

Thursday, October 3, 2019 - 10:00 to 11:30

Critical Paradigm Shifts for Multicultural Education - This session will cover the six critical paradigm shifts Paul Gorski identified for EdChange and the Multicultural Pavillion (2017). These shift include the shift from equality to equity, identifying “at risk” students to acknowledging a broken system, color-blindness to self-examination, learning about “other cultures” to dismantling systems of power and privilege, celebrating diversity to advocating and fighting for equity, and focus on intent to focus on impact. Participants will have the opportunity to consider each shift and engage in discussion around how the shift applies to their unique roles and settings and the educators, students, and families they serve.

Going Digital: Paperless Reporting and File Maintenance - The Special Education department in the Beaverton School District has developed a system for digital file storage, eliminating the need to store paper files for our 5,000-6,000 students who receive special education services or are in the process of evaluation. Maintaining digital files simplifies and expedites the process for record requests, as well as finding specific documents within a file. Paperless reporting is more efficient, cuts down on paper use, and provides a clear paper trail-- no more documents "lost" in the mail! Participants will learn how to create and maintain paperless files, along with some tips and tricks for successful paperless reporting.

Making the ELPA and Alt-ELPA Accessible for English Learners - Please bring an English Learner with a Disability(ELSWD) when you attend this session. We will take a deep dive into providing that student the opportunity to participate in the state's ELP and Alt-ELP assessments. Both Accessibility Supports and Updated Domain Exemption Guidance will be presented. Time will be allowed for participants to discuss with colleagues and hear from ODE staff. Participants will leave this session having a clear understanding on how they can provide their ELSWD access to the ELPA assessments.

What's missing in your transition plan? - Do your parents and students realize that at 18 their medical rights transfer to them? Are they ready? Do they know their diagnosis's and medications? This session will talk about how a pediatric clinic, home visiting nurse and a school district partnered with OHSU to add medical transition planning to IEP's and shared plans of care. Participants will learn strategies and tools to address these issues as part of a students transition plan.

Optimizing Outcomes for Students who are Deaf or Hard of Hearing - NASDSE - The National Association of State Directors of Special Education published a third edition for Educational Service Guidelines, serving Deaf or Hard of Hearing students 0-21. The session will review the guidelines, emphasize the new additions, and discuss ways to collaborate and share resources through the state. Oregon School for the Deaf is a statewide resource often overlooked when providing services - we hope to offer ideas, consultation, resources, professional development, and a helping hand as we examine our present provisions through the state of Oregon for our DHH students.

Asked to Leave: Addressing Suspension and Expulsion in the Early Years - Challenging behavior getting you down or driving you nuts? Do you feel like there's nothing else you could possibly do other than ask a child to leave your program? Preschool suspension and expulsion is occurring at an alarming rate, often 3x more often than K-12 combined. So, what is happening? And what can you do about it? During this training participants will get an overview of the problem, examine data related to efforts addressing this issue and the social-emotional needs of young children and their caregivers, increase awareness of resources and create action steps to prevent suspension and expulsion in child care and preschool.

Closing the gap between SPED and Gen Ed at the building level- promising practices - The Molalla River School District will present their work to empower principals to take active ownership in leading special education in their buildings in part by having access to critical information to current special education information.

Low Incidence Disabilities Regional Programs: Serving Students in All Areas of the State - Low Incidence Disabilities Regional Programs serve students across the state when requested to do so by Early Intervention/Early Childhood

Special Education Programs and/or School Districts. Low incidence disabilities include Deaf or Hard of Hearing, Visual Impairment, DeafBlind, Orthopedic Impairment, Traumatic Brain Injury, and Autism Spectrum Disorder. Do you know of a student experiencing one or more low incidence disabilities? Come learn about the support the Low Incidence Disabilities Regional Programs can provide.

Continuum of Supports in Inclusive, Equitable, and Excellent Schools - Inclusion is about authentic engagement in the classroom where diversity is truly valued. Equity means we cannot have a one size fits all approach. How do these two constructs live side by side in a way that results in excellent schools for all learners? In this session, teachers and leaders from WLWV share some specific strategies, tools, and outcomes for some of the ways they bring the big ideas of inclusion and equity into classrooms everyday. Examples will be shared from the elementary, middle, and high school levels.

