



2017 Spring Leadership Institute

Committing to Student Safety: A Call to Action in Uncertain Times

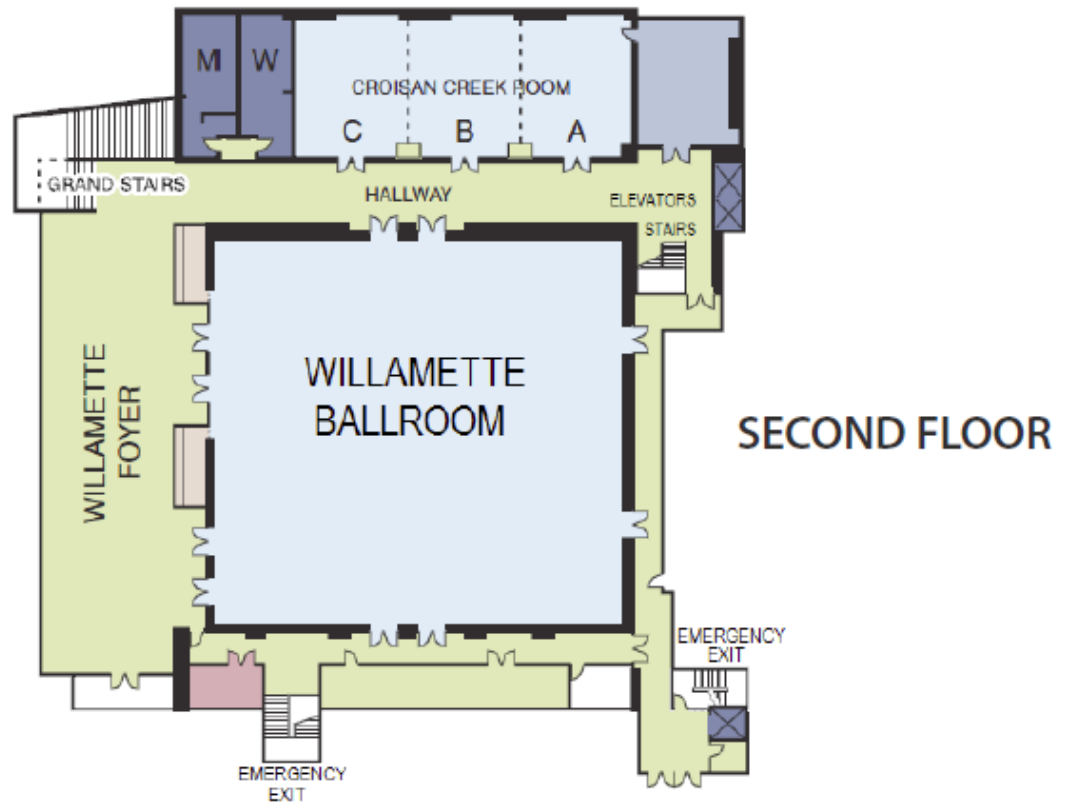
Cosponsored by Northwest Regional Education Service District

April 5, 2017 | Salem Convention Center | Salem, Oregon

Agenda

7:45 a.m.	Registration and Continental Breakfast	Willamette Foyer
8:20 a.m.	Welcome and Opening Remarks Rob Larson, Director, Oregon Leadership Network	Willamette Ballroom
8:30 a.m.	The Honorable Kate Brown, Governor, State of Oregon	
8:45 a.m.	<i>Leading for Equity: Moving from Words to Actions</i> Charles Martinez, Department Head and Professor, Educational Methodology, Policy, and Leadership, University of Oregon	
9:15 a.m.	<i>Student Voices Call to Action</i> Rob Saxton, Superintendent, Northwest Regional ESD Marisol Jimenez, Equity Director, Northwest Regional ESD Student Panelists Erin Lolich, Professional Development Coordinator, Northwest Regional ESD Tim Blackburn, Practice Expert for English Learners, Education Northwest	
10:30 a.m.	Networking Break	
10:45 a.m.	The Honorable Ellen Rosenblum, Attorney General, State of Oregon	
11:00 a.m.	Transition to Breakout Sessions	
11:15 a.m.	Breakout Sessions A	Please see pages 3–4
12:30 p.m.	Lunch Salam Noor, Deputy Superintendent of Public Instruction Matt Utterback, Superintendent, North Clackamas Schools, and National Superintendent of the Year	Willamette Ballroom
1:30 p.m.	Team Time	
2:30 p.m.	Transition to Breakout Sessions	
2:45 p.m.	Breakout Sessions B	Please see pages 5–6
4:00 p.m.	Adjourn	

