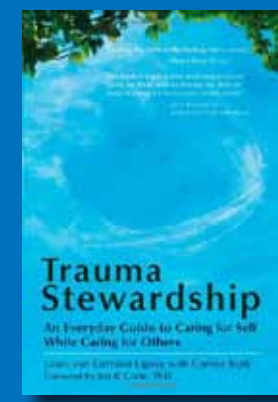


THE WHOLE CHILD

3RD ANNUAL WHOLE CHILD SUMMIT

January 19, 2018 • Embassy Suites Hilton Portland Airport
An Oregon ASCD Whole Child Summit

“Safe, Supported, Engaged, Healthy, Challenged”



Laura van Dernoot Lipsky

Founder & Director, The Trauma Stewardship Institute

“Trauma Stewardship: Caring for Self, While Caring for Others”



Confederation of Oregon School Administrators
707 13th Street SE, Suite 100, Salem, OR 97301 • www.cosa.k12.or.us • 503-581-3141

CONFERENCE SCHEDULE

7:15Registration.....Convention Center Lobby

8:00 to 9:45**GENERAL SESSION** Portland Grand ballroom

Welcome: Inge Aldersebaes, Associate Director, OEA Choice Trust
Colt Gill, Acting Deputy Superintendent of Public Instruction

Keynote: Laura van Dernoot Lipsky, Founder & Director, The Trauma Stewardship Institute

Trauma Stewardship: Caring for Self, While Caring for Others - Laura’s concept of stewardship is based around the idea that a deeper understanding of trauma exposure and the tools for navigating systems will enable people to do their work better. Her keynotes often touch listeners to the core, but she consistently inspires audiences with laughter and a profound sense of hope. Many participants leave these sessions with a renewed sense of purpose and fresh optimism about the possibilities for transformation.

9:45 to 10:00.....Break / Book Sales

10:00 to 11:30**GENERAL SESSION** (continued)..... Portland Grand Ballroom

11:30 to 12:30Lunch / Book Sales

12:30 to 1:45.....**BREAKOUT SESSIONS: ROUND I**

Healthy and Resilient Staff are Your Educational AdvantagePine Room

Speakers: Inge Aldersebaes, Associate Director, OEA Choice Trust
Michael Carter, Superintendent, Rainier School District
Bruce Rhodes, Grants/Foundation Director, Tillamook School District
Barbara Kienle, Director of Student Services, David Douglas School District

Many districts share a similar story. They’re working at a fast pace to implement national, state and local education priorities as well as meet the myriad health, emotional, and social needs of diverse learners. Everyone is being asked to do more with less– and it’s overwhelming for staff and students alike. As school employees struggle to manage demands on their time and attention, they are feeling increasingly stressed and putting their health and well-being on the back burner. Poor health and chronic stress go hand in hand with disengagement, a real threat to school districts across Oregon. Research confirms that health and well-being is a key driver of engagement, leading to fewer absences, greater concentration, more energy, better relationships, and a positive environment for teaching and learning. Join this interactive session to learn how Oregon School Districts have made staff health and wellbeing a priority. Participants will take away ideas and resources for how to plan and implement a robust school employee wellness program for all employees in their districts.

Discipline Mindshift at Scenic Middle School.....Spruce Room

Speakers: Brad Eaton, Principal, Scenic Middle School
Maggie Staley, Assistant Principal, Scenic Middle School
Jay Campbell, Dean of Students, Scenic Middle School
Jennifer Canfield, School Counselor, Scenic Middle School

Scenic Middle School is in the process of reforming its discipline system be more about trauma informed practices and restorative justice and less about punishment. This overhaul started with clarifying core values and refining the school’s vision and mission statement and now is more focused on detailed aspects of implementation.

Practical Strategies for Helping Traumatized Students Become Competent Learners.....Oak Room

Speaker: Nanci Schneider, Practicing Expert, Education Northwest

There is nothing new about the presence of traumatized children in our schools;often without realizing it, teachers have been dealing with trauma’s effect for generations. What’s new is that trauma researchers can now explain the hidden story behind many classroom difficulties that hamper our educational system. Educators need the background and the techniques that work with students who have experienced trauma. This session will focus on research-based information to assist educators in recognizing and addressing traumatized children in our schools and classrooms K-12. Practical and effective classroom and school practices that can refocus traumatized students so they can be competent learners will be shared. How to set up a trauma-informed school will also be covered.