How Your Self-Management Practices Impact Your Classroom Management - In this presentation we will review the stress cycle, discuss how trauma and other stressors are reflected in the classroom, and then look at how your own self-management is one of the most powerful influences for calm classrooms, engaged learners, and positive outcomes for students and staff. Attendees will practice strategies and walk out with tools to practice inside and outside the classroom.

Section 504, the ADA (Title II) & Students with Disabilities in Public Schools: Lessons Learned - An Oregon Department of Education (ODE) Civil Rights Education Specialist will discuss the requirements of Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). He will explain the responsibilities of public schools to educate students with disabilities and provide them equal opportunity. He will also answer all your burning questions about Section 504, the ADA (Title II), and the ADAAA.

Your FBA is a Fantasy: Creating Trauma-Informed, Neurobiologically-Grounded, Skill-Focused FBA's and Behavior Support Plans that Improve Emotional / Behavioral / Social and Academic Performance - Stop chasing "temporary compliance" and start building skills! Traditional approaches to FBA's and Behavior Support Plans have long fallen short of getting the results we hope for, and continue to fail many of those children to whom they are applied most. With a foundation of the "why" of behavior being based in something kids want to "get" or "avoid", it has left us with little to do but attempt to externally motivate through rewards and consequences, or to try to teach replacement behaviors with didactic instruction to a cortex that is largely unavailable for learning. Come learn how conducting an FBA and creating a Behavior Support Plan that is grounded in well-defined trauma principles and the most current neuroscience research can result in not only emotional/behavioral gains, but academic gains in children with the most challenging behavior or the most significant trauma histories.

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Special Education Eligibility: Updates & Resources - ODE Education Specialists will provide an overview of changes related to special education eligibilities. The 2018 and 2019 legislative sessions impacts the following: (1) evaluation components including the use of medical statement/health assessment statement; (2) terminology changes; and (3) expansion to some categories. This training opportunity will include time to engage in conversation to develop questions specific to special education eligibilities and explore resources for evaluation, eligibility and IEP teams to meet the needs of individual students and Child Find obligations.

Oregon Board of Examiners for Speech-Language Pathology and Audiology: Changes for Speech-Language Pathologists and SLPAs in the areas of supervision, practice and telepractice services - This presentation will include a thorough overview of changes to the licensing law regarding speech-language pathologists (SLP) and speech-language pathology assistants (SLPA) in the areas of supervision requirements, practice requirements and updates to telepractice service delivery. This presentation will include models for effective supervision teams, suggestions for supporting speech-language pathology practice across district settings, a range of populations and service areas.

Alt-ELP Standards - the who, what, why, when, and how - Come to this session with an English learner student with significant cognitive disabilities in mind. Participants will do a deep dive into these new standards and provide feedback to ODE staff on implementation support with colleagues. ODE will use this feedback to provide additional guidance and support for implementing these new standards. Participants will leave this session with a knowledge of the Alt-ELP standards and future Alt-ELPA assessment.

All things Secondary Transition: Updates, Resource Sharing, and Planning Ahead - In this session members from the state will provide updates on the Lane v Brown Settlement Agreement, provide updates on the Intensive Technical Assistance Plan provided from the National Technical Assistance on Transition (NTACT) and discuss updates from the most recent Post School Outcomes survey. Attendees will learn about the Universal Release of Information (UROI) form supported by 2017's SB 397. Presenters will also share future training opportunities to increase inter agency collaboration with Vocational Rehabilitation and of Office of Developmental Disability Services. One lucky attendee will earn a free registration to the upcoming 2020 Oregon Statewide Transition Conference to be held at the Graduate Hotel in April.

