

## Friday, June 21, 2024 - 10:00 to 11:00

### **What Does Your Team Stand For?**

Our values influence our thoughts, words, decisions, and actions. They define our core beliefs and represent what is most important to us. When a leadership team and/or school district's values are aligned they provide a clearly articulated call to action, however, when they are not, it leads to dysfunction and frustration. This is a hands-on session as participants will complete a value sort activity intended to define your team/school district's true north.

### **The Power of Listening: Lessons from Oregon's Youth for Education Leaders**

Dr. Charlene Williams, the Director of the Oregon Department of Education, embarked on a comprehensive journey across the state to hear directly from the youth about their school experience. In this insightful presentation, Dr. Misael Flores Gutierrez and Dr. Raeshelle Meyer, who accompanied Dr. Williams, will share what they learned during their journey and discuss the implications. This session promises to be an engaging and enlightening discussion that may influence the way we approach education. Come and be part of the conversation as we work together to center youth voices.

### **Co-creating Belonging, Resilience, & Wellbeing Through The Student Behavioral Health & Wellness Team**

The SOESD Student Behavioral Health & Wellness (SBHW) program employs a multi-tiered interdisciplinary approach to support student and staff mental well-being. Our partnership with Rogue River Elementary School's Life Skills program facilitated individual student support, practitioner skill-building, and systemic enhancements to the classroom. Come learn how pairing classroom staff with skilled supports enhanced behavioral and academic outcomes for all learners and walk away from the session with practical tools to enhance trauma-informed and evidence based practices in your school community.

### **More Bang for your Buck: Leverage This Critical Program to Build Equity, Promote Anti-Racism and Inclusion, and Increase Student Achievement**

A commonly underutilized program in your school can help you address racism; tackle equity and engagement goals; promote student-centered outcomes; and increase literacy, reading/writing and math scores, attendance and graduation rates. Research clearly indicates that administrative support for strong school library programs has a significant positive impact on all of these measures, and the benefits are greatest for at-risk and vulnerable students. Oregon's Early Literacy Framework also points out that strong school libraries can bridge the opportunity gap for students from systemically marginalized communities. Learn how leveraging your school library program offers a powerful return on resource allocation.

### **Edficiency in Action: Enhancing School Culture & Student Success through Easy Intervention Scheduling**

Scheduling flex times to meet the needs of all students has historically been complex and challenging at the secondary level as many schools adopt a MTSS approach. Learn how St. Helens High School has shifted our approach to Intervention scheduling to make the implementation less time consuming, cut endless checklists and hall passes, navigate conflicting teacher/student requests, and improve communication - including attendance. This session will offer insights into streamlining the scheduling process using Edficiency, ensuring equitable assignments, enhancing communication channels, and shifting school culture around flex time to meet the needs of all students.

### **Got Facts? The Art of an Investigative Interview**

Every investigative interview is as unique as the person being interviewed. During the interview, the investigator considers variables like developmental level, culture, language needs, and trauma impacts to provide adjustments. By incorporating evidence- and equity-based practices, investigators can conduct interviews that are fair and accurate to minimize re-traumatization. This ensures the pursuit of facts while respecting the dignity and experience of each interviewee.

### **The Roadmap to Recovery Schools: How Oregon is Moving from Last to First in the Nation Serving Teens with Substance Use and Co-Occurring Disorders**

Addiction does not discriminate! SAMSHA data make it clear that Oregon was among the states least effectively supporting teens in recovery from substance use disorder in 2016. Today, Oregon is poised to lead the country in serving adolescents in recovery with substance use disorder and co-occurring behavioral health needs. House Bill 2767, which passed during the 2023 legislative session, provides for opening up to 9 public recovery high schools regionally across the state over the next 6 years. This session will help participants understand the why, what and how of recovery high school leadership in Oregon.

