

2020 ODE/COSA SPECIAL EDUCATION FALL CONFERENCE

OCTOBER 2, 2020 • VIRTUAL CONFERENCE

Inclusive Practices: Developing Equitable Learning Communities - Challenges and Opportunities



Thursday, October 1, 2020 (Pre-Conference)

9:00 to 12:00.....**Transition Institute**..... Room A

Speakers: Sally Simich, Education Specialist for Secondary Transition, Oregon Department of Education
Cindy Cameron, Transition Network Facilitator, Southern Oregon ESD
Darci Shivers, Transition Network Facilitator, Douglas ESD
Donna Lowry, TNF/Pre-ETS Support, Intermountain ESD
Eivind-Erik Sorenson, Transition Network Facilitator, Willamette ESD
Jodi Johnson, Pre-Employment Transition Services Support Specialist, Multnomah ESD
Josh Barbour, Transition Network Facilitator, Linn-Benton-Lincoln ESD
Joy Lynn Ward, TNF/Pre-Employment Transition Support Specialist, Douglas ESD
Kris Rita, Transition Network Facilitator, Clackamas ESD
Lon Thornburg, Transition Network Facilitator, Intermountain ESD
Marguerite Blackmore, Transition Network Facilitator, High Desert ESD
Nicole Perdue, Pre-Employment Transition Services Support Specialist, Linn-Benton-Lincoln ESD
Sarah Statham, Transition Network Facilitator, Multnomah ESD
Toni DePeel, Pre-Employment Transition Service Coordinator, Vocational Rehabilitation
Ryley Newport, Communications Director, Oregon Council of Developmental Disabilities
Nicholas Kaasa, Community Engagement Facilitator, Oregon Council of Developmental Disabilities
Mike Franklin, Education Program Specialist, Oregon Department of Education

Providing secondary transition services and experiences in non-traditional learning environments may be challenging. We will provide an opportunity for participants to share lessons learned about distance learning during the spring. This will be a time to learn from others across the state as we explore new ways together. You will leave with examples of effective programming strategies and practices to help support students and youth with disabilities in their transition plan.

9:00 to 12:00.....**Revolutionary Resilience for Educators: Proven Practices - Part 1**..... Room B

Speakers: Doris Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group
Rick Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group

Traditional approaches to “stress reduction” & “self-care” for educators have often been insufficient to address the episodic and cumulative emotional, physiological and cognitive depletion that can occur when serving students with significant trauma impacts or chronic challenging behavior. Regardless of how much professional development staff receive in the areas of trauma-informed care or behavior management, very little implementation is possible when staff energy reserves are low, nervous systems are spent, and internal motivation wanes in the face of demands that outstrip resources.

By learning to approach personal resilience and self-regulation from a proactive stance, educators can not only have profound impacts on their own health, sleep, cognitive function, social engagement and emotional well-being, but can impact all of these areas AND MORE for their students as well.

Based in the most current research on resilience, coherence & energy management, this training is designed to provide actionable, simple, and time-sensitive strategies that:

- Can be done by every educator or mental health provider, and
- Can also be used with students with the most significant trauma impacts, and

- Can be supported on a school-wide and district-wide level

1:00 to 4:00**Revolutionary Resilience for Educators: Proven Practices – Part 2**..... Room B

Speakers: Doris Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group
Rick Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group

“Traditional approaches to “stress reduction” & “self-care” for educators have often been insufficient to address the episodic and cumulative emotional, physiological and cognitive depletion that can occur when serving students with significant trauma impacts or chronic challenging behavior. Regardless of how much professional development staff receive in the areas of trauma-informed care or behavior management, very little implementation is possible when staff energy reserves are low, nervous systems are spent, and internal motivation wanes in the face of demands that outstrip resources.