Safe, Welcoming & Inclusive for ALL Students Unit Update - Introduction of the new Welcoming, Safe & Inclusive for ALL Students Unit

- Housed in Student Services
- Support multiple ODE initiatives including:
 - 5 year Federal Grant to help school districts develop high quality emergency operations plans
 - SB 52 (Adi's Act)
 - SB 485 (Mandatory Reporting)
 - Section 36 of HB 3427 (Statewide School Safety and Prevention System)
 - Sexual Education and Sexual Violence Prevention

Grant, Partnerships, Engagement, Leadership, Interaction, Action and Planning

Grant = This is our Federal Government supporting Oregon Federal Grant Information, Readiness and Emergency Management for Schools (REMS) & National Incident Management System (NIMS)

- Partnerships = Coming alongside schools to support ORS 336.071 along with other State level supports
- Engagement = Do we have the right people at the table & are we asking the right questions. Utilizing existing county support systems
- Leadership = Utilizing already existing high quality structures to further this work
- Interaction = Having youth and family voice at the table
- Action = Meeting each school district where they are
- Planning = Training our subject matter experts and deploying the right resources when needed

Breaking Down the Numbers

- 5 Year Grant 3.75M
- 5ish ESD's
- 2 Fulltime ODE positions
- 197 School Districts
- 197 Different sets of plans to develop based off of REMS Guide for Developing High-Quality School Emergency Operations Plans (New or Strengthen Existing)
 - Plans are customized to the local school district jurisdiction.

Better Together! Why Integrating SEL and Trauma Informed Practices makes sense. - SEL and trauma informed practices have emerged as important mechanisms to support student learning and growth. However, time and budget constraints or the fear of adding "one more thing" push many administrators into thinking they need to choose one or the other. While they are typically thought of as being separate, SEL and trauma informed practices actually have many conceptual and practical similarities. In addition, both have unique components that can compliment and improve the effectiveness of the other. Given the potential for integration, there is logic in considering SEL and trauma informed practices not as separate or competing mechanisms, but practices that work better together to create a highly effective array of supports for student learning and growth. In this session participants will learn the following:

- 3 areas of common ground between SEL and trauma informed practices that lend themselves to integration.

- How the framework of SEL competencies helps support students impacted by trauma.
- How the framework of trauma informed practices can enhance the effectiveness of typical SEL programs.
- Key steps to integrating SEL and trauma informed practices
- The importance of teacher wellness in delivering effective SEL and trauma informed support.

Supporting Older Students with Dyslexia: Selecting Appropriate Interventions - A common mistake in working with older struggling readers is to implement an evidence-based strategy that does not correctly match a student's needs. This session will highlight the importance of using assessment to accurately inform instruction and help teachers target appropriate interventions for students with dyslexia in the upper grades. Using an "if-then" assessment flowchart, participants will learn to administer a series of informal diagnostic reading assessments to determine the appropriate focus areas for intervention. Participants will walk through a student case study using the flowchart to practice connecting assessment results to instruction. The presenter will then provide examples of age-appropriate evidence-based intervention programs that target the foundational skills in reading.

Supporting Students with a Military Parent Deployed - Oregon will experience a deployment of 1,700 Army National Guard and hundreds of Air National Guard service members this upcoming school year. Therefore many school districts across the state will be heavily impacted by having a student with their parent currently deployed. Deployments directly affect students in various ways. This presentation would explore how educators can effectively support and assist families who are military-connected. Educators will learn about the deployment cycle, possible behaviors associated with each stage, and indicators to look out for during the deployment. The presentation will identify several key resources which are free and available to educators and military families to assist them through this difficult time. House Bill 2556, which was recently passed into law in Oregon provides seven excused absences to students who have a parent currently deployed, will also be discussed.

From Compliance to Continuous Improvement: A Conversation with State Staff - Join ODE staff in a discussion about how the state aligns supports districts to support students with disabilities. What works well? What can be improved, and what are your suggestions? Come prepared to discuss the impact of various state support efforts in your context. Your ideas will help set the direction for what an integrated approach to supporting districts could look like. This session is an open feedback conversation with department staff.

Mental Health IS School Health: The Important Role of School Nurses - Students' mental and physical health impacts academic achievement and attendance. Mental health-related challenges continue to increase among students across the state. Participants will gain knowledge around state and federal requirements to provide school physical and mental health services, including prevention and health education. In addition, participants will discuss pressing issues related to school health and explore potential solutions.

Legislative Updates - ODE's Government and Legal Affairs team will provide an overview of the 2019 legislative session.