### **Research Into Practice: Trauma Informed Strategies That Work Right Now**

If you are a school leader who is struggling to meet the rapidly evolving needs of students and staff within systems that are unprepared to support a new profile of learner, join us for a look at practical trauma informed practices that immediately engage students and transform school culture. We will share our highest leverage trauma informed strategies to engage and support students and staff as well as effective strategies for community and mental health partnerships that you can implement in your school immediately.

### **Admin Moves to Enhance Core Instruction**

This presentation will address specific, simple, and effective administrative moves that building leaders can take to encourage and enhance core teaching and learning instructional systems that support all students through equitable, culturally responsive, and inclusive practices.

### **Transforming Campus Safety: A Prevention-Based Model Empowering Campus Supervisors**

Our presentation aligns with the COSA Equity Stance by prioritizing the creation of safe and inclusive learning environments for all students, regardless of background or identity. By centralizing campus supervision and emphasizing the role of trusted adults who do not hold academic leverage, we empower marginalized students and promote equity in access to support and resources. Through this proactive approach, we aim to address systemic barriers and foster a culture of belonging where every student can thrive.

### **The Power of Language Access in K-12 Education**

With approximately 25 million individuals in the U.S. speaking a language other than English at home, championing the equitable treatment of all languages and amplifying these voices is critical. This is an interactive session, we will unpack the concepts of multicultural outreach, plain language, transcreation, translation, inclusive design and language access strategies in relation to Title VI. By unpacking these principles, we aim to equip participants with actionable insights to foster greater inclusivity and accessibility in their respective spheres.

**Friday, June 21, 2024 - 11:15 to 12:15**

### **Integrating Instructional Routines with PBIS**

This presentation will discuss strategies for supporting transformative SEL practices with culturally responsive PBIS and school-wide instructional routines. Participants will leave the presentation with ideas for revising current PBIS structures to incorporate more student voice and representation and how to integrate PBIS instruction with core instructional routines.

### **Restorative Academic Integrity & Tech Use Guidance in the Age of AI**

Tired of navigating concerns about plagiarism and tech misuse? Join us as we share the Tigard Tualatin School District's new, innovative, genAI-inclusive Academic Integrity and Responsible Use of Technology policies and the deliverables and processes our team created to implement them. These sharable resources are designed to protect and empower students and staff by outlining a structure of support that provides students with the tools they need to create, correct, and defend their work in an informed, fair manner. This proposal supports well-rounded, student-centered outcomes by providing structure for navigating technology and academic integrity in a manner that protects students.

### **Transformative Social Emotional Learning Throughout a School District**

Leveraging Decision Science to Achieve Transformative Social Emotional Learning for Students and Adults. Lakeview School District has worked with Decision Education Foundation to ensure that students get the support they need through learning to make more responsible decisions, while also providing adults with a language for collaborative problem-solving that ensures a balance of head and heart, creativity and equity. The partnership includes students, administrators, teachers, support staff, and next year we are adding the school board and major community partners. As resources diminish it is vital that better decisions are made to maximize the available resources without harming or without meeting the needs of any individual, or group.

### **Are the Kids Alright? Learning from the Voices of Over 60,000 Oregon Students**

Time and time again, research has proven that students' perceptions of their school climate and culture are tied to academic and behavioral outcomes. In a recent study, factors in the YouthTruth Student Survey were linked to outcomes such as reading proficiency, chronic absenteeism, and suspension rates. In this workshop-style session, participants will learn how over 60,000 Oregon students responded to the YouthTruth Survey on topics such as engagement, relationships, civic engagement, and more. They will participate in replicable equity-focused protocols and learn data analysis frameworks from YouthTruth and COSA to help them analyze their own climate and culture data.

### **District Equity Committees: Celebrations from Implementation, Moving the Work Forward**

Join the Oregon Department of Education in uplifting the work of partners in the field that have kicked off the implementation of their District Equity Committee. This session will share the lessons learned, along with the strategies and tools developed, to adapt existing bodies of work to create District Equity Committees. Join us in celebrating the stories of students, families, and community members advocating and advising on matters of equity in their district.