Salem Convention Center Map



A1. Schools and Community Together: Preparing Our Schools to Support Students and Families Impacted by Immigration Detentions/Raids **WILLAMETTE BALLROOM**

Alice Perry | Latino Network

Monica Goracke | Oregon Law Center, Portland Regional Office

This session will give a brief overview of how the president's executive orders on immigration will impact Latino immigrant families, their children, and the schools that serve them. We will cover some basic background information on immigration law and schools, the impact of the executive orders, areas of uncertainty, and how districts and schools can best prepare to serve their students in these uncertain times. We will share tools co-developed by the Oregon Law Center and Latino Network to help families in Oregon create a plan in case of immigration detention and/or deportation. We will also share examples of other steps some districts in Oregon and across the country have taken to show support for families and prepare staff members to be responsive if an immigration raid impacts their schools.

Intended audience: *School district officials and staff members*

A2. Effectively Using the Law to Accelerate Equity, Inclusion, and Safety for All Students **SANTIAM 1**

Jollee Patterson and Naomi Levelle Haslitt | Miller Nash Graham & Dunn

Tiffany Shireman and Shelly Reggiani | North Clackamas Schools

Is your district effectively using the law to advance equity, inclusion, and safety for all students? Schools are experiencing an alarming increase in incidents of harassment and discrimination, which creates an atmosphere of fear that threatens the ability of students—particularly underserved students—to thrive. Well-established law and well-crafted policies are powerful tools to counteract these forces. Learn what strategies schools are using to create safe environments for students and how the law can serve as an accelerator for equity in your district. Discuss actual scenarios with experienced practitioners to help your school be prepared and ready to lead.

Intended audience: *All*

A3. Immigration Issues Impacting School Communities-Conversations and Actions **SANTIAM 2**

Lori Kellogg, Cathy Jensen, AnaLia Oliva, Cindy Jaeger, and Vanessa Bunker | Northwest Regional ESD

This session will present a variety of scenarios on current issues facing educators with regard to changes in immigration policy and enforcement. Participants will work in small groups to discuss and develop response strategies. This session will address problems of practice and aligns with institute outcomes of ensuring student safety against discrimination.

Intended audience: *Administrators and teachers*

A4. Understanding Trends: Local Chronic Absenteeism Data to Improve School Culture **SANTIAM 3**

Robin Shobe | Oregon Department of Education

Chronic absenteeism in Oregon has a disproportionate impact on specific populations: American Indian students, students with disabilities, students of color, students experiencing economic hardship, and students who have received at least one out-of-school suspension. Chronic absenteeism is a concern for students in every grade (with higher rates in kindergarten, first grade, and throughout high school) that leads to devastating outcomes, such as students dropping out and coming into contact with the juvenile justice system. It is a complex issue that requires a thoughtful response. This session will focus on what is known about the root causes of chronic absenteeism at the local and national level, strategies for using attendance data to understand chronic absenteeism in Oregon, and ways to address chronic absenteeism related to school climate and culture for student populations most affected by this issue.