Truly Trauma-Informed? Assessing Practices and Processes to Ensure Your School/District is "Trauma-Invested" and not just "Trauma-Aware" - Conducting trauma-informed care training and creating a "calming corner" in classrooms is a good start, but how can schools continue along this journey of meeting the needs of children with trauma histories, and how do we measure that progress? What does it mean for a school to not only create awareness, but continue to grow in all areas of trauma-informed core principles to become fully "Trauma-Invested" in its practices and processes? Overview will include: - Evaluation of where your school/district is at on a continuum of growth in relation to each of the core principles of being trauma-informed - Comparison of how the attributes of traditional school models compare to truly trauma-informed school models - Foundational Components that must be in place for a truly trauma-informed system to be solid and sustainable - Practical Examples of ways in which schools can shift and grow in each of the core principles of being trauma-informed

Thursday, October 3, 2019 - 2:30 to 4:00

Supporting the Whole Child & All Students: Building District Capacity for Implementing MTSS to Improve Social Emotional Outcomes - This session presents an overview of district/school level systems to support student social-emotional well-being across tiers of PBIS. We emphasize the importance of creating staff competency and organizational capacity to deliver function-based behavior interventions within a prevention based model of student support (PBIS) spanning general and special education services. We also emphasize the value of creating formal mental health partnerships with outside agencies. Presenters will share examples of systems, structures, and data that can be used across increasingly intensive support continuum and provide examples from district-wide and school-wide implementation of PBIS systems to support social-emotional student health.

New Early Intervention Screening Rules and Procedures - This presentation will review the newly revised OARs for EI Screening. We will also discuss the specific forms, documents, and procedures which must be used when screening children ages birth to 3 years old. The goals of the session are: 1) Gain and understanding of the revisions to the OARs concerning EI Screening, 2) Become familiar with the required forms and documents in this process, and 3) Understand the step-by-step process required in these new procedures. There will be time for discussions and suggestions for improving the information and processes involved in this new procedure.

Building Familiarity with Classroom Assistive Technology - Classrooms of the 21st century have an abundance of technology in them. In this presentation, an Assistive Technology Specialist from Oregon's Statewide AT Program will give a primer on the technologies that students may use to attain greater independence in their studies, with demonstrations and examples of both hardware, software, and integrated systems. Most of the devices and technologies shown are a part of the state's AT Library, and specialists can come to your school and offer demonstrations directly to students and their families in order to make a more informed decision about what approaches work best for the learner as a unique individual!

Transition Technical Assistance Network: Bringing Customized Tools, Trainings, and Supports to Your Community! - This interactive session will allow attendees an opportunity to preview and learn more about the tools developed by the TTAN. This team can partner with you to respond to your specific needs including free professional development, training, and coaching. Attendees will preview some of the resources and trainings such as, High Quality Transition IEPs and Age-Appropriate Transition Assessments, Person Centered Planning, Regional Job Clubs, Work experience development/Job Coaching training, Pre-Employment Transition Services, and Collaborative PATH planning for your team.

To Be All In, Everyone Needs To Be All In - Everyone wants to be more inclusive, but often a barrier to moving this work forward is having the vision about why this is so important shared by all district leaders. In this workshop, strategies for developing this shared vision and commitment to the "WHY" will be shared. In West Linn-Wilsonville, as we moved to all students being at their home school and primarily in the general education classroom, we quickly learned that this vision had to be shared by the entire Teaching and Learning Team, the Business Office, the Maintenance Team, Transportation, and of course our School Board. Learn from some of our successes and stumbles in this important journey.

Rethinking Behavior and Social-Emotional Supports to build district-wide capacity - In education, we continue to see an increase in the number of students that are in need of targeted social-emotional learning. Some of these students have high needs and demonstrate explosive behaviors, while others require less intrusive supports such as only coaching and classroom-wide lessons. Redmond School District completely re-designed our K-12 behavior programs in March 2018. We hit the ground running in September 2018 with this new model. Our model moves away from relying only upon exclusionary disciplinary and placement programs and towards a continuum of systematic skill development. The focus is on building skillsets of all stakeholders, both students, and staff, by focusing on addressing lagging skills and building skills in order to help both staff and students grow. Staff from our campus provide systematic supports not only on our campus but also on the campus of other schools to build capacity. This allows us to be both preventative and proactive as well as reactive to district-wide needs. Come and learn about our unique, flexible programming and the corresponding systems of support, as well as outcome data and lessons learned since implementation.