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1:00 to 4:00**Special Education Leaders Institute**..... Room D

Speakers: Kevin Carroll, Director Student Services, Cascade SD (facilitator)
Elaine Fox, Executive Director of Special Programs, Hillsboro SD
Sean Reinhart, Director of Special Programs, Bend-La Pine SD
Julie Smith, Director of Special Programs, Pendleton SD
Lisa Utz, Special Programs Director, Siuslaw SD
Erica Gordon, Special Education Director, Mt. Angel SD
Chris Schwerdtfeger, Program Supervisor, Clackamas ESD
Stacy Sibley, Coordinator, Clackamas ESD
Hallie Carpenter, School Psychologist, McMinnville SD
Sarah Crane, Director of Student Services, Hillsboro SD

This pre-conference session is designed to meet the needs of special education leaders, new and veteran, as they deal with current social emotional, distance learning, and behavioral guidance from ODE. Kevin Carroll will facilitate the state leaders: Brenda Morton on “Trauma and Education”, Sean Reinhart, Julie Smith, Lisa Utz on district and school response to “Implementing Distance Learning”, and Hallie Carpenter on “New ODE Guidance” with Q&A.

Friday, October 2, 2020

8:00 to 9:15GENERAL SESSION

Welcome: Colin Cameron, Deputy Executive Director, Coalition of Oregon School Administrators
Stella Brown, Education Program Specialist, Oregon Department of Education

Introduction: Allison Stotler, School Partnership Director, PresenceLearning

Keynote: Nancy Frey, Professor of Literacy, San Diego State University

“Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms” - To realize authentic and equitable inclusion, we must relentlessly and collectively pursue change. It requires five essential disruptions to the status quo. Real-life examples of empowerment and success illustrate just what’s possible when educators commit to the belief that every student belongs to all of us and all students deserve learning experiences that will equip them to live full and rewarding lives.

9:15 to 9:30Break

9:30 to 10:45.....BREAKOUT SESSIONS: ROUND I

Executive Functions in the Classroom..... Room A

Speaker: Linda Warberg, Assistant Professor; Director, Special Education Endorsement Program, George Fox University

Addressing Executive Functions in the Inclusive Classroom supports learning for all students as well as providing our teachers with tools to be successful for their student’s progress. Given a brief review of executive functions, we will identify simple strategies, observational tools and data reflections to provide all teachers with tools to improve social emotional learning and reading, writing and math skills with all learners. Takeaways include a plan to work on executive functions in your classrooms with processes for identifying deficits, strategies to improve and reflection decisions to improve learning for all. In a nutshell, helping students learn how to learn!

Inclusive Practices through Improvement Science; the Art and Science of Cutting-Edge Public Education..... Room B

Speakers: Jason Hobson, Director, Student Services, Estacada School District
Ryan Carpenter, Superintendent, Estacada School District
Kathy Oropallo, Leader Coach, Studer Education

Shifting an entire school organization to become a more inclusive environment for each and every student requires addressing complex problems head on. In order for school districts to face ever-changing external pressures and priorities, educators must find ways to become agile, and at the same time, not lose sight of each student’s success. In this dynamic presentation, the Estacada School District (Oregon) will reveal its improvement journey as they embarked upon aligning their priorities, developing systems to achieve defined success and undergoing cycles of improvement. By doing so, they strengthened their collective agility in order to meet the ongoing challenges and influences that can often distract and become barriers to success. In this presentation, viewers will be exposed to cutting edge continuous improvement tools and strategies to align systems around their core values along with “takeaway” skills to tackle complex systemic problems using Lean Six Sigma’s DMAIC improvement framework.

What is a Culture of Care?Room C

Speakers: Erin Taylor, CARE Coach, High Desert ESD
Amy Yillik, CARE Coach, High Desert ESD
Amber McGill, CARE Coach, High Desert ESD
Sierra Jackson, CARE Coach, Jefferson County ESD

What is a Culture of Care? Learn how a grant from the Central Oregon Health Council fueled a partnership between Better Together and the High Desert ESD and how the CARE Coaches began to bring about systems change for all Central Oregon schools. See how the pillars of Trauma-Sensitivity, Equity, and Restorative Practice come together to shape a Culture of Care in schools.

Truly Trauma-Informed? Assessing & Designing Actionable Systems and Practices..... Room D

Speakers: Doris Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group
Rick Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group

Conducting trauma-informed care training is a good start, but how can schools continue the journey of trauma-informed care, and how do we measure progress? What does it mean to not only create “trauma awareness,” but continue to grow in all trauma-informed principles to become fully “Trauma-Invested.”