Intended audience: *Administrators, general and special educators, and attendance specialists*

- A5. Creating a Safe and Bias-Free Learning Environment for Every Student** **SANTIAM 4**
Yvonne Ryans | Education Northwest
 This session will focus on research about the problems that may make students feel unsafe in school and how to address them in a timely fashion. Topics include culturally responsive teaching practices, fostering a safer learning environment, and bias awareness. Participants will be asked to engage in small-group conversations, as well as a self-reflection assessment.
 Intended audience: *All*
- A6. Walking With Students to Strengthen Teacher-Student Relationships** **SANTIAM 6**
Larae Ellenwood | Student
Nia Williamson | Student
Vicki Nishioka | Education Northwest
 Join this interactive session to learn about research; talk to students about challenges they experience in school; and share ideas for strengthening the psychological, social, and emotional safety of our schools. Participants will learn about research on causes, as well as strategies to support students who are experiencing stress due to events in or out of school. The session will also feature a Q&A period, in which students will share examples of situations that weaken their relationships with teachers and contribute to stress in school. The session will also provide opportunities for participants to share strategies and lessons learned in regard to strengthening relationships with students and promoting safety for our school communities.
 Intended audience: *School and district administrators, teachers, and other educators*
- A7. Together We're Stronger: Linking Arms, Eliminating Systemic Barriers, and Creating Opportunities** **CROISAN CREEK A**
Victor Vergara | Woodburn School District
Gustavo Balderas | Eugene School District 4J
Mario Alba | Retired Administrator
Saideh Haghighi | Hillsboro School District
 In light of recent events, there is heightened concern among students coming to school afraid for their safety and well-being. Some feel defeated and broken. Now more than ever, we must come together to discuss the many issues confronting our students and families to ensure safe, welcoming, and bias-free schools for all students. Please join this panel discussion and come prepared with questions, concerns, ideas, and suggestions for collective action.
 Intended audience: *Superintendents, administrators, teachers, instructional assistants, and students*
- A8. The Power of Student VOICE** **CROISAN CREEK B**
Alyssa Dodds | Springfield School District
 Students' voices are often ignored or underrepresented when looking at ways to address inequities and safety issues in school systems and structures. This session will put students' voices at the forefront by discussing Student VOICE, a student equity group, and how it has led to success among a diverse group of students, as well as how it has influenced building and district professional development and goals. You will walk away with the tools you need to start a group similar to this one in your district that is tailored to your contexts.
 Intended audience: *Secondary educators, principals, equity personnel, and teachers on special assignment*
- A9. Structural Racism and Whiteness** **CROISAN CREEK C**
John Lenssen | John Lenssen & Associates
 We will examine the history and foundations of structural racism and how that shows up in schools. We will also explore whiteness as a response to structural racism. Our premise is that significant change to make schools more equitable is not possible without addressing structural racism and whiteness.
 Intended audience: *All*

B1. Taking Action for Students

WILLAMETTE BALLROOM

Josselyn Rendon | K̄elawachi Scholarship Foundation/Oregon DACA Coalition

Marisol Jimenez | Northwest Regional Education Service District

Student Panelists

The #purpleDACAletters campaign aims to raise awareness about Deferred Action for Childhood Arrivals (DACA) by having DACA students and allies write letters and send them to state representatives. The K̄elawachi Scholarship Foundation aims to provide a database of scholarships available to undocumented and DACAmented youth, as well as offer financial and immigration resources. In addition, it is fundraising to award scholarships.

Intended audience: *All*

B2. Effectively Using the Law to Accelerate Equity, Inclusion, and Safety for All Students

SANTIAM 1

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Is your district effectively using the law to advance equity, inclusion, and safety for all students? Schools are experiencing an alarming increase in incidents of harassment and discrimination, which creates an atmosphere of fear that threatens the ability of students—particularly underserved students—to thrive. Well-established law and well-crafted policies are powerful tools to counteract these forces. Learn what strategies schools are using to create safe environments for students and how the law can serve as an accelerator for equity in your district. Discuss actual scenarios with experienced practitioners to help your school be prepared and ready to lead.

Intended audience: *All*

B3. Parkrose School District: One District's Journey to Equity

SANTIAM 2

Dr. Karen E. Gray | Parkrose School District

For the last six years, the Parkrose School District in Portland has been engaged in creating and implementing policies and practices about racial equity, anti-discrimination of all types, and inclusion of all people in our district. We would like to share the policies the administration and school board have written and adopted, the implementation strategies that have worked, the work of our powerful equity team, and our strategies for fighting the possible encroachment of ICE in our schools. We feel we have a story to tell that will have real-world meaning for school districts, especially those in highly diverse neighborhoods and cities.

