Participants will engage in collaborative discussions around assessments, grading practices and student learning outcomes.	Dr. Marie Palano		N
1/8/2026	SHS LGI	1:00 - 3:00	PM	2	Supporting Career Exploration in the Classroom	Seneca Valley supports the four strands of the PA Career & Education Work (CEW) Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. This session will focus on the stages in building the K-12 career development system and the Career Portfolio documentation system. We will discuss the process of assisting students with Finding the Career Awareness "Spark", Exploring the "Spark" and Connecting "Spark" as they graduate and move Beyond the Walls of SV.	Ms. Darla Ramirez-Lightner / Dr. Rebecca Rockey	Dr. Jeff Roberts	N
2/5/2026	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation A- L Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/5/2026	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions A-L participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/12/2026	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation M-Z Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/12/2026	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions M-Z participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/12/2026	SHS 2C	1:00 - 3:00	PM	2	Safety Practices	Topics covered include active assailant protocols, designing a safer classroom, recognizing escalating negative behaviors and de-escalation techniques.	Mr. Jason Young		N

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2/26/2026	SHS LGI	8:15-11:30	AM	2	Trauma Informed Practices	Many children experience difficulties in their lives that impact their learning. In this session you will gain knowledge in how stress, adversity, and trauma impact learning. You will also be empowered to adjust your practices and classroom space to support students who may be struggling.	Dr. Lindsey Kisucky		N
2/26/2026	SHS LGI	1:00-3:00	PM	2	Technology Applications	Explore a variety of creative tools for formative and summative classroom assessments in this session. You'll participate in hands on training in the creation of assessments using Nearpod, MS Forms, Smart Learning Suite and Discovery Experience. Participants will create assessments using these tools which they can then use in the classroom the next day.	Dr. Lou Nagy	Ms. Bobak	N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
10/30/2025	SHS LGI	8:15 - 11:30	AM	3	Teaching Math for Understanding	The session will focus on the importance of building number sense and understanding math concepts and skills. The session will help teachers examine their own teaching methods and how they may be able to look at math differently to help students succeed and truly understand math.	Ms. Jennifer Exler Ms. Rosemary Piso		N
10/30/2025	SHS LGI	1:00 - 3:00	PM	3	Digital Citizenship and Computer Security Awareness	This session will utilize resources that are useful for promoting a culture of digital citizenship within classrooms. Additional emphasis will be on handling computer security concerns and circumventing phishing. This will include a Q & A session.	Ms. Michele Murray Dr. Louis Nagy Mr. Chad Robertson		N
1/15/2026	SHS LGI	8:15 - 11:30	AM	3	State of the Union	This session is designed to revisit the district mission and vision by engaging participants around their experiences in the district. Teachers will gain a deeper knowledge of our programs and student engagement opportunities across grades K-12.	Dr. Sean McCarty Dr. Matt McKinley		N
1/15/2026	SHS LGI	12:45 - 1:45/ 1:45 - 3:00	PM	3	Seneca Valley Comprehensive Plan / Becoming an Educational Leader	This session will focus on Seneca Valley School District's Comprehensive Plan. It was developed through the active participation of parents, students, school directors, teachers, administrators, other school personnel, business and community members. This session will provide an overview of the plan and the Pennsylvania Department of Education Comprehensive Planning requirements. The second portion of the afternoon is for teachers to gain a deeper understanding of leadership opportunities as an educator. Teacher leader, administration and career ladder prospects will be explored and discussed as options to enrich your career in education.	Ms. Kyra Bobak Dr. Marie Palano Dr. Sean McCarty		N
1/22/2026	CVE LGI	8:15 - 11:30	AM	3	Profile of a Learner	This session will focus on key characteristics that ground student investment. Participants will explore the connections between hope, self-efficacy and student achievement by providing techniques to help students use their assessment information to understand their strengths and opportunities for growth.	Dr. Marie Palano		N
1/22/2026	CVE LGI	1:00- 3:00	PM	3	Inclusive Practices	All students benefit from effective inclusive practices. In this session you will learn about the Seneca Valley model for inclusion and how we support students with special needs. You will also learn about special education programming throughout the district.	Ms. Ashley Pattison		N
2/26/2026	SVAOC Drop-In Center	8:15 - 11:30	AM	3	Academy of Choice	At Seneca Valley Academy of Choice, we are committed to advancing the standards of online education and propelling classroom innovation forward. Our comprehensive curriculum complements your in-class teaching experience, incorporating cutting-edge technology. You will become aware of the How, Who, What, Where, and Why of SVAOC and how you may incorporate some of the programs into your traditional classes. Additionally, we'll introduce you to the opportunity of becoming a supplementary teacher at one of our partnering OPT schools.	Dr. Denise Manganello		N
2/26/2026	CVE LGI	1:00 - 3:00	PM	3	Fundamentals of Title IX	During this session, participants will be introduced to the basics of Title IX by discussing the responsibilities of a school districts and its employees. We will answer the following questions: What is Title IX? Who does Title IX protect? How do students and employees report sexual discrimination described in the Title IX regulations? Who is responsible for reporting sexual misconduct? Where can I find additional resources related to Title IX?	Mr. Ashley Porter		N

