

Sixth Annual OSCA Fall Conference

Honoring Superintendent

Joy Hofmeister

First Annual Profile in Courage Award

School Counselor of the Year

Misty Bible

Finalists

Dakota Thompson

Mary Beth Lykins

Featuring

Dr. Russ Sabella

&

Dr. Trish Hatch

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Thursday, November 2nd, 2017

8:00 am – 9:00 am: Participants sign-in  
Booth set up

8:45 am Welcome: Dr. Michelle Taylor, President, OSCA

2016 School Counselor of the Year

9:00-10:30 Keynote Address: Dr. Russ Sabella  
NSU Ball Room, Administration Building  
Solution Focused Counseling, Consultation, and Conferences

Solution focused brief counseling (SFBC) is an elegant and powerful approach to helping students and other stakeholders make positive changes. Learn a practical approach that can be used in individual counseling, small groups, parent conferences, teacher consultations, classroom lessons, leadership, or program development. The SFBC approach helps students/parents build on their strengths and abilities as a way to more effectively and efficiently achieve, while overcoming weaknesses or deficits. This goal or action oriented model helps our students and families to feel more empowered to get back on track and have more problem free days.

10:45-11:45

Digital Reputation (1 Hour)

Russ Sabella  
NSU, Auditorium

Information technology in general, and social networking in particular, affords us tremendous power for communicating and collaborating seemingly at the speed of thought. In a matter of moments, the boundaries between our personal and professional lives can become blurred and the consequences grave. Join Dr. Sabella in helping kids to be more intentional about the development and management of their online reputations.

All Levels

Ethics for School Counselors

The ethical dilemmas faced by school counselors are different than those in clinical practice. Come learn about the cases and issues that have shaped the school counseling ethical code. Come prepared to discuss, learn from each other, and be involved in some of the thorniest ethical issues that we confront on a daily basis.

This is part I of a three parts that will count toward 3 face-face ethics for license renewal.

Dr. Mary Waters, LPC teaches at Northeastern State University. She has been a school counselor at the elementary, middle, and high school levels. She also was a school counseling coordinator at Tulsa Public Schools. She serves as the Executive Director for the Oklahoma School Counselor Association (OSCA) and takes calls for the association on ethical issues.

Room 221

Lunch  
Ballroom

11:45-1:00

Come to our OSCA tailgate party. Relax with friends and make some new ones! We hope this conference is rejuvenating and part of an annual self-care routine.

1:15-2:15

School Counseling: Your Ticket to the World

Ever long to see the world and think you can't on your school counselor salary? There is a way! Take your school counseling skills abroad through several pathways to overseas education opportunities. Your presenter has 14 years of experience abroad as a School Counselor, a PTA Mom, and as a Student.

Participants will learn about the variety of overseas educational opportunities for school counselors, how to apply, how to survive re-location, and what to expect from the "Expat" life.

Melanie Lewis is currently a member of the OSCA Board and is a retired School Counselor in Okahoma and Texas. She has extensive experience overseas: Manila, P.I.; Augsburg, Germany; The Hague, Netherlands; Fukuoka, Japan and Surabaya, Indonesia. Past honors include: Teacher of the Year, Guthrie Public Schools; National AVA Peer Review Award for Career Counseling Program, Guthrie; and Counseling Supervisor of the Year for Texas.

Audience: All Levels, Room 220

Counseling and Chronic Absenteeism

This session will discuss several strategies the counseling office can implement to help students with chronic absenteeism. The goals of the workshop are:

Define chronic absence vs. truancy. Provide strategies that the counseling dept. can implement to help improve student attendance and achievement. Discuss the role of chronic absenteeism in the OK ESSA Plan.

Jennifer Wilkinson, LPC, NCC, NCSC is currently the Director of Alternative Education at the Oklahoma State Department of Education. She has served in this capacity for 5 years. Prior to coming to OSDE, she was a school counselor at Boulevard Academy in Edmond, Oklahoma for 4 years. She spent 6 years before Boulevard Academy in the classroom teaching elementary and middle school students in Oklahoma and Texas.

Audience: All Levels, Room 206

WATCH D.O.G.S. (Dads Of Great Students)

Building family engagement through fathers and father-figures of your students volunteering a full school day.