### **Prioritizing Time to Maximize Learning and Satisfaction**

Participants will leave the session with actionable strategies to balance life inside and outside of school. The principal's chair must be filled with qualified and inspired educators prepared to make school magical for students and staff. Participants will depart the session with daily, monthly, and yearly routines and planning tools to make the job sustainable and satisfying.

### **Planning Ahead for Professional Learning**

Come and dialogue about ways your district could access and customize new professional learning options available (with no to little cost) matched to your district's needs for the 24-25 SY and beyond. National and local resources have been procured from virtual training to customizable and onsite coaching for Oregon school districts and schools as they strive to support their educators develop confidence and skill in: Equity and culturally responsive teaching practices across the curriculum Social emotional needs of students Early and middle school literacy aligned to the Oregon Literacy Framework Systems to collaborate, analyze data and make decisions designed to meet the needs of students from academics and attendance to well-being Community engagement resources Hear from Oregon educational leaders who have started utilizing these resources in unique ways to offer professional development on their own, in their own districts and schools. Leave with ideas and resources that you can access at your convenience.

### **Small School PLCs: Finding Success with Singletons**

Are you a small school administrator or district leader struggling to help teachers run effective PLCs with a school full of singletons? Join 2A Waldport Middle and High School on a journey through their five-year PLC development that started with griping and complaining sessions and has grown to teachers watching each other's recorded videos and providing collaborative feedback with common formative assessments. Learn from mistakes to move from "PLC light to PLC right!" more quickly and efficiently.

### **Statewide Educator Salary Schedules Task Force Update and Feedback Opportunity**

During the session, participants will be provided with an overview of the work of the Joint Task Force on Statewide Educator Salary Schedules, including the values, findings, and goals identified by the Task Force. Participants will be offered an opportunity to engage in collaborative conversations regarding the work of the Task Force. Finally, feedback will be sought from participants to help inform recommendations as the Task Force prepares to release a final report in September.

### **Gladstone Presente! (Gladstone Shows Up!)**

Gladstone School District launched a new approach to improving regular attendance, focusing on two core strategies: community-wide efforts to increase awareness and implementing inquiry cycles to focus attention internally.

### **Partnerships Promoting Health in Education**

Students living below the poverty line are likely Oregon Health Plan (OHP) members. Oregon's coordinated care organizations (CCOs) coordinate oral, physical, and behavioral health services for OHP members. CCOs have fostered partnerships with school districts to navigate the complex intersection between schools and the healthcare system to effectively connect youth in grades K-12 to a wide array of support. With common language and a shared understanding about Medicaid, we can leverage community partnerships and together we can align and build the capacity of the health and education systems to effectively promote and support the holistic well-being of students and school staff.

## **Friday, June 21, 2024 - 3:30 to 4:30**

### **How's that working for you? Reality Coaching for Leaders**

Engagement without accountability leads to failure. An open-door policy can backfire when your office becomes a place to vent. To actualize an asset-based and responsive environment for learning, leaders must shift thinking. They must move their teams from entitlement to accountability, from emotion to agency. We build on the work of Cy Wakeman's leadership strategies to empower staff to solve their own problems and create equitable access and outcomes for students. When thinking shifts, behaviors follow. Professionalism is optimized, leading to a unified focus on student needs. Maximize time and energy by coaching staff well.

### **Wayfinder: Helping School Communities Find Purpose & Belonging**

In this session, Wayfinder presenters will discuss best practices for supporting school communities with connecting to their joy. Together, we will engage in practices, activities and discussion to reflect on the school year and celebrate our wins.

