

Deputy Superintendent Colt Gill's

Advisory Committee on Safe and Effective Schools

for ALL Students: Appointed Members

Ebado Abdi, Oregon Student Voice Member

Member of Oregon Student Voice, which is a student-led organization that empowers students to be authentic partners with education decision makers. I have conducted research for OSV's State of the Schools Report and have gathered a vast amount of knowledge on issues in Oregon Schools.

Why are you interested in the topic?

Schools harbor many beliefs that prevent students from receiving a quality education. The Advisory Committee allows me to advocate for a change that is needed.

Karina Alcantara, Portland Public Schools Student

I am a student that attends Benson Polytechnic High School in Portland, Oregon and I am passionate about education for youth and making sure they get the best there is to offer. Being part of the Advisory Committee I will bring ideas as a student that values education highly. I am part of the Latino Student Action Committee with Latino Network where we speak about social issues in our community and I am currently working with a group of students on a project to help better a social issue in our community.

Why are you interested in the topic?

I am interested about education because I believe that a great education is a major key to peoples success. I advocate for better equality and equity between teachers and students and I believe that the Advisory committee will allow me to help change that in schools. It is important that both sides have a good experience in this setting where they both feel respected and safe.

Lisa Bateman, Education Program Specialist, Oregon Department of Education

Lisa Bateman is an Education Program Specialist at the Oregon Department of Education's (ODE) Office of Student Services. Lisa's assignment at ODE focuses on bullying/harassment, restraint/seclusion, student discipline, the Oregon State Special Education Report Card and the Oregon Speech-Language Pathology Scholarship Program. Lisa also supports the twenty school districts served by the Northwest Regional Education Service District as the County Contact. In addition, Lisa serves as project staff for The Deputy Superintendent's Advisory Committee on Safe and Effective Schools for ALL Students. Prior to joining the Oregon Department of Education in 2017, Lisa spent two decades in the Bethel School District in Eugene, Oregon, where she worked as a Special Education Teacher, District Behavior Specialist and Assistant Director of Special Services. Lisa is the proud parent of two students attending Oregon's public schools.

Why are you interested in the topic?

Safe, inclusive and welcoming schools are of vital importance in assuring equity and access for all Oregon learners.

Anthony Biglan, Research Scientist, Oregon Research Institute

I am a Senior Scientist at Oregon Research Institute. I have been doing research on prevention of psychological, behavioral, and academic problems of children and adolescents for more than 40 years. I have worked in school districts throughout Oregon during that time. My book, *The Nurture Effect*, summarizes what prevention scientists have learned about preventing these problems. As the Vice Chair of the Alcohol and Drug Policy Commission for Oregon, I chair the commission's committee on strategic planning for prevention. I've assisted both Lane and Yamhill counties in implementing the PAX Good Behavior Game and am conversant with most of the evidence-based social emotional interventions that are available to our schools. I also directed a project which created the Oregon Healthy Teens Survey.

Why are you interested in the topic?

I am confident that I can help Oregon reduce the level of psychological behavioral and academic problems two historically low levels.

Rich Blum, Senior Vice President of Business Development & Provider Relations for Trillium Family Services, Chair of the OACP Education Committee

I have 42 years of direct care, program management, and administrative experience in the field of children's mental and behavioral healthcare providing direct care within treatment milieus, understanding how to develop and maintain safe and effective treatment and educational environments within an accredited treatment facility with state-wide catchment area and within the associated LTCT schools. I have held administrative positions including Chief Operations Officer overseeing operations of a complex, multi-campus organization offering the full range of services from Secure Inpatient, Psych Residential, Subacute, Psychiatric Day Treatment to ICTS and School Based Outpatient and MH Education/Prevention. In my current role I have expanded our Psychiatric Day Tx capacity and school-based services from 43 schools to over 120 schools located in Portland Metro, Salem and rural Marion County.

Why are you interested in the topic?

I believe school based mental and behavioral health services can help transform schools into trauma informed educational environments. Trauma informed schools are safer schools.