WATCH D.O.G.S. ® is a family engagement educational initiative that utilizes the influence of fathers and father-figures to provide active, positive, adult male role-models for the students. Fathers, stepfathers, grandfathers and uncles of the students are asked to volunteer at least one full day during the school year.

Through a structured interactive strategy session, supported by testimonials and time-proven best practices, the participants will learn how to utilize the WATCH D.O.G.S. program to reach out to the fathers and father-figures of their students, and invite those men to volunteer a full day during the school year. They will also learn the steps required to identify a qualified parent program coordinator, build a team of advocates, create a successful launch event, and schedule and organize parent volunteers utilizing the available WD program materials and support.

Audience: All Levels, Room 214

Disability Awareness to Enhance Interactive Perspectives

Schools systems are encountering a growing diverse student population requiring special education services. Counselors have their work cut out for them in helping today's youth with disabilities navigate the diverse learning environments. Understanding the differences in disabilities classified for IEP and 504 plans, can give counselors the opportunity to not only include all students but also more appropriately interact with all students. Understanding disability issues can help counselors give students a better chance of assimilation or acceptance. Treating students with disabilities as one grouping can build cultural barriers, enhancing misinterpretations or misuse of interactive language, causing incomplete communication. Through the expansion of this awareness, counselors and students alike will benefit via leveled interactions. This presentation will demonstrate how counselors may prepare a proactive and environment for a student population with special needs. Participants will be offered suggestions to begin developing their critical awareness of different disabilities found in today’s classrooms.

To show participants various different and often times conflicting attitudes and traits from current students with special needs because understanding differing disability issues can help counselors give students a better chance of assimilation or acceptance. 2. To bring to participants an awareness of mild moderate disabilities and share with them how to begin to develop their critical awareness of these different perspectives and needs found in today’s student populations. 3. To help participants understand how they may prepare a proactive and productive environment because through the expansion of awareness, counselors and students alike will benefit via new ideas and resolutions to current challenges and proposed opportunities whether in the present or to be encountered in the future.

Dr. Claudia Otto, currently a Clinical Assistant Professor with Oklahoma State University, has been teaching at the university level since 2011. Previously, she worked for 11 years at the secondary level as a special education English teacher for grade levels 9-12, serving various mild/moderate disabilities. There, she facilitated the success of her students, employing a range of strategies and approaches, collaborating with families to help them support their children, and working with general educators and other related services agency staff to coordinate students’ academic programs. Dr. Claudia Otto also served for 2 years as the Disability Services Specialist for the Oklahoma Department of Career and Technology Education. There, she provided training for career and technology education instructors, guidance personnel, and student services staff that teach or advise students with identified special needs or other circumstantial needs requiring specialized or individualized attention. In addition to her extensive experience working with secondary and post-secondary students to meet their educational needs and assisting them with the post-secondary preparation, she strives to ensure that learning is accessible in an equitable, appropriate, and fair manner to the student population at large.

Audience: All Levels, Room 118

OKcollegestart and OCAP: Oklahoma’s College Planning Resources

We invite you to attend a joint session focused on two key college planning programs - OKcollegestart.org and UCanGo2 - to learn about the free, dynamic online features and educational resources you can use to help students and parents plan, prepare, and pay for college. This includes electronic transcript exchange, campus comparison tools, finding and applying for scholarships, and career and interest inventories. Attendees will also learn about Oklahoma’s College Application Week and FAFSA completion resources, including the new Oklahoma FAFSA Data Portal.

The goal of this workshop is to provide resources to counselors as they support students in their pursuit of education beyond high school.

Chelsea Hunt, M.B.A

Chelsea Hunt has worked for the Oklahoma State Regents for Higher Education since 2010. In her current role as Student Portal Coordinator, she is responsible for facilitating, planning, and executing various projects pertaining to the state’s student information portal, OKcollegestart.org, and the Electronic Transcript Exchange system. Chelsea attended the University of Central Oklahoma where she earned a Bachelor of Science degree in 2009. In 2016, she graduated with honors from Southern Nazarene University with a master’s degree in Business Administration. Chelsea has more than 5 years of experience working within state agencies, including the Oklahoma Employment Security Commission, the University of Oklahoma Health Sciences Center, and the Oklahoma State Regents for Higher Education.