LEAP Preschool: A Collaboration to Support Inclusive Preschool for Young Children with Autism - This presentation will highlight the successful collaboration between Portland Public Schools Head Start, Columbia Regional Program, and Multnomah Early Childhood to implement the LEAP Preschool Model from the University of Denver in a Head Start Classroom and scaling up to early elementary. Participants will learn about the LEAP Preschool Model, about increased outcomes for all children including those with exceptionalities, and learn how three programs collaborated and leveraged their resources to increase outcomes for children with Autism in preschool. Participants will also learn about a parent series developed and implemented in collaboration to include the elements of LEAP for families and caregivers. Presenters will share information, student data and outcomes, as well as resources to implement this model.

Inclusive fitness/wellness programming is possible for those with differing abilities - Club Wellness is an exercise/nutrition/wellness program designed specifically for those with intellectual and developmental disabilities. The program has proven to be successful with special ed students in a traditional setting, as well as with general ed students in an inclusive environment, allowing them to work together to improve health habits. The 12 week program is activity based and focuses on building a team culture where students encourage each other, and all participants set weekly personal goals. With pre- and post- testing included, the program aligns with state standards and can be helpful for IEPs. Club Wellness is especially helpful for those in Transition Programs, as it promotes choice, while focusing on making informed choices and preparing for a life of greater independence.

Difference? Disability? Culture? Language? - We know students who access EL services are often over and under identified. In HSD we are learning from current research how to better track data, collaborate across Student Services, EL, and Gen Ed departments to create a system that addresses the needs of students in an inclusive whole child system. Closing the achievement gap means creating a system that models our values. Hear the journey we have started to ensure students who access EL services are accurately identified for special education or not. Learners will be able to identify ways to attain and identify accurate data on students who access EL and may need a referral to special education. Learners will be able to reflect on current district structures to support students who access EL services and the pre-referral process before a referral to special education, take the reflection and apply new learning and create possible system changes to better serve students who access EL services and are struggling learners.

Creating Mental Health Awareness and Suicide Prevention for Students and Staff; Bringing Mental Health First Aid to schools - Mental illness is common; and as we are increasingly aware of this in communities, it is crucial to have the necessary background information to appropriately assist youth and adults in need of help. This presentation provides an overview of Mental Health First Aid (MHFA) and how administrators, educators, and staff can implement this in schools or communities. Information will be provided about the New teen version of MHFA designed to reach high school students. MHFA is an empirically-backed public education and prevention tool. Similar to traditional First Aid CPR, MHFA trains individuals to assist a person developing a mental health problem or experiencing a crisis until professional treatment is obtained or the crisis resolves.

Section 504, the ADA (Title II) & Students with Disabilities in Public Schools: Lessons Learned - An Oregon Department of Education (ODE) Civil Rights Education Specialist will discuss the requirements of Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). He will explain the responsibilities of public schools to educate students with disabilities and provide them equal opportunity. He will also answer all your burning questions about Section 504, the ADA (Title II), and the ADAAA.

Significant Disproportionality: Updates and Discussion - The Office of Special Education Programs' 2016 Significant Disproportionality regulations went into effect 5/20/2019. This session will be an opportunity for the ODE to present 1) stakeholder elections on allowable decisions within these regulations; 2) differences between related indicators and Significant Disproportionality; and 3) an updated implementation plan for earlier communication of determinations to districts.

Friday, October 4, 2019 - 9:30 to 10:45

A Framework for Effectively Supporting Early Career Special Educators - As vacancies for special educators continue to become more difficult to fill it is imperative that districts provide training and coaching designed to not only retain early career hires, but to support them to be successful. While many districts provide general mentorship and training to new teachers, the jobs of special educators are unique and demand instruction and coaching that is specific to the position. Participants will leave this session with a roadmap for creating a professional development plan that provides content-specific knowledge, guided practice and the support required for the success of early career special educators.