Bobby Bridges Jr, Disproportionate Minority Contact Coordinator, Oregon Youth Development Council

YDC focuses on system alignment and as the Disproportionate Minority Contact Coordinator for the state my job is to help systems to address the disproportionate number of minorities that are being negatively impacted within their systems. Beyond DMC, YDC supports all youth within their transitioning stages in the education system, as well as re-engaging youth back into the education system.

Why are you interested in the topic?

Vincent Chirimwami, Special Education Teacher

I am a special education teacher with nine years of experience. Throughout my teaching career, I have taught high, middle school, and elementary school students. On schools' policy perspectives, I am currently pursuing a Ph.D. degree in Public Policy and Administration. My dissertation focuses on determining whether the length of time an educational equity policy has been implemented, students' socioeconomic status, disabilities, and limited English proficiency are predictive measures of graduation rates for Black students in large school districts. The regulatory four-year adjusted-cohort graduation rates as well as large school districts with and without equity policies will provide the data. A multiple linear regression will be used to examine the relationship between the variables. Previous studies have indicated a positive association between educational equity policies and graduation rates for Black students.

Why are you interested in the topic?

I am interested in the topic of Safe and Effective Schools for ALL Oregonian students because I have experienced lesson disruptions to the extent that I had to have my classroom cleared on several occasions.

Joel E. Cisneros, Director of School Based Programs, Latino Network

Joel E. Cisneros is the Director of School Based Programs at Latino Network, one of the largest Latino community based organizations in the Portland metro area. In his role, Joel leads a team across 26 schools in six school districts within Multnomah County, aimed at improving the academic outcomes of Latino children. Prior to joining Latino Network, Joel held various administrative positions in the Los Angeles Unified School District (LAUSD). In his last role, Joel was the Mental Health Administrator for a region in LAUSD with over 100,000 students. Joel served on various committees within LAUSD that developed programs and policy intended at mitigating the psychosocial stressors that interfere with a child's ability to reach his/her full academic potential.

Why are you interested in the topic?

Winston Cornwall, Civil Rights Education Specialist, Oregon Department of Education

My expertise in ensuring Safe and Effective Schools in Oregon is in the areas of civil rights and equal opportunity. As one of two civil rights education specialists with the Oregon Department of Education, I am responsible for statewide training, technical assistance and dispute resolution for the Oregon and/or federal protected classes of age, disability, race, color, national origin and religion. Additionally, I am the agency's designated statewide Section 504 and ADA (Americans with Disabilities Act) Coordinator to the field, a requirement of federal civil rights regulations. My constituents are students, school, local and educational service district staff, parents and interested parties statewide. My work directly involves harassment and bullying prevention along with social/emotional learning supports.

Why are you interested in the topic?

Without safe and effective schools, Oregon students experience chronic absenteeism, credit deficiencies and marginal caring relationships in schools, resulting in disproportionate dropout for protected classes.

Lisa Darnold, Director of Low Incidence Regional Programs and Best Practices, Oregon Department of Education

Lisa is responsible for programs across the state of Oregon that support school districts in the provision of services to students with low-incidence disabilities. Lisa's responsibilities also include the State Systemic Improvement Plan (SSIP) for IDEA Part B. SSIP implementation Leverages the 2016 State Personnel Development Grant (SPDG) to implement and scale-up the evidence based practice of Multi-Tiered System of Supports (MTSS). Lisa has been an educator for 32 years. In addition to her service at ODE, she has been a principal, special education director, student services director, general education teacher, and special education teacher in various Oregon districts.

Roberta Dunn, Parent of Child Experiencing Disability, Executive Director of FACT Oregon

Roberta Dunn has been a parent advocate and leader since the birth of her son experiencing disability twenty-five years ago. Roberta is the Executive director of FACT Oregon, the Office of Special Education Programs (OSEP) designated Parent Training and Information center (PTI) for Oregon which is dedicated to empowering families experiencing disability offering family support that is "by families for families." It does so with focused work in three interconnected areas: expanding awareness, growing community, and equipping families. The outcome is families with high expectations for their child and a vision for the future where all communities are accessible, welcoming, and embrace that disability is natural. FACT Oregon has connected with over 17,000 families and partnered with LEA's across the state to increase successful outcomes.