Intended audience: *All*

B4. Growth Mindset in Special Education

SANTIAM 3

Jacob Williams | Education Northwest

Students who are deemed eligible for special education are applied a label that carries connotations of underachievement. This systemic identification can potentially limit the expectations of all parties. This, in turn, can impact the mindsets of students, education professionals, and the community. This session will define and describe growth mindset and how it impacts students, staff members, and the community. We will also discuss a point of entry for school professionals to begin remediation.

Intended audience: *All educators who work with students with disabilities*

B5. Developing a Local Equity-Focused Research Base in OLN School Districts

SANTIAM6

Coordinated by Sue Feldman | Lewis & Clark Graduate School of Education and Counseling

Practitioner research examines problems of injustice in education that are immediate, local, pressing, persistent, and inherent. This session highlights the research design and preliminary findings of six current research projects being conducted by practitioner-researchers working in OLN school districts:

- Julie Keyantash-Guertin, Ed.D Candidate: *Let's Get Real. Revealing Racism is Ugly and Uncomfortable Work: A White Teacher's Microaggression Autoethnography*
- Dennis Joule, Ed.D Candidate: *The Intersection of Early Warning System Data and the Lived Experience of Students*
- Karmin Williams, Ed.D Candidate: *Examining High School Re-entry Culture Through the Voices of Adjudicated Youth Returning to School*
- Sharman Ensminger-Stapp, Ed.D Candidate: *What's in a Text? A Critical Literacy Analysis of the Common Core State Standards Read-Aloud Text Exemplars*
- Joseph Accuardi-Gilliam, Ed.D Candidate: *Examining the Gap: Teachers' Racial Color-Blindness and School Discipline*
- Michelle McCoy, Ed.D Candidate: *Personal Narratives of Long-Term English Learners*

Intended audience: *All*

B6. Listening, Race, and Healing

CROISAN CREEK A

Tom Malarkey | National Equity Project

Equity challenges are complex and bring up strong emotions. We have all been impacted by oppression, albeit in different ways, and have pain and confusion related to how we've experienced our racial identity and how we see others being treated. Constructivist Listening allows for the safe release and processing of thoughts and feelings. It can also support healing of hurt related to oppression and increase agency for equity leadership. We will use several forms of Constructivist Listening (dyad, support trios) to explore our own experiences with race, and support others to do the same. In the process, we will increase our ability to deeply listen - as a leadership act. Note: This is not a "how-to" session but rather an experiential learning session.

Intended audience: *All*

B7. A Liberated Education Through Parent and Community Engagement

CROISAN CREEK B

Olga Acuña and Leona Guthrie | Hillsboro School District

When school districts and local and state governments reaffirm their commitment to providing a safe community for all individuals, regardless of ethnicity or immigration status, what are they truly committing to? How does this commitment show up? Come and learn the Hillsboro way!

Intended audience: *All*

B8. Our Journey to Equitable Special Education Practices

CROISAN CREEK C

Marcianne Rivero Koetje, Kevin Bogatin, and Amy Lesan | Corvallis School District

Corvallis School District's goals are that every child graduates, every child shows growth, and we close the opportunity gap. Before we began our district equity journey, based on our data, we knew we needed to transform the mindset and systematic structures affecting our marginalized student groups. With courage, hard work, and an overwhelming belief in ALL students, district leadership systematically dismantled the traditional special education model by removing the silos that persisted in special education. We removed barriers by flattening our leadership and growing the equity and special education leadership in each of our building leaders. Our inclusive special education model is keeping our students at the center of our work. The inclusive approach has allowed us creative options for delivering instruction in a co-teaching model. These supports are making a positive impact on our students that are helping us realize educational equity for our school system.

Intended audience: *Superintendents, principals, and special education teachers*