Adverse Childhood Experiences Study Fir Room

Speaker: Todd Bloomquist, Director of School Improvement, Grants Pass School District

This session is the official Adverse Childhood Experiences Study presentation from ACE Interface. The curriculum was authored by Dr. Robert Anda and Laura Porter who trained and certified Dr. Todd Bloomquist in this information. While many people have heard about ACES, not many have actually been to the formal ACE Study presentation to learn all of the aspects the study reveals. Attendees will receive a deeper understanding of ACES through the neuroscience, epigenetics, ACES, and resiliency elements.

Eastwood Elementary School’s Culture of Care Implementation.....Cedar Room

Speakers: Rick Robinson, Ph.D., Licensed Psychologist, Private Practice
Lindsay Garcia, Principal, Eastwood Elementary School, Hillsboro School District

In June of 2016, the Hillsboro School District initiated a Trauma Informed Schools Pilot. The first Cohort involved 6 schools, including Eastwood Elementary School. Under the leadership of Principal, Lindsay Garcia, the Culture of Care Core Team has made great strides in their implementation. In this presentation, Hillsboro’s Culture of Care Consult, Rick Robinson, and Principal Garcia will:

1. Outline the foundations of the Culture of Care implementation approach used at Eastwood Elementary School
2. Discuss specific implementation strategies and approaches utilized at Eastwood Elementary School, as well as “lessons learned”
3. Present observations and data regarding student and staff outcomes

1:45 to 2:00Break / Book Sales

2:00 to 3:15**BREAKOUT SESSIONS: ROUND II**

Fostering a School-Wide Culture of CarePine Room

Speakers: Michelle Jensen, Principal, Brookwood Elementary School, Hillsboro School District
Becca Wozny, Wellness, Brookwood Elementary School

Wondering how to take action after learning about the Adverse Childhood Experiences Study (ACES) & the impact of trauma in your school? Discover strategies to create a culture of care and how to implement trauma informed structures to your campus. An elementary team will share their experiences in shifting culture to include core components of trauma-sensitive practice, supporting staff wellness, implementing calming corners, developing school-wide language supports, and wellness centers for students. Prepare to leave this session with practical ideas for application as well as inspiration to take action in your own school.

The Marysville Model: Reimagining Schools Through the Lens of MindfulnessSpruce Room

Speaker: Lana Penley, Principal, Marysville School, Portland Public Schools

Marysville K-8 School in Portland, Oregon, experienced a devastating school fire in 2009. Over time and with reflection, we began to ask consider the possibility that this crisis may afford an opportunity to reimagine schooling, specifically through the lens of mindfulness. What started as a SEL program for the students evolved into a total transformation of the school environment for all-from a culture of compliance and consequence to one of care and compassion. Come hear the story, practice a bit of mindfulness, and leave feeling refreshed and hopeful for the future of schooling.

Creating a Culture - Building Capacity for a Trauma-Informed DistrictFir Room

Speaker: Todd Bloomquist, Director of School Improvement, Grants Pass School District

Childhood trauma changes the way that the brain develops and can significantly impact a person’s quality of life. Unfortunately, we also know that schools can be a traumatic place for students. Creating a safe and positive school environment is vital to student success. However, creating capacity for a staff to change can be difficult. Participants of this sessions will learn ways that a school or district can begin taking steps toward a trauma-informed school environment, which has shown to increase student attendance, engagement, and academic performance as well as decrease student behavioral issues. This session will explore current practices of districts in Oregon engaged in this work, highlight programs and strategies that are being implemented, and provide resources to begin working toward a trauma-informed school district.

Creating Trauma Informed SchoolsCedar Room

Speakers: Cheng-Fei Lai, Research Analyst, Chief Education Office
Maureen Hinman, Policy Director, Oregon School Based Health Alliance
Danielle Vanderlinden, Trauma Informed Schools Coordinator, Central High School
Alfonso Ramirez, Trauma Informed Schools Coordinator, Tigard High School

The concept of a Trauma Informed School is becoming recognized as a model for building student resiliency and preparing students for graduation and life, but what does it look like to create one? Presenters from Central and Tigard High Schools, Oregon School-Based Health Alliance and Oregon’s Chief Education Office will describe what it means for a school to be trauma informed and to promote awareness of the widespread impact of trauma on health and learning and develop safe, empowering, and equitable environments. The presentation will include a discussion on the design, implementation and evaluation framework used in their pilot year and information about framing the science of trauma in educational settings, a summary of current trauma-informed models in the education (including culturally responsive approaches), and developing a theory-driven implementation plan and adapting it within individual school communities. Presenters will have a Q&A session to discuss their on-the-ground implementation experiences and strategies. Presenters will also share: (1) how they are evaluating the work, and describe lessons learned and next steps, (2) a schoolwide trauma-informed implementation workplan sample, and (3) a comparison matrix of informed frameworks/models/approaches with participants.

3:15Adjourn Conference