Theresa Shaklee, M.Ed.

Theresa Shaklee has worked for the Oklahoma College Assistance Program since 2017. In her current role as Outreach Specialist, she is responsible for creating and sharing educational resources designed to help students and parents plan, prepare, and pay for education beyond high school. Theresa attended Southwestern Oklahoma State University where she earned a Bachelor of Arts degree in 2009. In 2016, she graduated from the University of Oklahoma with a master’s degree in Adult and Higher Education. Theresa has more than 6 years of experience working in higher education including over 4 years of experience in financial aid.

Audience: Middle and High School Counselors, room 119

Ethics for School Counselors  
Part II

The ethical dilemmas faced by school counselors are different than those in clinical practice. Come learn about the cases and issues that have shaped the school counseling ethical code. Come prepared to discuss, learn from each other, and be involved in some of the thorniest ethical issues that we confront on a daily basis.

This is part II of a three parts that will count toward three face-face ethics for license renewal.

Room 221

2:30-3:30

Cyberbullying with Russ Sabella  
Auditorium

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, with the intention of harming others. The technology used includes e-mail, message boards, blogs, instant messaging, cell phone, text messaging, defamatory personal web sites and/or online personal polling sites.  This presentation takes a comprehensive approach and will help you understand the nature of cyberbullying while providing helpful tips for risk reduction and intervention among bullies, victims, and bystanders.

Ethics for School Counselors  
Part III

The ethical dilemmas faced by school counselors are different than those in clinical practice. Come learn about the cases and issues that have shaped the school counseling ethical code. Come prepared to discuss, learn from each other, and be involved in some of the thorniest ethical issues that we confront on a daily basis.

Room 221

Friday

November 3, 2017

8:00-9:00 Registration

8:45-9:00 Welcome- Dr. Michelle Taylor

9:00-10:30- Keynote Address

Dr. Trish Hatch, Co-Author of the ASCA Model

Ballroom

Connecting School Counseling Miracles to Our Future

Suppose you woke up one morning and by some miracle everything you had ever wanted or could imagine possible for the profession of school counseling had happened…  Well, one of those miracles has come true--the profession has recently increased legitimacy at both a state and national level!  The role of the school counselor has also changed;  using data is essential to design, implement, evaluate, and improve comprehensive school counseling programs to extend the miracles of the profession to the students they serve. Moving forward, the profession must create its own destiny. How will counselors integrate the attitudes, knowledge, and skills gained with the current school counseling role while utilizing data-driven practices to improve student outcomes?  How will school counselors answer the call to create their own miracles for all students?

10:45-11:45

Trauma Informed Counseling

Participants will learn how trauma affects the brain, learning, and explore practical ways to work with students who have experienced trauma. You will gain insight to understand how to work with students impacted by trauma.

Michelle Sutherlin was the Director of Prevention Services for the Oklahoma State Department of Education. In her time at the state department, Michelle created webinars and presentations dealing with emergency response, and trauma. She now works for Norman Public Schools as a school counselor. She has her Master's Degree in Human Relations - Counseling from the University of Oklahoma.

Audience: All Levels, Room 206

Culture of Kindness

Come learn how character education, kindness in particular, is incorporated all over my school building. This workshop will help elementary school counselors to integrate character education.

Dr. Erin Nation is a Counselor with Piedmont Public Schools. Dr. Nation is a former state employee turned Kindergarten teacher turned School Counselor. Her Master's Degree is in Guidance and Counseling and she has a Doctorate specializing in School Administration.

Audience: Elementary School Counselors, Room 118

Activities and Interventions for Social and Emotional Development

This presentation will explore activities and interventions for non-cognitive development, including grit, goal-setting, self-regulation, mindsets, motivation, and more! Starting with an understanding of social and emotional development, and then traveling through the ASCA mindsets and behaviors, school counselors will leave this presentation with an awareness of how to positively impact social and emotional outcomes for children and teens. Resources will be provided for all attendees!

Participants will understand, through existing literature, social and emotional development. In addition, participants will explore ASCA mindsets and behaviors. Finally, participants will learn about activities and interventions to promote non-cognitive development.