### **Empowering School Leaders: Understanding Executive Coaching and Its Vital Role**

Executive coaching, often overlooked in education despite its proven effectiveness in business, can play a pivotal role in empowering educational leaders from all communities and backgrounds. Coaching nurtures self-awareness and confidence to equip leaders to navigate complex challenges and foster inclusive environments. Coaching isn't a luxury but a vital resource, offering support to leaders of all backgrounds. This session explores why executive coaching is vital for addressing

educational inequities and how to find a coach to unlock your full potential. Join us to understand the transformative power of coaching in creating environments where everyone thrives.

### **Equity Driven: Multi-System Approach to Talented and Gifted Identification**

Key changes to Oregon's TAG Identification Rule (OAR 581-022-2325) are being implemented statewide. The Ontario School District is committed to creating an equitable TAG identification process that eliminates bias in assessment and increases identification of students from historically underrepresented populations. Through teacher testimonials and actual student profiles, a wide range of gifted characteristics will be illustrated and an identification process that includes multiple modes and methods of gathering data will be modeled. Participants will learn how to increase teacher referral rate and ultimately, improve services of differentiated instruction in the classroom to promote growth for our highest achieving students.

### **Tillamook School District's Journey: Building Capacity for Curricular Change**

Selecting high-quality instructional materials is a first step toward equitable instruction and improved student outcomes, but how do you build educator capacity to implement those materials successfully long-term? In this session, Dr. Charlotte Ellis, Director of Teaching and Learning at Tillamook School District #9, Madeline Cronk, Oregon Success Lead at Great Minds, and Andrea Baldwin, Success Lead for the Wit & Wisdom Leaders Program, share how leaders at Tillamook are collaborating with leaders across the country to build educator capacity for a new literacy curriculum with the goal of greater equity in student outcomes.

### **Preventing Behavioral Escalations to Increase Inclusivity and Social-Emotional Well-Being (Part 1)**

Attendees will learn inclusive evidence-based strategies for promoting SEL regulation to prevent and recognize early signs of behavioral escalations, including how one district used a systems approach to reduce exclusion. Increasing systems and practices to support behavior regulation is an important foundation for both student and educator wellness. Historically marginalized groups have been over-represented in exclusionary and reactive responses to behavioral escalations. Increasing educator knowledge of why behavioral escalations occur, what behavior escalation cycles include, and how to implement practical strategies to prevent behavioral escalations is critical to creating inclusive, equitable environments to create a foundation for responding to crisis.

### **Coaching for Growth: A Systematic Approach for Supporting Building Administrators**

Oregon is experiencing an unprecedented shortage and/or shifting of administrator positions in public education. This session describes a coaching model developed by the Intermountain ESD in collaboration with Oregon Trail Regional Education Network that improves retention by providing a system of support for beginning and seasoned administrators. The model has been successfully implemented over the past four years. Presenters will describe an approach that is replicable, practical, and responsive to individual practitioner needs. This coaching model supports administrators early in their careers and helps them build skills that pave the way to a successful tenure in the profession.

### **Designing with Kids: Culturally Responsive Practices in the Early Grades**

Beaverton School District and the Children's Institute partner to strengthen and align instruction and environments in the early grades with a focus on playful inquiry. The process we use centers the strengths of children and the school community to identify bright spots and test instructional changes. By learning about each child's identity and culture, educators plan changes to ensure instructional practices and classroom environments reflect the cultures and strengths of students and families. Join us to learn how Beaverton School District is transforming their systems starting with their youngest learners, one small change at a time.

### **Redefine the System. Reduce Barriers to Graduation.**

Learn how to employ a variety of alternative pathways so every student can make it to graduation. Silver Falls School District strives to create an inclusive and supportive educational experience for all students, including for those who can't or won't participate in traditional school offerings. By offering a variety of alternative education opportunities, we provide students with increased flexibility and support without excluding them from social and educational opportunities within the district. Our alternative graduation pathways take into consideration every student's unique gifts, talents, and interests as well as personal barriers that may be preventing them from academic success.

