

9:25 to 10:40..... **BREAKOUTS SESSIONS: ROUND I**

Investing in Paraeducator Instructional Capacity..... Riverview A-B

Speakers: Cara Olson-Sawyer, Special Education Supervisor, Multnomah ESD
Kelly Raf, Special Education Supervisor, Multnomah ESD
Carol Sweeney, TOSA, Multnomah ESD

This session offers an overview of Multnomah ESD's process of identifying training foci for paraeducators at the local regional level. Participants will learn the process for developing professional development for paraeducators working in special education classrooms. Participants will receive the needs assessment used by the Multnomah ESD in collaboration with Concordia University to identify the areas of professional development and the assessment guided the development of future trainings. Presenters will share tips, strategies, considerations, outcomes, and future implications.

Life Beyond Mailbox Money..... Riverview C

Speaker: Laurie Kash, PhD, Special Education & Curriculum Director, Rainier SD

We knew we needed to improve our culture of work when a student recently told a teacher that he didn't need to work on vocational skills because money just arrives in the mailbox and he wouldn't ever need a job. Rainier's answer was a Transition Fair complete with dinner prepared by students; a Valentine's-themed store with student-made items; live music; presentations by local assistance agencies; and, best of all, poster presentations of the 12 Career-Ready Practices by our students. Learn what it takes to put on a Transition Fair in order to promote a culture of work and help kids from grades 7-12 develop excitement toward preparing for a career.

Assessing and Managing Threats in Schools..... Seahorse

Speakers: Will Henson, Clinical Psychologist/President, 321insight
Casey Waletich, Director of Safety, Hillsboro SD
Skip Greenwood, Clinical Psychologist, 321insight

Oregon schools are leaders in creating effective systems to assess, manage and mitigate threats of targeted violence. In this training you will learn what types of best practices schools are using and how you as a school administrator can increase the effectiveness of your staff to identify, report, and mitigate potential acts of targeted violence.

Getting a Great Start: Leadership for New Special Education Directors/Coordinators..... Seaside

Speaker: Sarah Drinkwater, Ph.D., Assistant Superintendent, Oregon Department of Education

Assuming the responsibility of supervising and leading special education services in a district can be complex and daunting. There are several areas to address first, including developing relationships with key colleagues in your district. This session will highlight how to begin your leadership role and structure your work for success.

Therapeutic Classrooms: Integration of Collaborative Problem Solving and Trauma Informed Strategies..... Seaside A-B

Speakers: Rick Robinson, Ph.D., Consulting Psychologist, Clackamas ESD
Stacey Sibley, Coordinator of Therapeutic Programs, Heron Creek, Clackamas ESD
Kathryn Sullivan, Program Specialist, Heron Creek, Clackamas ESD

Learn to identify lagging neuro-developmental skills, and the demands that overwhelm those skills for therapeutic classroom students. Be able to develop classroom structures, routines, schedules, etc., to decrease the incompatibility between the student's skills and the day-to-day demands of the classroom. Learn to implement environmental structures, imbedded skills training and direct skills training in day-to-day classroom programming. The integration of Collaborative Problem Solving and trauma informed strategies can increase students' regulation in multiple areas of functioning, allowing them to more fluently utilize thinking skills in the development of social, emotional, behavior and academic competencies.

Re-Thinking Challenging Behavior in the Classroom: The Collaborative Problem Solving Approach..... Seaside C

Speakers: Randi Cooper, Behavior Consultant/Think:Kids Professional Certified Trainer, Infinity Consulting, LLC., PACE Program

Jordan Spikes, Behavior Consultant/Think:Kids Professional Certified Trainer, Spikes Consulting, LLC.

We will provide a brief overview of data collected from the Oregon Department of Education regarding the state's rate of suspensions, expulsions, suicide, and dropout rate for students with disabilities. A brief introduction of Collaborative Problem Solving will be presented along with recent research-based evidence which demonstrates how effective the model is in reducing the number of physical restraints/seclusions as well as building skills necessary for students who display challenging behavior to be successful in the school setting and community.

10:50 to 12:00 **BREAKOUTS SESSIONS: ROUND II**

Instruction at the Top of the Triangle..... Riverview A-B

Speakers: Cara Olson-Sawyer, Special Education Supervisor, Multnomah ESD
Jeanne Zuniga, Special Education Coordinator, Multnomah ESD
Kelly Raf, Special Education Supervisor, Multnomah ESD
Carol Sweeney, TOSA, Multnomah ESD

Participants will learn the process teachers at the Multnomah ESD followed in order to align their assessment and instructional practices to the Common Core State Standards, including Standards Based IEPs, for students served in self contained special education classrooms. Participants will learn what assessments and evidence based curriculum is currently being implemented with fidelity within five Multnomah ESD classrooms (elem, middle, and high) that serve students who experience disabilities and cognitive delays. Participants will receive implementation documents and a folder of resources to take back to their buildings.