Oregon Deaf-Blind Project: What is Deaf-Blindness and What Services Does the Project Support? - What is exactly is deaf-blindness and where can educational professionals find support to serve these children? Look no further - there is a new, full-time director for the Oregon Deaf-Blind Project and the Project is here to provide collaborative support. Takeaways include a brief overview of what exactly deaf-blindness is, what it can look like in the classroom in the classroom, a few basic strategies that may prove helpful in various settings, and specific details of the services and support offered by the project. The goal is to give a small introduction into the world of deaf-blindness as well as an explanation of the support offered by the Deaf-Blind Project. There will be a brief simulation as an activity.

Implementation of Evidence-based Methods & Access to Support for Teaching Children and Youth with Autism: OrPATS Project in Partnership with Regional Programs - This session will share the latest information on the evidence-based educational treatments for students with autism. The presenter(s) will provide information on how to implement practical solutions for teaching young children with autism communication and social skills. They will also provide information on methods for working with middle and high school students. The audience will learn about the resources available from the Oregon Program Autism Training Sites and Supports Project, how to access these supports and how those resources can work in partnership with regional program services for children with autism. The presentation will provide school districts with a process to establish a district-wide comprehensive program using evidence-based strategies for all students with autism. Resources include access to model training sites, workshops, hands-on training and e-learning modules for special & general education staff.

Managing high-conflict IEP meetings - Presenters will describe practices implemented in their district to manage high-conflict situations with families, advocates and attorneys before, during and after IEP meetings. Topics will include how to prepare teams for conflict, write legally defensible IEP content, structure meetings, collaborate with families, implement agreements after meetings, and develop overall processes to minimize conflict. Outcomes: 1. Participants will understand how to implement practices before an IEP meeting to promote minimized conflict, such as pre-meetings, writing legally defensible IEPs, securing parent input and establishing the structure of the meeting. 2. Participants will understand how to successfully facilitate a high-conflict IEP meeting, including utilizing an agenda and time-keeper, how to make agreed-upon changes to the IEP, and how to handle and document disagreement. 3. Participants will understand how to implement clear follow-up practices to ensure that paperwork is completed correctly and in a timely manner and how to ensure that the team is confident moving forward.

Fostering Best Practices: Using the Culture Linguistic Diversity Matrix to Increase Accurate Special Education Identification of Culturally and Linguistically Diverse Students - This presentation will provide guidance for supporting inclusive practices for culturally and linguistically diverse students and caregivers including best practices for communicating with caregivers. The Cultural Linguistic Diversity (CLD) Difference vs. Disability Matrix will be presented with a focus on exclusionary factors, considerations of developmental history and addressing difficult cases e.g. new comers/ students with interrupted schooling, and students with suspected Intellectual Disability.

Why Aren't Our Interventions Working (and how do we fix them?) - Schools today have many access to many types of individual and school-wide behavior intervention systems. Despite this, schools across the country are reporting a trend in dysregulated, disruptive and escalated behavior. Why are our interventions not fixing the problem? And more importantly, how do we fix them? In this presentation we will explore why behavior interventions often fail, and how educators can make their behavior interventions more effective. We will specifically highlight the use of trauma-informed practices as a way to enhance current interventions.

Oregon STEPSS Pilot: First Year Results - The State Toolkit for Examining Post-School Outcomes (STEPSS) is a data-based decision-making tool for improving transition services for secondary students with disabilities. Representatives from school districts in the Oregon STEPSS Pilot will share their experiences with implementation of STEPSS, along with lessons learned one year later. Learning Targets: What is STEPSS? What did school districts gain from participating in Oregon STEPSS Pilot? Outcomes: Gain knowledge about the STEPSS tool and the Oregon STEPSS Pilot Takeaways: Understand how participants' school districts could benefit from participating in the Oregon STEPSS Pilot

Postsecondary Education for Students with Intellectual Disabilities - The PSU Career and Community Studies (CCS) Certificate Program staff and students will describe the goals and accomplishments of postsecondary students with intellectual disabilities at Portland State University (PSU). Participants will learn about the ways that CCS students engage in inclusive academic coursework with other PSU students, gain career-focused skills and maintain paid employment on and off campus, and develop meaningful social connections on campus and in the local community. Information will be shared about the application and admission process; the role of person-centered planning; and the academic, employment, and social supports used by students in the four-year college program at PSU. Participants will take away a full picture of college life and the possibilities it holds for students with intellectual disabilities who are exiting high school.