### **Thinking about opening your own Specialized Behavior School? Salem-Keizer's Journey Toward Their Own Public Separate School**

Salem-Keizer opened the Behavior Intervention Program 10 years ago in an attempt to address the increased number of students moving into the district from separate school programs. What started as an intake/move-in program has transitioned over the years to an IEP placement option for students needing the most restrictive settings. This session will share about our program model, staff training, placement process, funding sources, and all other questions we often receive. It is not designed to be an exemplar, but more of a journey of what we've learned that works, and what we are continuing to refine. We hope to offer time for others to share their ideas as well!

## **The Power of Process: Driving Lasting Change in Education**

In this presentation, we'll share data and outcomes from a grade-level response to intervention process. By focusing on students' workload, low state test scores, and COVID-19-related learning gaps, we developed personalized support plans to meet individual needs. We'll review program outcomes, highlighting our approach to fostering collaboration and reallocating resources for maximum impact. Join us for a roundtable discussion on our strategies for problem-solving, collaborative work, and successful interventions to help students thrive. Let's explore together how these adjustments with an intentional focus on instructional leadership will positively impact students' learning journeys.

## **E2 - Equity Through Engagement**

"Equity through Engagement" is a one-hour presentation designed to cast light on the essential, though often complex, journey of integrating the voices of students, families, staff, and the community into educational improvement efforts. This session aims to unpack innovative strategies and practical tools for educational leaders and teachers, with a special focus on reimagining parent conferences as pivotal moments for engagement. Through this presentation on Phoenix-Talents Schools' journey, we will explore how leadership, empathy, and strategic engagement practices can collectively elevate every voice in our school communities, acknowledging the inherently messy and ongoing nature of this vital work.

**Saturday, June 22, 2024 - 10:15 to 11:15**

## **Can You Escape the Discovery Education Room?**

Escape rooms are games that ask groups to think critically, problem solve, troubleshoot, and work collaboratively to "escape" a room before the clock runs out. In this interactive session, participants will work in teams to follow clues and solve puzzles that lead them toward a successful escape. Come join Discovery Education to unlock the mystery of finding effective and engaging resources for your early literacy initiative with the help of our partners like Sesame Learning, Vooks, Magic School Bus, and Reading Park.

## **Supporting Every 9th Grader to be On Track and Belong Through Data Driven, Small, Monitored Actions**

Oregon student achievement has dropped and the opportunity gap has widened since the pandemic. A top research-proven solution? Taking action on student data for 9th grade success. Leaders from South Albany, South Umpqua and Waldport share practical ways to track and respond to student data. 9th graders On-Track with 1 F or less are 300% more likely to graduate from high school and it's a bigger statistical indicator for graduation than race, poverty, and prior academic success COMBINED. The Center for High School Success partners with 46 Oregon high schools, raising 9th grade On-Track 68% to 82% since the pandemic.

## **La Grande School District's Research-Based B.E.S.T. Drug Prevention Program for Grade 5**

The "B.E.S.T. Version of Me!" is a district-created, research-based program to better support our Grade 5 students in the area of drug prevention. This presentation will highlight our journey to create this program, crucial partnerships, student outcomes, and our current evidence-based research study with OHSU. We hope to help other districts benefit from our journey, and the quality resources we have developed that can support their students. Our presentation directly aligns with the COSA Equity Stance by providing relevant and inclusive curriculum tools that promote SEL and well-rounded student outcomes through improved student drug prevention programming.

## **Administrative stress and strategies - what do we want to learn?**

Join Susan Olds, a University of Oregon doctoral student, as she seeks feedback on her dissertation research questions. In this interactive session, you will share your diverse experiences and how you manage the stress of your administrative position. With an improved understanding of job-related stressors, how these factors affect our various populations of leaders, and how they are managed, your support in this project will help shape future studies as we learn explicit ways to support the leaders in our district. All administrators are encouraged to let their voices be heard on this important topic for mental and physical well-being!