Collaborative Teaching: A partnership of General Education and Special Education..... Riverview C

Speaker: Dani Johnson, Special Education Teacher, Hillsboro School District, Century HS

The goal of this presentation is to share collaborative teaching methods and ideas that can be implemented into different building and inclusion models. We will be sharing models within our district that are currently having success as well as classroom ideas and differentiation strategies that can be immediately implemented into your existing classes and models. Takeaways from our presentation will be different co-teaching models, collaborative strategies, classroom activities, and differentiation ideas.

Best Practices in Transition Services for Improved Post-School Outcomes..... Seahorse

Speakers: Julie Le, Coordinator of Student Services, Hillsboro SD
Roger Pinder, Special Education Department Coordinator/Teacher, Hillsboro SD
Terri Nickens, Transition Teacher, Hillsboro SD, Independent Transition Services
David Reiter, Transition Teacher, Hillsboro SD, Community Transition Services
Abby Tolchin, Hillsboro SD, Community Transition Services
Krista Hanson, Hillsboro SD, Community Transition Services

Hillsboro School District has developed a coordinated set of transition services to meet the needs of students with disabilities ages 16-21 in the areas of education, training, employment, and independent living. In our district these services also coordinate with Employment First, Youth Transition Program, Vocational Rehabilitation, and Developmental Disabilities Services. Participants will learn about developing partnerships with agencies, community partners, district departments and other groups in order to help students meet their post-secondary goals. Other highlights will include curriculum, staff training, activities, planning and PLC work.

Chronic Absenteeism in Oregon: What We Know and Why It Matters..... Seamist

Speakers: Serena Stoudamire Wesley, Policy Director, Equity & Community Engagement, OEIB
Robin Shobe, Education Specialist II, Oregon Department of Education
Ann Curry-Stevens, Associate Professor, Portland State University

This presentation will briefly review national data on chronic absenteeism, and then dive deeper into local data on the issue. The relationship between chronic absenteeism and educational and health outcomes will be explored with an emphasis on 3rd grade reading, HS graduation, students in poverty, students of color, students with disabilities and the LTBTQ population.

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1:00 to 2:05..... **BREAKOUTS SESSIONS: ROUND III**

ESEA Waiver - Using Student Growth Percentiles in Educator Evaluations..... Riverview A-B

Speaker: ODE Educator Effectiveness Team, Education Specialist, ODE,

Oregon's state guidelines for educator evaluation systems, including the Oregon Matrix, were approved by USED in October 2014 with one condition that needed to be resolved in Oregon's 2015 Waiver renewal: "How will Oregon's evaluation model ensure consistency and rigor when setting and evaluating Student Learning and Growth (SLG) goals using state assessment data?" In this session, ODE staff will describe two options for using Student Growth Percentiles as the measure for state assessed (Category 1) student learning and growth goals in 2015-16 proposed in Oregon's waiver renewal.

Expanding Opportunities for Early Learning in K-12 Settings..... Riverview C

Speakers: Pat Sublette, Special Education Director/Early Learning, Douglas ESD
Gillian Wiesenburg, South Central Oregon Early Learning Hub Director, Douglas ESD
Michael Lasher, Superintendent, Douglas ESD
Cynthia Hurkes, Kindergarten Partnership and Innovation Grant Facilitator, Douglas ESD

School districts across Oregon are responding to the challenges of helping young children and families prepare for Kindergarten. In rural Oregon resources and barriers for Kindergarten readiness often differ widely between communities. However in partnership with districts, multiple foundations, grants, early learning partners, and Portland State University the South Central Oregon Early Learning Hub is supporting districts in Douglas and Lake Counties to create low cost and innovative solutions that are specific to each community. Find out how work that started between two neighbors in one small school district spread across two counties. There will also be time to share your own district's early learning priorities, challenges, solutions and success stories! Participants will: 1.) Learn how districts in the South Central Oregon Early Learning Hub have been working to expand opportunities for early learning; 2.) Gain understanding of the importance of a community-specific needs and resources assessment and 3.) Share challenges and solutions for expanding early learning opportunities in work in rural areas.

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From Compliance to Instruction: Year 0 Seaside A-B

Speakers: Wendy Juden, Coordinator Student Services, Hillsboro SD
Julie Le, Coordinator Student Services, Hillsboro SD

Hillsboro School District has made a commitment to creating an inclusive environment to meet the needs of all of our diverse learners. You will see how we worked to create an environment for teachers to use inclusive practices such as co-teaching, collaboration across departments, and interdisciplinary classes. Using the special education teacher as an instructional leader has created confidence, demand and challenges as we work to include all students in the classroom. Explore where you are as a district as you work to move students on IEPs forward, where you want to be, and some strategies to get there.

Using the Math Standards of Practices and Cognitive Information to Assist Special Education Students in Accessing Core Curricula and CCSS Seaside C

Speakers: Brandy Olson, Administrative Program Coordinator, Roseburg SD, Office of Student Services
Cary Cermak-Rudolf, Math Coach, Roseburg SD, Department of Teaching and Learning

Special education teachers, the district math coach, and school psychologists have worked together to use information regarding the math standards of practices and cognitive strengths and weaknesses to assist general education teachers in providing the accommodations and modifications to students that will help them access core curricula. Special education and general education teams are working together to help students achieve the common core state standards.