Dr. Bea Keller-Dupree is an Associate Professor of Psychology and Counseling at Northeastern State University. She is also a certified PK-12 school counselor, an LPC-S, and the owner/therapist of Enrichment Counseling & Consultation. Bea’s research interests include wellness, well-being practices, and experiential education.

Audience: All Levels, Room 213

Working Together: Building a Positive School Culture

This workshop will explain how Pleasant Hill began the journey of building a positive school culture that has resulted in high academic achievement, less office referrals and positive parent and community relationships. The workshop will provide counselors with resources and ideas for school wide activities that promote community involvement, ways to work with colleagues, how to increase academic achievement through the RTI process, ways to decrease office referrals, innovative group suggestions and how to work with administration to promote not only a positive working relationship but a positive school culture as well.

Participants will learn practical ways to work with their principals, students and teachers in order to increase student achievement and promote a positive school culture.

Dr. Kari Dyer, is a School Counselor at Pleasant Hill Elementary, Mid-Del Schools. Dr. Dyer is in her 14th year of education. Before becoming a school counselor, Dr. Dyer spent 8 years teaching 1st and 4th grades. Dr. Tamara Roberson is Principal, Pleasant Hill Elementary, Mid-Del Schools. Dr. Roberson has spent over 30 years in education working as an elementary teacher, assistant principal & principal. Both Dr. Dyer & Dr. Roberson emphasize student relationships at Pleasant Hill, the impact of school culture on their school and how that impacts students academic and social achievement.

Audience: Elementary School Counselors, Room 214

Living with Grief

Grief is a universal human experience that impacts all. With the increase of traumatic events such as school shootings, terrorist attacks, and domestic violence, children and adolescents are directly impacted by loss, trauma, and grief. School counselors are often the front line mental health professionals that provide care and treatment when students experience grief and trauma. In this presentation, we will discuss the overview of grief and loss, living with grief, and counseling approaches with children and adolescents.

In this workshop, participants will be introduced to an overview of grief. In addition, participants will learn the impact of living with grief. Finally, participants will learn counseling approaches with children and adolescents.

Ms. is an Instructor at the Graduate Counseling Program at Oral Roberts University. I am a Licensed Professional Counselor (LPC), a National Certified Counselor, and am Approved State Clinical Supervisor. I have provided counseling services to individuals and families in private and non-profit settings, and served as a Site Director for a community mental health clinic. My research interest includes professional identity development, gatekeeping, resiliency and trauma, grief and loss, clinical supervision, and religiosity and spirituality. I have presented in various national and regional conferences for American Counseling Association (ACA), Association for Counselor Educators and Supervisors (ACES), and North Central Association for Counselor Educators and Supervisors (NCACES).

Audience: All Levels, room 221

Multicultural Competencies: Enhancing your Ability to Serve

As the United States population continues to become more diverse, schools are being impacted in profound ways working with students and families of cultural backgrounds. This shift has increased the need for school counselors to adequately understand, internalize, and develop cultural competencies of awareness, knowledge, sensitivity, and develop skills to effectively serve marginalized students. This workshop will discuss and explore implications of the rapidly changing American society and the underlying attitudes and emotions that still exist among counselors. Multicultural competencies that can enhance and equip professionals to effectively work with diverse student populations will be presented.

In this workshop, participants will address the implications of the cultural shifts in America on schools; To identify how values and beliefs (worldview) impact the relationships when serving students; To discuss the multicultural competencies and ethical considerations needed to work effectively with diverse student populations; To recognize attitudes and emotional barriers on the path of competence that foster inferior provision of services.

Dr. Sandra Richardson is an Associate Professor of Counseling and the Director of Assessment in graduate school at Oral Roberts University. Previously, she established the Tulsa Area Community Intervention Center, a retention assessment facility, for the city of Tulsa. Dr. Richardson is a Licensed Professional Counselor and Approved Supervisor having over 25 years of experience as an educator, administrator, and counselor. She has provided counseling services for youth and families in community mental health, schools, and residential facilities. She has also worked extensively in correctional institutions with juvenile delinquents and federal inmates. She also conducted research assessing the multicultural competence of social workers in the state of Oklahoma.