## **Culturally Responsive Schools Training for Schools with Indigenous Students**

The Culturally Responsive Schools (CRS) Training Day (TD) took place 2023-2024 school year with all school staff. This presentation will cover the practical tools and resources used to plan CRSTD at our K-12 school. Topics covered are: research based methods, practical staff collaboration and professional development methods, culture classes, and partnership with the local Native American tribe. This school has a mix of Indigenous and non-Indigenous students and CRSTD addressed all students. The partnership with the local Native American tribe has allowed the development of daily cultural classes and other activities throughout the year. The SB13 Tribal History Shared History Essential Understandings are tied into this workshop. Time for discussion and questions will be allotted in this presentation.

## **Effective Responses for Behavioral Escalations to Increase Inclusivity and Social-Emotional Well-Being (Part 2)**

Attendees who have foundational knowledge about the systems for prevention teaching SEL for behavioral regulation will learn inclusive evidence-based strategies for responding to behavioral escalations in schools. Increasing systems and

practices to support behavior regulation & co-regulation is critical for student and educator wellness. Historically marginalized groups have been over-represented in exclusionary and reactive responses to behavioral escalations. Increasing educator knowledge of why behavioral escalations occur, what behavior escalation cycles include, and how to respond to behavioral escalations is critical to creating inclusive, equitable environments for educators and students. This session is a follow-up for the escalation prevention session.

### **Elementary Leadership Best Practices Roundtable**

Join us for a lively discussion on engaging leadership practices between like size schools. Utilizing your strengths in leadership, you can share your experiences. We will explore topics such as Instructional and Cultural Levers, including data-drive instruction, the observation/feedback cycle, and staff and student culture. Subtopics will include MTSS and PBIS strategies, strategic calendaring, community engagement, hot topic communication strategies, and infusing equity into the daily work. We look forward to engaging with you!

### **Statewide Regional Educator Networks**

Discover how Regional Educator Networks (RENs) drive educational excellence statewide. Join us to explore how RENs collaborate with districts, ESDs, and educators to address regional needs effectively. Learn how RENs fund innovative initiatives and foster equitable learning environments. Delve into the unique priorities of each region and uncover opportunities for support. Don't miss this chance to empower your educational journey, and make a meaningful impact on teaching and learning outcomes.

### **Mindfulness-Based Interventions & Practices for Elementary Students**

Participants will learn about Mindfulness-based Interventions (MBI's) and practices and how they can be implemented to support all students with emotional regulation, and reducing stress and anxiety that some students may experience. Specific MBI strategies will be taught and practiced with participants. Sample Mindfulness-based lessons created by presenter/researcher will be shared with participants.

### **Looking Ahead to the Adolescent Literacy Framework: The Future of Data Driven Instruction at the Secondary Level**

Join us as we embark on a journey to shape the future of adolescent literacy instruction in Oregon through informed, data-driven approaches. Drawing from research and practical insights, we will navigate some of the components in the evolving Adolescent Literacy Framework and its implications for educators, administrators, and policymakers. Gain valuable insights, exchange ideas, and discover practical strategies to empower adolescents on their literacy journey.

### **Legislative, Policy, and Advocacy Update**

At this session, COSA's Policy and Advocacy team will provide updates and insights on the latest happenings in the Legislature and the 2024 election cycle. You will also have the opportunity to hear updates on several important task forces and legislative workgroups, as well as information about COSA's preparations for the 2025 Legislative Session and how you can engage in the legislative process.

## **Saturday, June 22, 2024 - 11:30 to 12:30**

### **Evidence-Based Literacy: Two District Journeys to District Wide Implementation**

The Science of Reading can transform teaching, learning, and literacy outcomes for all students, especially our most marginalized. Whether districts succeed in translating the research into better teaching and more equitable outcomes depends entirely on the paths they take to system-level change. Given what's at stake, districts must learn from each other's paths to anticipate pitfalls and replicate successes. In this session, leaders from Eugene 4J and Salem-Keizer PS will share learnings from parallel journeys toward transforming literacy instruction by aligning key levers (HQIM, PLCs, PD, change management) around shared instructional visions grounded in the science.