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3/19/2026	SHS LGI	8:15 - 10:00/ 10:00 - 11:30	AM	3	Teaching Entrepreneurship in the Classroom /Media Review	One of the four strands of the PA Career Education Work Standards (CEW) is Entrepreneurship. The definition of Entrepreneurship goes beyond the person who starts a business and is willing to risk losses in order to make a profit. During this session, we will identify entrepreneurial traits and discuss what we can do in the classroom to bring awareness and develop these traits with all students K-12. In the second portion of the morning, the SV Communications Department will provide a review of best practices, advice and tips on ways to become a part of SV's positive presence online and in the news. This will include a Q&A session.	Ms. Darla Ramirez-Lightner Dr. Rebecca Rockey Ms. Linda Andreassi Ms. Tiffany Hernandez Ms. Morgan Waag	Dr. Jeff Roberts Ms. Linda Andreassi	N
3/19/2026	SHS LGI	1:00 - 3:00	PM	3	Mindfulness and Wellness	Have you ever wondered how you could get your students to be more focused and engaged in learning? Do you ever feel exhausted at work and its only Tuesday? This session will provide you with practical strategies and resources for supporting mindfulness and wellness in your classroom. You will also discover ways to improve your own health and state of mind in your work and personal life.	Ms. Liz Williams Ms. Lisa Graham	Dr. Jeff Roberts	N

2026-2027 Teacher Induction Program Schedule

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8/19/2026	IHS Auditorium	12:30 - 3:00	PM	1	New Teacher Technology Day	Session in conjunction with corresponding session above.	Mr. Chad Robertson Ms. Michele Murray		Y
8/20/2026	RES Café	8:00 - 11:00 11:00 - 11:30	AM	1	LEAD Training Act 13: Educator Effectiveness	New teacher registration is followed by training in Learn, Explore, Act, Develop (LEAD), our district's coordinated effort to help students thrive at school and in the community. Act 13 of 2020 (Act 13) revised the Act 82 Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-2022	Ms. Lauren O'Donnell Ms. Lisa Graham Dr. Palano		Y
8/20/2026	RES Café	12:30 - 3:00	PM	1	Model for Academic Excellence Overview/HR Overview/Establishing a Culture for Learning	These sessions introduce new teachers to the district's mission and vision for instruction, followed by its path for establishing a culture for learning. The day ends with a meeting with building administration.	Dr. Matthew McKinley Dr. Sean McCarthy Ms. Kyra Bobak		Y
10/8/2026	CVE LGI	8:15 - 11:30	AM	1	Data and Assessment	This session will focus on clarifying learning goals, the design of quality criteria and corresponding measurement tools to clearly define learning pathways. Participants will grow in their understanding and utilization of data to make instructional decisions.	Dr. Marie Palano		N
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10/22/2026	SHS LGI	1:00 - 3:00	PM	1	The Teaching Profession and Earning Your Level 2 Certification	Pennsylvania has two levels of certification for educators. Level I certificates are valid for a specific number of service years. Level I provisional certificates must be converted to Level II permanent certificates by the end of the certificate validity period. This session will provide you with an overview of requirements, processes, and the application submission for converting your Pennsylvania certificate. In addition, the session will review Act 48 continuing professional education credit hours and the tenure process.	Ms. Kyra Bobak		N