Overview includes:

- Evaluation of where your school/district is at on 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
- Practical Examples of ways in which schools can shift and grow in each of the core principles

Goals:

- Participants will understand clearly the contrast between trauma-informed school systems and traditional systems
- Participants will be able to rate their school/district using a rubric for each of the principles of trauma-informed practices and see clearly where they are at on the journey
- Participants will be able to identify and plan for areas in which they wish to target for growth in the coming school year

TBD.....Room E

10:45 to 11:00.....Break

11:00 to 12:00.....**BREAKOUT SESSIONS: ROUND II**

Iron Fists in Velvet Gloves: How Trauma-Informed Neuroscience Informs Effective K-5 Special Education Student Management Practices..... Room A

Speaker: Creighton Helms, Director of Special Education, Gervais School District

Follow any news outlet in Oregon and you're sure to find a recent article on schools struggling to "manage" their students. From Kindergartners hitting their teachers to students flipping desks and rooms being cleared, administrators are becoming increasingly frustrated with the disconnect between typical student management practices and atypical student behavior. In this session, we'll explore how neuroscience informs educators on the practical applications of TIP (trauma-informed practices), leading-edge research on the learning impact of ACES (adverse childhood experiences), and how that information can better empower educators, K-5, to architect effective social-emotional programs for their special education students.

Supporting Early Childhood Inclusion: A Closer Look at the Pyramid Model and LEAP Preschool Model Room B

Speakers: Dameri Wagner, Early Childhood Positive Behavior Specialist/LEAP Coach, Multnomah Early Childhood Program
Mary Anne Killpack, Inclusion Specialist, Multnomah Early Childhood Program
Kayla Lipscomb, Inclusion Specialist, Multnomah Early Childhood Program

In this session, we will begin by discussing the similarities and differences between School-Wide PBIS, the Pyramid Model (or Early Childhood PBIS), and the LEAP Preschool Model. Evidence-based strategies covered will include peer-mediated intervention, positive behavior support, and more. Then, through a deep dive into the Pyramid Model and LEAP Preschool Model, participants will acquire tools to support early childhood inclusion and improve child outcomes. In conclusion, participants will gain a deeper understanding of how to include ALL children, and why it is crucial.

Learning Targets:

1. Understand the similarities and differences between SW-PBIS, the Pyramid Model, and the LEAP Preschool Model.
2. Acquire knowledge and tools to implement the Pyramid Model and LEAP Preschool Model practices to support early childhood inclusion.
3. How to improve child outcomes through the implementation of these models.

Multilingual Special Education Family ToolkitRoom C

Speakers: Marifer Sager, Language Access Services Department, Portland Public Schools
Ellie Baumgartner, Speech Language Path - TOSA-SpEd, Portland Public Schools
Cynthia Velasquez, School Psychologist on Special Assignment, Portland Public Schools

With an increasing number of culturally and linguistically diverse students entering public schools who are referred to Special Education services the need for developing policies and practices to improve the quality of family engagement that includes an inclusive equity lens arises as well. This is a toolkit designed to help families navigate and understand the eligibility process for SpEd. This toolkit is unique as it uses language accessibility in English, Spanish, Vietnamese, Chinese, Somali and Russian.

Learning Outcomes:

1. Identify ways in which the Special Education process creates barriers for all families, especially those from culturally and linguistically diverse backgrounds
2. Learn about how cross-departmental collaboration and multiple perspectives can be the keys to improving family engagement specific to the Special Education process

Allowing Teachers to Plan, Teach, and Team Room D

Speakers: Brian Megert, Special Programs Director, Springfield School District
Teresa Collins, Special Programs Facilitator, Springfield School District
Susan Coleman, Special Programs Facilitator, Springfield School District

In the Special Programs Department in Springfield School District, we believe that teams are the solution to all problems. In this session we will provide practical examples of how we have allowed teams of people to assist with problem-solving at a variety of levels in the organization. We strive to empower our teachers at each building, each year, to properly plan for the students they currently serve. We allow teams to make decisions, as district-level staff members provide context, information, and parameters. These examples will demonstrate how teams at the building level make better decisions than district administrators, and how those decisions create better outcomes for students.