Audience: All Levels, Room 220

Update on What’s Going on in Our State

Come get an update on what is happening at our own State Department of Education. Budget cuts, ICAPS, New Standards, Oh my. This session is geared to the school counselor who wants to be “in the know.”

Shelly Ellis served as the Executive Director of the School Counseling at the State Department of Education. In a short time, she made her presence known by building resources for the state’s school counselors. She recently was promoted to Director of School Improvement. Shelly is a school counselor at heart and wants to continue to advocate for the involvement of school counselors in leadership roles.

Audience: All Levels, Room 119

Lunch

11:45-1:00

Awards

School Counselor of the Year

Finalists

First Annual Profile in Courage Award

1:15-2:15

Traumatized by Life

Attendees will receive an overview of trauma theory and the effects that trauma has on the developing brain. The impact on learning, attention, and behavior will be included. Effective techniques, easily incorporated by school counselors, will be discussed. Multicultural issues inherent in working with trauma victims will also be addressed.

Participants will learn a crisis response model for use with traumatized students.

As a school counselor, Dr. Kathy McDonald encountered a host of students suffering the effects of stress and trauma. Feeling inadequately prepared to intervene with students who were emotionally shattered by homicide, suicide, gang violence, and parental incarceration, she received training through The National Organization for Victims Assistance (NOVA) and as a Red Cross Disaster Mental Health volunteer. She has since offered numerous trainings in crisis response and trauma intervention at multiple conferences.

Dr. McDonald is currently an Assistant Professor of School Counseling at Southeastern Oklahoma State University in Durant, OK, and is the author of a school counseling textbook chapter on the Responsive Service model of Individual Counseling.

Audience: All Levels, room 118

Leveling the Playing Field: Utilizing Research and Data to Build Effective Programs

ACT/SAT Programs

The presentation will examine case studies of high schools who have undergone significant transformations to overcome barriers to learning. The case studies highlight specifically how ACT and SAT curriculum integration enhances student opportunities for growth. One school in particular, that will be part of the presentation, has a total economically disadvantaged enrollment of 71%. Through curriculum integration, they officially have the highest SAT scores of any high school in the CUNY network in New York. Additionally, our presentation will cover vertically and horizontally integrating classrooms. This practice, referred to as “scaffolding”, has a special emphasis on teaching students how to utilize knowledge they have gained in one discipline and applying that knowledge across all disciplines (horizontal). The practice then focuses on building the horizontal learning skill through the entire student’s career, starting in middle school (vertical). Through implementation of ACT/SAT course professional development programs, teachers learn how to integrate test-taking skills into the classroom. In addition to course integration, professional development also allows teachers to develop their own courses designed to improve students’ understanding of ACT and SAT standards. This improved understanding opens the door for higher student achievement. The presentation will also focus on a touchstone of school improvement; the ability to collect and utilize cumulative testing data. Empowered with this data, teachers expand ACT/SAT exposure to students who wouldn’t normally have in-depth test preparation. Additionally, we will be discussing lesson plans and curriculum development for overall school growth. Participants will receive handouts and have the opportunity to engage in a Q&A. Attendees will walk away with practical knowledge on curriculum integration as well as a model for ACT and SAT prep courses.

Scott Farber, president and founder of A-List Education, earned a degree in International Relations from Harvard University in 2001. Since A-List's inception in 2005, Scott has overseen all aspects of the company's growth while continuing to work directly with many students and a variety of schools and non-profit programs. He has personally worked with over 4,000 students, trained over 500 educators, developed innovative education products such as Vocab Videos, CollegeEssayOrganizer.com, and presented at conferences and educational organizations across the country. Scott also serves in a variety of educational consulting capacities for nationally recognized non-profit programs.

Audience: All Levels, Room 221

Suicide Training Models to Use with Teachers, Students, and Parents

In our presentation we will provide school counselors with information in four content areas: 1) guidelines for school staff suicide training, 2) available training models, 3) examination of models, and 4) recommendations for before, during, and after training. Participants will learn about several suicide-training models, including evidence base, youth suicide content, multicultural considerations, cost, length, method, and fit with state requirements. Finally, presenters will offer suggestions from the literature and their professional experience on best practices in planning, implementing, and post-training response and evaluation.