Access Abilities: Designing for All Learners - More students are coming to school with a varying array of abilities. And teachers are exploring new ways to not only support these learners, but to also personalize every student's learning experience. Join us to learn about tools and resources from Apple that allow all students to explore, communicate, and create in new and powerful ways. Explore the built-in accessibility features included on every iPad, Mac, and Apple TV that can be customized to help diverse learners succeed.

Establishing County Wide Partnerships for Inclusive Preschool Experiences - The Clackamas ESD Early Learning Department has made significant strides in its approach to supporting preschool-age children with disabilities across Clackamas county in inclusive settings. This session will share the EI/ECSE department's journey towards an inclusive model through partnerships with Head Start Programs and other community preschool programs within Clackamas County. Information will be shared on how the staff has collaborated with each other to adapt instruction and design supports that result in high achievement for all students.

Unpacking Senate Bill 963: Recent Legislation Regarding Restraint and Seclusion in Oregon Schools - The session will focus on an understanding of SB 963, recently passed legislation that modifies allowed and prohibited uses of restraint of students by public education programs. Restraint and seclusion are safety responses used when risk of harm or injury is high and when an emergency response may reduce that risk. Firm knowledge of the law increases efficacy of practice for prevention, teaching, intervention, de-escalation, maintenance of dignity and safety from harm. Session participants will: Understand the new requirements of SB 963 pertaining to restraint Understand best practices regarding school district implementation of this new legislation Become familiar with the escalation cycle as a tool to positively support both students and staff Receive answers to questions regarding restraint and seclusion

Building School Capacity to Improve Social Emotional Outcomes for All: Supporting the Whole Child - Presenters will share an overview of school level systems to support social-emotional well-being of students within a continuum of behavior support. Presenters will demonstrate a process of developing capacity within school teams to support this work, integrating district initiatives within the MTSS framework, and partnering with community agencies to offer mental health support. Data, systems, and practices for establishing the functional procedures needed for Tier II and III social emotional supports will be shared, and the critical role of the building administrator in supporting these systems will be highlighted. Participants will receive practical strategies and tools to use in their buildings.

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Disability culture has changed - does how you provide Special Education services reflect that change? - This session will take a look at changes in disability awareness and culture on a national, state and regional level with consideration for what is driving the change and invite participants to explore their awareness of these changes on both a personal and professional level. If disability culture has changed, has how we provide special education services kept up? We will also discuss disability within the scope of a districts diversity, equity, and inclusion work, and leave with ideas that you can take back with you to support practices that promote changes in campus culture. Learning objectives: understand the changes in disability culture and the drivers of change, examine our awareness of these changes and if they are informing our practice, and explore the intersection of DEI work and disability.

English learner updates and listening opportunity - This session will provide brief updates on Oregon's English Learners and provide an opportunity for districts to provide feedback to ODE staff on needs.

Cultural-Linguistic Diversity and Autism Characteristics: Differences, Similarities, and the Evaluation Process - Culturally-linguistically diverse (CLD) students and children with autism can display behaviors that coincide with each other. We will examine the similarities and differences between these characteristics to help you develop culturally competent skills in evaluating CLD students for autism spectrum disorders. We will also discuss how to navigate the evaluation process and the cultural sensitivity of common evaluation tools.

Increasing Student Voice: Meaningful Augmentative Alternative Communication (AAC) Use for Academic and Social Success - This workshop will explore practical strategies for helping students who use AAC to really find their voice. The ideas to be explored will include effective collaboration with families, peer modeling, core words, and the critical role of the general education teacher. If you are an educator or an administrator, you will leave with practical strategies so the AAC device actually gets used! Over the past seven years, West Linn-Wilsonville has deconstructed the old model of special education, with every student attending their neighborhood school. WLWV schools emphasize the power of belonging, diversity, and equity for all children. Workshop participants will benefit from the experiences of WLWV educators who have successfully embraced inclusion.

How Does Executive Functions Impact The General Education Classroom and Special Education?? - In this session, we will define and discuss Executive Function impairments and how to implement specific strategies to improve and maximize student learning. We will discuss the impact Executive Functions have on Thinking Skills (five areas) and Behavior Regulation Skills (four areas). Outcomes for this session include identification of each Executive Function and strategies to address these functions as they relate to eligibility and IEP goals. The session speaks into Universal Design using Executive Functions and how practical applications of these functions will support teachers in inclusion classrooms for all student needs not just Special Education needs.