TBD.....Room E

12:00 to 1:00.....Lunch

1:00 to 2:00**BREAKOUT SESSIONS: ROUND III**

Dismantling Silos for Students Experiencing Disabilities in High School..... Room A

Speakers: Greg Timmons, Principal, Hillsboro School District
Sarah Crane, Director of Student Services, Hillsboro School District

In the spring of 2019, a Hillsboro Principal recognized the significant silos that existed in the school that reinforced exclusion of students experiencing disability. In an effort to break up the silos and increase inclusive practices school wide, he collaboratively worked with a team of SpEd leaders to dismantle the way things had always been done and reorganized into developing grade level systems and structures. Along the way he kept stakeholders engaged and used shared leadership to guide next steps. Come to this session to hear lessons learned along the journey and next steps.

Supporting Learning from Home for Students with Autism and Other Developmental Disabilities Room B

Speakers: Darby Lasley, OrPATS Coordinator-Autism Specialist, OrPATS Project
Joel Arick, OrPATS Project Director, OrPATS Project
Brenda Hancock, OrPATS Project Coordinator-Autism Specialist, OrPATS Project-NWESD

The unprecedented school closures, due to COVID-19, have highlighted the challenges educators face to provide effective educational services for students with significant learning needs. In this session, we will discuss how to support synchronous remote learning for students with autism and other developmental disabilities through evidence-based practices. We will also discuss ways to support families in navigating home routines with free visual supports and resources.

Creating Mental Health Awareness; A Mental Health First Aid Approach in Schools.....Room C

Speaker: Maria Gdontakis Pos, Training Program Manager; MHFA Coordinator, Association of Oregon
Community Mental Health Programs

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.

Actionable Strategies for Reducing Stress & Anxiety in Both Staff and Students Room D

Speakers: Doris Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group
Rick Bowman, Certified Trauma & Resilience Practitioner & Trainer, Bowman Consulting Group

Traditional approaches to “stress reduction” & “self-care” for educators have been insufficient to address episodic and cumulative emotional, physiological and cognitive depletion that can occur when serving students with significant trauma impacts or chronic challenging behavior. Based in the most current research on resilience, coherence & energy management, this training is designed to provide actionable, simple, and time-sensitive strategies that:

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Goals:

1. Make comparisons of the effectiveness of reactive vs. proactive energy management approaches as they relate to building personal and professional resilience & self-regulation
2. Understand foundational principles of the physiology of coherence and impacts on the nervous, hormonal and immune systems, as well as cognitive function
3. Gain working understanding of the processes to self-assess and plan for proactive management of energy and emotions in order to prevent burn-out and depletion, and build capacity for resilience

- and self-regulation
- 4. Gain tools to take actionable steps to: prepare & remain regulated in challenging situations
- 5. Gain tools to take actionable steps to: build & sustain a new internal Baseline
- 6. Understand the application of these strategies to accomplish proven, durable outcomes for youth with: Trauma, ADHD, Anxiety, Depression, ASD, Substance Abuse & more

TBD.....Room E

2:00 to 2:15Break

2:15 to 3:15**BREAKOUT SESSIONS: ROUND IV**

Ready Schools, Safe Learners and Family Engagement..... Room A

Speakers: Cori Mielke, Program Coordinator, Factoregon.org
Heather Olivier, Program Coordinator, Factoregon.org

Meaningful family partnerships are a critical part of building a strong learning community. As we embark on the Ready Schools, Safe Learners 2020-2021 school year, these partnerships are more important than ever. This session highlights the value of family partnerships in education, explores factors that may impact family participation in their child's education, and incorporates tips and tools that educators can use to support families' engagement over the next year and beyond!

Best Practices for Professional Wellness Room B

Speaker: Sandi Washburn, Behavior and Wellness Coach, Greater Albany Public Schools

Participants will learn and practice stress management strategies that can be implemented throughout the work day to help build their understanding and skill in emotional regulation, and further to model and potentially share with students and colleagues. Resilience and self-management skills are vital as we have all been experiencing a shared trauma - supporting the mental health of our teachers and administrators through effective practices in this way will facilitate the ability to support our students.