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11/5/2026	CVE LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework M-Z	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
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Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
11/19/2026	SHS LGI	1:00 - 3:00	PM	1	ALICE Training M-Z participants	Developed and endorsed by law enforcement, ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The purpose of ALICE training isn't to replace our crisis management plans; however, it is an opportunity to learn about different police tactics and strategies if ever presented with the threat of an armed intruder.	Mr. Jason Young	Dr. Matt McKinley	Y
12/3/2026	SHS LGI	8:15 - 11:30	AM	1	Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises A-L participants	Student misbehavior is difficult to manage and can escalate into more aggressive behavior with multiple adverse consequences. Those include disruption of the educational environment and the learning process of other students, as well as inequitable and exclusionary disciplinary practices. Educators may inadvertently contribute to these confrontations if they do not know how to react to each stage of confrontation. When this happens, student support personnel have to step in, despite their busy caseloads. Featuring an evidence-based video series designed especially for classroom teachers, this session will help those consulting with teachers.	Dr. Tony Babusci	Dr. Tony Babusci	Y
12/3/2026	SHS LGI	1:00 - 3:00	PM	1	Structured Literacy Program Framework A-L	Evidence-based intervention practices on structured literacy are the focus of this session, including explicit and systematic instruction in phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency and vocabulary, and reading comprehension and building content knowledge. Teachers will be better able to understand how language proficiency, reading, spelling, and writing achievement are strongly related.	Dr. Marie Palano	Dr. Marie Palano	Y
1/7/2027	SHS LGI	8:15 - 11:30	AM	1	Structured Literacy Part II	This session explores more deeply the Structured Literacy Program Framework Guidelines and applying them to your professional practice. Participants will learn more about the knowledge and practice standards for each of the structured literacy competencies in their certification area.	Dr. Marie Palano	Ms. Kyra Bobak	Y
1/7/2027	SHS LGI	1:00 - 3:00	PM	1	Professional Ethics	The Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission, details standards of behavior, values and principles for educators. This session will address the code of ethics as well as the standards of behavior, values and principles that inform and guide professional decision-making.	Ms. Kyra Bobak	Ms. Kyra Bobak	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
2/11/2027	SHS LGI	8:15 - 10:00/ 10:00- 11:30	AM	1	LEAD/ Legal Aspects of Confidentiality A-L participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/11/2027	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed A-L participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Anne Bernacki Ms. Whitney Corrigan	Mr. Ashley Porter	Y
2/18/2027	SHS LGI	8:15 - 10:00/ 10:00-11:30	AM	1	LEAD/ Legal Aspects of Confidentiality M-Z participants	Learn about how our district is implementing tiered instruction and extension of learning for all of our students. An overview of the process, implementation and data analysis will be provided. The second half of the morning will focus on FERPA. Attendees will gain a strong understanding of the roles and responsibilities of educators specific to the laws pertaining to confidentiality of student information.	Ms. Lisa Graham Ms. Lauren O'Donnell Mr. Matt Hoffman	Dr. Jeff Roberts	Y
2/18/2027	SHS LGI	1:00 - 2:00/ 2:00 - 3:00	PM	1	Equity vs Equality/Stop the Bleed M-Z participants	Participants will discuss Equity & Equality and how our district is currently supporting ALL students. During this session, attendees will participate in brainstorming activities that generate fresh ideas and provide feedback for growing and developing classroom pedagogy which supports an equitable and inclusive environment within their own classrooms and buildings. Additional resources will also be explored during this session. The second half will cover life-saving responses to severe injury.	Mr. Ashley Porter Ms. Corrin DoVidio Ms. Victoria Sledge		Y
3/11/2027	SHS LGI	8:15 - 11:30	AM	1	Act 126 Training - Child Abuse Recognition and Reporting	This session provides the mandated training for school employees who have direct contact with children, including recognition of the signs of sexual misconduct, reporting requirements and maintenance of professional and appropriate relationships with students.	Mr. Courtney Riffer	Dr. Jeff Roberts	Y