From Eloping to Social Emotional Learning-How Trauma Informed Care changed our culture - Rainier School District has created a model for social emotional learning district-wide under the supervision of Dr. Rick Robinson. With his guidance and district leadership the Hudson Park Elementary has moved from reacting to behavior to building proactive systems to support social emotional learning. As a result of this work, student eloping k-3 has been almost extinguished, suspensions have reduced by more than half, and students are using tools to self-regulate during the school day. Year one implemented included opening a Wellness Learning Center, creating Calm Corners in classrooms pre-K-6, embedding social-regulation instruction in all classrooms, and maintaining a full-time elementary school counselor.

To Be Engaged, or Not: That is the question. - This session will show how the state's post-school outcome survey and results can be used to highlight opportunities to implement or strengthen implementation of pre-employment transition services, predictors of post-school success, and evidence-based practices in secondary special education. The outcome for this presentation is that attendees will learn how to connect post-school outcomes to effective practices and predictors to improve outcomes.

Making LEAP and Bounds through an Inclusive Preschool Model - What is LEAP? (Learning Experiences through Alternative Programming for Parents and Preschoolers)

Key Components of LEAP

LEAP Program Requirements

LEAP Outcomes

Linking LEAP, Pyramid, and PBIS

Inclusive Preschool that focuses on Engagement and Peer-mediated Interventions

Practice-Based Coaching to Fidelity of the LEAP Model

Collaborating to Prepare Effective and Inclusive Educators for Each Student and Each School - Focus The importance of developing a network to design a model evaluation framework for effective, inclusive schools – moving beyond simply adopting standards to transforming the way educators are prepared, developed, and evaluated.

Essential Questions:

1. How is equity embedded in Oregon's standards – is this important?
2. How do we get beyond perceived barriers, to move to the next layer of change – continuous improvement?
3. Why align to high-leverage practices?
4. Why is relevant special education experience necessary?

Walkaways:

- Ideas for collaboration for multiple roles/locations
- Exemplars from collaboration using improvement science
- Opportunity for collaboration/mutual benefit in the 2018 NELP standards to inform effective/inclusive schools
- Incorporate gaming concept of “coopetition” to accomplish goals – improved achievement for each and every student
Practical Application Establishing a school culture for an inclusive climate of engagement, through improving instructional supervision with high-leverage practices, by expanding role of shared leadership.

Zero Suicides At School - Before 2007, Lincoln High School in Portland Public Schools had more suicides per year than any school in Oregon. Since 2007, Lincoln has been suicide free. Learn how evidence-based and best practices used within each tier of a Multi-Tiered System of Supports (MTSS) changed in Lincoln's outcomes. Universal prevention practices at Tier One made a difference in anti-bullying results, health class instruction and Freshman Leadership & Inquiry curriculum. Tier Two mindfulness, student clubs, and yoga worked together to serve students who might be at risk. At Tier Three, family consultation, special education procedures, district procedures, and intensive school-based counseling services provided instruction and support to students with serious suicidal behaviors. See how student-led initiatives paired with appropriate staff intervention can make a difference in your school.

Legal Update 2018-2019 - The presentation will review state complaint final orders and notable decisions from the previous school year.

Universal Design for Learning: The Empower Trip - We are likely to agree that planning upfront to meet the needs of all learners is good planning. There is potential to save time and reallocate resources, but what does UDL look like in the classroom? Educators struggle to provide equitable, meaningful and engaging access to widely diverse learners. The Universal Design for Learning, UDL framework guides us to think through alternative methods to access resources and curriculum, tools to increase engagement and multiple means to demonstrate knowledge. The goal of UDL is to develop learners who are purposeful and motivated, resourceful and knowledgeable, strategic, and goal directed.

Objectives:

- Develop common language and shared “why”
- Highlight UDL activity in Oregon today
- Share strategies, resources and initiatives provided through Oregon Technology Access Program (OTAP) and Regional and Statewide Services for Students with Orthopedic Impairment (RSOI) to support training and integration of UDL strategies in educational environments.