Virtual Professional Learning Communities - Transition to Adulthood FocusRoom C

Speakers: Sarah Statham, Transition Network Facilitator, Transition Technical Assistance Network
Kris Rita, Transition Network Facilitator, Transition Technical Assistance Network
Margie Blackmore, Transition Network Facilitator, Transition Technical Assistance Network
Josh Barbour, Transition Network Facilitator, Linn-Benton-Lincoln ESD

There is great value in bringing together job-alike special educators to share resources, ideas, struggles, and successes in this time of uncertainty. Virtual professional learning communities served a great purpose during the final months of the 2020 school year. These allowed teachers to come together to problem solve and share strategies and resources to best serve these students' unique needs. The virtual platform provides the opportunity for a wide range of teachers from across all regions in the state to collaborate and share. Transition aged education is unique, as it involves a great deal of community access, employment skills, and hands-on learning. Come to this session to learn about all things virtual transition PLCs. We will share our process and evolution, as well as, useful resources for transition teachers to utilize right away!

Addressing Trauma and the Importance of Self-Care During COVID-19 Room D

Speaker: Da'Mond Holt, Certified Traumatologist/Mental Health Specialist, Metropolitan State University WEEAC

This presentation will describe the impact that trauma, chronic stress, grief and loss, and compassion fatigue has on the education system, and the entire school community in a pandemic. Due to COVID-19 we are now seeing an increase of Chronic Stress, S.T.S. (Secondary Traumatic Stress) and burnout among staff and mental health illness. The presentation overview will cover the following:

- Defining Trauma
- Trauma-Informed Care vs Trauma Responsive Practices
- Trauma's Impact on Education
- Trauma's Impact on the Brain of Children/Adults
- The Danger of S.T.S./ Compassion Fatigue
- "R" Factor for Healing from Trauma
- The Importance of Self Care

TBD.....Room E



2020 2021

CALENDAR OF EVENTS

LAST UPDATED: SEPTEMBER 3, 2020

COALITION OF OREGON SCHOOL ADMINISTRATORS

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AUGUST 2020

7	2020-2021 New Principals Academy	(virtual)
4-6	Summer Conference	(virtual)
21	2020-2021 New Principals Academy	(virtual)

SEPTEMBER 2020

8	2020 NCCE Google Classroom Superstar (beginning)	(virtual)
18	2020-2021 OACOA Seminar Series	(virtual)
21	2020 NCCE Google Classroom Superstar II (beginning)	(virtual)
21	2020 NCCE Google Classroom Superstar Cohort II	(virtual)
23	2020-2021 New Superintendents Academy	(virtual)
23-24	Statewide Educator Equity Summit	(virtual)
30	2020 Distance Learning Academy (beginning)	(virtual)

OCTOBER 2020

1-2	ODE/COSA Special Education Fall Conference	(virtual)
18	2020-2021 New Principals Academy	(virtual)
18-19	Annual Principals Conference	(virtual)

NOVEMBER 2020

3	2020-2021 New Superintendents Academy	(virtual)
6	2020-2021 New Special Education Directors Academy	(virtual)

DECEMBER 2020

2	2020-2021 New Principals Academy	(virtual)
2	2020-2021 Equity Academy I & II for Educators	(virtual)
2-4	Oregon School Law Conference	(virtual)
4	2020-2021 New Superintendents Academy	(virtual)

JANUARY 2021

27	2020-2021 OACOA Seminar Series	Salishan Resort, Gleneden Beach
27-28	2020-2021 New Superintendents Academy	Salishan Resort, Gleneden Beach
27-30	OASE/OACOA/OASBO Winter Conference	Salishan Resort, Gleneden Beach

FEBRUARY 2021

12	Pre-Service Teacher Conference	Western Oregon University, Monmouth
17	2020-2021 New Special Education Directors Academy	COSA Office, Salem
25	2020-2021 New Superintendents Academy	Salem Convention Center

MARCH 2021

10	2020-2021 New Principals Academy	Graduate Eugene
10	2020-2021 OACOA Seminar Series	Graduate Eugene
10	2020-2021 Equity Academy I & II for Educators	Graduate Eugene
10-12	Statewide English Learners Alliance Conference	Graduate Eugene

APRIL 2021

15	2020-2021 New Superintendents Academy	TBD
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MAY 2021

5	2020-2021 Equity Academy I & II for Educators	Graduate Eugene
7	Oregon Small Schools Conference	Wildhorse Resort, Pendleton

JUNE 2021

23-25	Annual COSA Seaside Conference	Seaside Civic & Convention Center, Seaside
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