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
3/11/2027	SHS LGI	1:00 - 3:00	PM	1	Meeting the Needs of Advanced Learners/Gifted	Are you curious about how you can best differentiate for advanced learners? Would you like to know how the district's gifted support program identifies and supports gifted students? This session will focus on how classroom teachers can extend learning opportunities for advanced learners. Likewise, you'll learn about the PURPOSE gifted support program and how it is integrated from K-12.	Ms. Meagan Loewy Mr. Jeremiah Friday	Dr. Jeff Roberts	N
3/11/2027	SHS 2C	1:00 - 3:00	PM	1	Enhancing Soft Skills in the Classroom	While hard skills can be defined as your ability to do specific tasks and perform technical skills, soft skills are more about the way you approach and adapt to situations, collaborate, and make decisions. Hard skills may get you the job, but soft skills will help you stand out and succeed at a faster rate in any job or industry. This session will focus on some of the most in-demand soft skills as we discuss ways to incorporate them in Seneca Valley classrooms, as early as first grade. These skills will build upon each other as we inspire them to forge ahead <i>Beyond the Walls of SV</i> and into the ever-changing workplace.	Ms. Darl Ramirez-Lightner Dr. Rebecca Rockey	Dr. Jeff Roberts	N
4/8/2027	SHS LGI	8:15 - 11:30	AM	1	Breaking Down the Stigma of Mental Health Issues in the School Setting	This session will talk about the issues that many students face today with going to school with mental health issues and the stigma behind receiving help for these problems. We will go in depth with how to work effectively with students with anxiety, depression or other mental health illnesses and will provide a brief overview of mental health illnesses and how to notice them in students.	Ms. Becca Loeffert Ms. Dawn Halle	Dr. Jeff Roberts	N
4/8/2027	SHS LGI	1:00 - 3:00	PM	1	Cultural Competence 1	The Relational Teacher - Have you ever wondered what it would take to move your classroom to the next level or expand your positive classroom environment? During this session, we will take a closer look at the SV culture and how relationships influence the culture within your classroom. You will leave this session feeling empowered to empower your students!	Mr. Ashley Porter		N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
10/8/2026	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid A-L participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
10/15/2026	SHS LGI	8:00 - 3:30 (.5 hour lunch)	AM/PM	2	Youth Mental Health First Aid M-Z participants	This session provides the mandated training for school employees who have direct contact with children.	Ms. Claire Zovko		Y
11/19/2026	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks A-L participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
11/19/2026	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs A-L participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
12/3/2026	SHS LGI	8:15 - 11:30	AM	2	Applying Metacognition - building walks M-Z participants	This session provides teachers the opportunity to observe best practices in Metacognition by participating in a series of classroom walkthroughs.	Dr. Sean McCarty		Y
12/3/2026	SHS LGI	1:00 - 3:00	PM	2	Applying Metacognition - debriefs M-Z participants	Session in conjunction with corresponding session above.	Dr. Sean McCarty		Y
1/7/2027	SHS LGI	8:15 - 11:30	AM	2	Exploring Evidence of Student Learning	This session will focus on the purpose of both formative and summative assessments. The validity and reliability of assessments and assessment practices will be explored. Participants will engage in collaborative discussions around assessments, grading practices and student learning outcomes.	Dr. Marie Palano		N
1/7/2027	SHS LGI	1:00 - 3:00	PM	2	Supporting Career Exploration in the Classroom	Seneca Valley supports the four strands of the PA Career & Education Work (CEW) Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. This session will focus on the stages in building the K-12 career development system and the Career Portfolio documentation system. We will discuss the process of assisting students with Finding the Career Awareness "Spark", Exploring the "Spark" and Connecting "Spark" as they graduate and move Beyond the Walls of SV.	Ms. Darla Ramirez-Lightner / Dr. Rebecca Rockey	Dr. Jeff Roberts	N
2/4/2027	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation A- L Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/4/2027	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions A-L participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/11/2027	SHS LGI	8:15 - 11:30	AM	2	Equity Presentation M-Z Participants	This session will introduce participants to a variety of academic interventions that can be used to support students. Strategies for improving student performance will be also be identified. Adaptations, modifications and accommodations will be discussed and explained.	Mr. Ashley Porter		Y
2/11/2027	SHS LGI	1:00 - 3:00	PM	2	Behavioral Interventions M-Z participants	Behavioral interventions will be introduced in this session. Types of behaviors and ways to support positive interventions will be shared. Participants will learn how to apply behavioral adaptations, modifications and accommodations.	Ms. Ashley Pattison		N
2/11/2027	SHS 2C	1:00 - 3:00	PM	2	Safety Practices	Topics covered include active assailant protocols, designing a safer classroom, recognizing escalating negative behaviors and de-escalation techniques.	Mr. Jason Young		N

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2/25/2027	SHS LGI	8:15-11:30	AM	2	Trauma Informed Practices	Many children experience difficulties in their lives that impact their learning. In this session you will gain knowledge in how stress, adversity, and trauma impact learning. You will also be empowered to adjust your practices and classroom space to support students who may be struggling.	Dr. Lindsey Kisucky		N
2/25/2027	SHS LGI	1:00-3:00	PM	2	Technology Applications	Explore a variety of creative tools for formative and summative classroom assessments in this session. You'll participate in hands on training in the creation of assessments using Nearpod, MS Forms, Smart Learning Suite and Discovery Experience. Participants will create assessments using these tools which they can then use in the classroom the next day.	Dr. Lou Nagy	Ms. Bobak	N