Participants will be able to: 1. Understand the legal, ethical, and practical requirements for school counselors and school counselor educators regarding suicide, including reporting and prevention; 2. Critically review available suicide training models against needs in their local schools, districts, and states. 3. Utilize what they have learned in this presentation to work preventatively with parents, teachers, and students in their schools.

Dr. Diane Stutey is an Assistant Professor at Oklahoma State University. She holds a K-8 teaching license and K-12 school counselor certification as well as RPT, LPC and NCC credentials. Dr. Stutey has taught Kindergarten, 2nd, and 4th grade and was a school counselor with elementary and middle school children. Her research interests focus on non-cognitive life stressors that impact children and adolescents in the school setting such as grief and loss, sibling abuse and teen dating violence.

Nick Hughes is an Elementary School Counselor at Limestone Technology Academy in Sand Springs, Oklahoma. Nick Hughes has worked as a school counselor for 10 years and is currently the past president of the Oklahoma School Counselor Association.

Audience: All Levels, Room 206

Providing Systemic Change for Transgender and Gender-Noncomforming Children and Adolescents

This workshop will provide information for school counselors and other school personnel to provide a safe and welcoming environment for all students. Focus of the workshop will include developmental and environmental factors that effect TGNC students in the schools.

Participants will be able to identify developmental issues involved with TGNC students. Further, participants will be able to identify potentially inappropriate environmental factors that can affect TGNC students' success in school. Finally, participants will gain skills and tools to begin building a more welcoming and affirming school environment.

Dr. Kurt Thomas Choate received his B.S. with a double major in Mathematics and Education from the University of Tulsa in 1991. His M.Ed. in School Counseling was granted from Northeastern State University in 1993. In 2003, he received his Ph.D. in School Psychology from Oklahoma State University. Dr. Choate is a certified mathematics teacher, school counselor and school psychologist for the state of Oklahoma. He is also a licensed professional counselor and licensed psychologist in the state of Oklahoma. He is an Associate Professor and the chair within the Psychology and Counseling department of Northeastern State University. He also works as a consultant in the NSU Reading and Math clinic and with area public schools and hospitals. He conducts therapy at the Dennis R. Neil Equality Center on Saturdays. Dr. Choate has several research interests that include test development and assessment, consultation with teachers, parents and schools concerning academic and behavioral interventions with students, gender roles, human sexuality, and labeling bias/discrimination.

Audience: All Levels, Room 214

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Audience: All Levels, Room, 213

RTI - Counselor's Role in Tiered Intervention of Behavior Support

What is the counselor's role in a tiered behavior intervention system for supporting elementary classroom teachers? School counselors are the primary support for many teachers who have students with behavior problems in their classroom. A tiered intervention system will be explored along with ideas for implementation in your school.

Participants will be able to identify the counselor's role in each level of intervention support.

Cherie Owen is an elementary counselor with Oklahoma City Public Schools. She has been in education for over 23 years, as both classroom teacher and counselor. Ms. Owen graduated from Southwestern Oklahoma State University, is married and has one son.

Audience: Elementary, 220

Implementing ICAPs

Come see an overview and updated information about Individual Career & Academic Plans (ICAPs). Learn how one school district and its local technology center are partnering in the process to implement ICAP.

Participants will understand the Individual Career & Academic Plan (ICAP) and its components. Participants will receive examples and ideas on implementing ICAP in their own school districts.

Tara Kerr spent 10 years as a school counselor in OK & TX. She is currently a Career Development Specialist at Meridian Technology Center. MTC and Stillwater Public Schools received Carl Perkins Supplemental Grants to help Stillwater implement the ICAP as a pilot district.

Audience, Middle and High School, Room 119

**2:30-3:15**

**Dr. Trish Hatch**

**Auditorium**

This session will cover the federal trends and policy movement happening in Washington, DC around the former President’s College Opportunity Agenda. Dr. Hatch will also share her work in policy and promoting improved school counselor education training and fieldwork activities tied to College and Career Readiness. This session will include time for Q&A on national political events and the US Department of Education’s support of school counseling.