### **Equity-Driven Teacher Retention: Unlock Success for Teachers of Color**

In this dynamic session, we delve into the critical issue of teacher retention, specifically focusing on teachers of color as they leave teaching at higher rates than white teachers. As our classrooms become increasingly diverse, it's essential to address the unique challenges faced by educators who share lived experiences with their students. We'll explore evidence-based practices and actionable strategies to foster an inclusive environment where all teachers can thrive. We'll uncover powerful techniques for creating supportive cultures, personalized growth plans and meaningful leadership pathways. Join us to transform retention challenges into opportunities for lasting impact!

### **Supporting Students in Foster Care under ESSA**

We aim to offer insight on the educational rights of students in foster care and the laws and policies that protect them. We will utilize available data and other evidence identifying some of the highest areas of need for students in foster care. This

will provide school administrators with context for the systemic barriers students in foster care are facing, and guide them in identifying and creating opportunities for greater inclusion and success.

### **Empowering Equity: Leading the Charge for Inclusive Education**

Join us for a transformative session led by a panel of distinguished Oregon leaders and Education champions. Together, we will confront urgent challenges in education and shape a future of equity and empowerment. As we celebrate COSA's 50th anniversary, we honor the past while boldly addressing the pressing issues of educational equity, teacher shortages, and the lack of diverse leadership.

Our esteemed panelists will present innovative solutions and pioneering policies, drawing from our collective history to both celebrate progress and confront setbacks head-on. Attendees will be inspired to champion vital work ahead, fostering inclusive communities, empowering educators, and driving transformative change through unwavering leadership. Help us honor the past, shape the future, and heed the call to action for a more equitable and inclusive educational system.

### **Oregon Multilingual Learner Strategic Plan: From Vision to Action**

The Oregon Department of Education, in partnership with district leadership, educators, families, students and community organizations, has developed a new Multilingual Learner Strategic Plan. This session will share the plan's key priority areas, goals and action items that will be implemented from 2024 to 2029. Session participants will have an opportunity to process how the plan's goals and action items will integrate with current state and district initiatives.

### **Planning for your 2025 Cognia Accreditation**

This session is an open office hour time for schools or systems accredited by Cognia to attend and get assistance with their upcoming accreditation review.

### **Stronger Together - Early Literacy in OCSD**

Through the support of the Early Literacy Framework, Oregon City School District is building partnerships with the community to strengthen belonging and literacy instruction for all students. We will highlight our extended learning, at-home reading, literacy framework plans, and our wonderings for the future. It is through these partnerships and creative solutions we seek to cultivate the unique gifts of all of our students as they grow their literacy skills. We are stronger when we work together. During this session, we will provide supported discussion to further our collective ideas and understandings.

### **Restorative Academic Integrity & Tech Use Guidance in the Age of AI**

Tired of navigating concerns about plagiarism and tech misuse? Join us as we share the Tigard Tualatin School District's new, innovative, genAI-inclusive Academic Integrity and Responsible Use of Technology policies and the deliverables and processes our team created to implement them. These sharable resources are designed to protect and empower students and staff by outlining a structure of support that provides students with the tools they need to create, correct, and defend their work in an informed, fair manner. This proposal supports well-rounded, student-centered outcomes by providing structure for navigating technology and academic integrity in a manner that protects students.

### **Expanding High School On Track Criteria to Improve Learning Outcomes for All**

Our presentation will detail our expanded definition of "on track" from the ODE definition to one that effectively surfaces more struggling students for support, earlier. This presentation will include a reference to the research that led us to develop more sensitive criteria to better predict future high school success and the resulting early warning systems we developed based upon this expanded criteria. Additionally, we will outline how our more sensitive on-track criteria led us to develop timely interventions, the promising initial outcomes we realized, and our plans for future systems of support.