Date	Location	Time	AM/PM	Year	Topic	Synopsis	Lead Facilitator	Point Person (District Rep)	Mandatory
10/29/2026	SHS LGI	8:15 - 11:30	AM	3	Teaching Math for Understanding	The session will focus on the importance of building number sense and understanding math concepts and skills. The session will help teachers examine their own teaching methods and how they may be able to look at math differently to help students succeed and truly understand math.	Ms. Jennifer Exler Ms. Rosemary Piso		N
10/29/2026	SHS LGI	1:00 - 3:00	PM	3	Digital Citizenship and Computer Security Awareness	This session will utilize resources that are useful for promoting a culture of digital citizenship within classrooms. Additional emphasis will be on handling computer security concerns and circumventing phishing. This will include a Q & A session.	Ms. Michele Murray Dr. Louis Nagy Mr. Chad Robertson		N
1/14/2027	SHS LGI	8:15 - 11:30	AM	3	State of the Union	This session is designed to revisit the district mission and vision by engaging participants around their experiences in the district. Teachers will gain a deeper knowledge of our programs and student engagement opportunities across grades K-12.	Dr. Sean McCarty Dr. Matt McKinley		N
1/14/2027	SHS LGI	12:45 - 1:45/ 1:45 - 3:00	PM	3	Seneca Valley Comprehensive Plan / Becoming an Educational Leader	This session will focus on Seneca Valley School District's Comprehensive Plan. It was developed through the active participation of parents, students, school directors, teachers, administrators, other school personnel, business and community members. This session will provide an overview of the plan and the Pennsylvania Department of Education Comprehensive Planning requirements. The second portion of the afternoon is for teachers to gain a deeper understanding of leadership opportunities as an educator. Teacher leader, administration and career ladder prospects will be explored and discussed as options to enrich your career in education.	Ms. Kyra Bobak Dr. Marie Palano Dr. Sean McCarty		N
1/21/2027	CVE LGI	8:15 - 11:30	AM	3	Profile of a Learner	This session will focus on key characteristics that ground student investment. Participants will explore the connections between hope, self-efficacy and student achievement by providing techniques to help students use their assessment information to understand their strengths and opportunities for growth.	Dr. Marie Palano		N
1/21/2027	CVE LGI	1:00- 3:00	PM	3	Inclusive Practices	All students benefit from effective inclusive practices. In this session you will learn about the Seneca Valley model for inclusion and how we support students with special needs. You will also learn about special education programming throughout the district.	Ms. Ashley Pattison		N
2/25/2027	SVAOC Drop-In Center	8:15 - 11:30	AM	3	Academy of Choice	At Seneca Valley Academy of Choice, we are committed to advancing the standards of online education and propelling classroom innovation forward. Our comprehensive curriculum complements your in-class teaching experience, incorporating cutting-edge technology. You will become aware of the How, Who, What, Where, and Why of SVAOC and how you may incorporate some of the programs into your traditional classes. Additionally, we'll introduce you to the opportunity of becoming a supplementary teacher at one of our partnering OPT schools.	Dr. Denise Manganello		N
2/25/2027	CVE LGI	1:00 - 3:00	PM	3	Fundamentals of Title IX	During this session, participants will be introduced to the basics of Title IX by discussing the responsibilities of a school districts and its employees. We will answer the following questions: What is Title IX? Who does Title IX protect? How do students and employees report sexual discrimination described in the Title IX regulations? Who is responsible for reporting sexual misconduct? Where can I find additional resources related to Title IX?	Mr. Ashley Porter		N

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3/18/2027	SHS LGI	8:15 - 10:00/ 10:00 - 11:30	AM	3	Teaching Entrepreneurship in the Classroom /Media Review	One of the four strands of the PA Career Education Work Standards (CEW) is Entrepreneurship. The definition of Entrepreneurship goes beyond the person who starts a business and is willing to risk losses in order to make a profit. During this session, we will identify entrepreneurial traits and discuss what we can do in the classroom to bring awareness and develop these traits with all students K-12. In the second portion of the morning, the SV Communications Department will provide a review of best practices, advice and tips on ways to become a part of SV's positive presence online and in the news. This will include a Q&A session.	Ms. Darla Ramirez-Lightner Dr. Rebecca Rockey Ms. Linda Andreassi Ms. Tiffany Hernandez Ms. Morgan Waag	Dr. Jeff Roberts Ms. Linda Andreassi	N
3/18/2027	SHS LGI	1:00 - 3:00	PM	3	Mindfulness and Wellness	Have you ever wondered how you could get your students to be more focused and engaged in learning? Do you ever feel exhausted at work and its only Tuesday? This session will provide you with practical strategies and resources for supporting mindfulness and wellness in your classroom. You will also discover ways to improve your own health and state of mind in your work and personal life.	Ms. Liz Williams Ms. Lisa Graham	Dr. Jeff Roberts	N