Why are you interested in the topic?

This ODE initiative really means "ALL" when it says "ALL" and is timely with districts efforts to make their schools safe and effective for ALL students.

Diana Garcia-Hernandez

Diana has served as chair of OEA EMAC (Ethnic Minority Affairs Committee). She is currently serving as a member of OEA HCRC (Human Civil Rights Committee). In previous years Diana has served with OEA Small Locals Task Force, OEA Powerful Locals Cadre and an Oregon Leaders for Tomorrow Presenter. Diana currently serves on NEA's Community Connections Workgroup. "I am proud to be an active member of Oregon Education Association. OEA values each and every member in our association, providing a platform for the voices of all members to be heard, which supports educators and students throughout the state of Oregon. Our mission emphasizes the importance of increasing member engagement and building relationships. We strive to increase ethnic minority member involvement by supporting ongoing leadership and organizational skills.

Why are you interested in the topic?

Colt Gill, Deputy Superintendent of Public Instruction, Oregon Department of Education

Colt was appointed by Governor Brown as, and confirmed by the Senate on February 12, 2018. He served previously as Oregon's first Education Innovation Officer. In this position, he focused on improving graduation outcomes by working with local communities, school districts, researchers, students, and other stakeholders to identify effective practices across the P-20 continuum and make recommendations to the Governor, state agencies, and the Legislature regarding policies, budget priorities and supports needed to increase the number of students who graduate prepared for their next steps in the work place or college. He has been an Oregon educator since 1989. He is an adjunct professor at the University of Oregon and has served on a number of boards and commissions for the both the State of Oregon and various education and children's health and wellness institutions.

Why are you interested in the topic?

Joel Greenberg, Staff Attorney, Disability Rights Oregon

In one of my areas of specialization at DRO, I represent students and parents who are not able to secure adequate special education services. The bulk of that work over the past 3 years has focused on cases in which school districts have resorted to shortening the school days of children who experience difficult disability-driven behaviors. This occurs most frequently in small and rural school districts that cannot easily access specialized high-quality behavioral expertise that is largely concentrated in Oregon's urban population centers.

Why are you interested in the topic?

Children who receive shortened school days and/or home instruction because of behavior for 1-3 hours/day frequently suffer irreparable harm in the form of poor academic skills, illiteracy, failure to graduate, and entry into the school to prison pipeline.

Tina Gutierrez-Schmich, Equity Director, Bethel School District, Adjunct Faculty, College of Education, Co-Director of TeachOUT, University of Oregon

Tina has over 30 years of experience in education including early childhood education, K-12, and higher education. Her areas of specialty include issues of equity, access, and inclusion in education, conflict and dispute resolution, and restorative practices. Tina has a Bachelor's degree in Family and Human Services, a Master's degree in Public Policy and Management, a Master's degree in Conflict and Dispute Resolution, and PhD in Critical and Socio-cultural Studies in Education.

Why are you interested in the topic?

Improving and transforming education policies/practices for historically marginalized youth and families has been a focus since I started public school at age 6 and became my life's work.

**Joyce Harris, Manager, Community Engagement, Education Northwest, Chair
ODE African American/Black Student Success Plan Advisory Committee**

From 1994-2014 I directed the Regional Equity Assistance Center and worked with Oregon schools on creating equitable and safe schools. This work included assisting schools and districts in reviewing policies and practices to prevent and counter school- based harassment and training school staff. I was trained in crisis response management and worked with schools to review their policies and practices to identify protocols in the event of a crisis. I also worked with schools on the Secret Service protocols that were developed to assist schools on how to identify potential school shooters. I collaborated with the United State Attorney’s Office in Oregon to conduct harassment and bullying training for students in schools and convened trainings for parents and community members.

Why are you interested in the topic?

With over twenty years of experience focused on creating equitable and effective safe school policies and practices, I will be an invaluable resource to this committee.

**Julie Heffernan, PhD., Co-Chair, Oregon Safe Schools and Communities
Coalition, Graduate Director of Teaching and Licensure, University of Oregon,
Co-Director, UOTeachOUT: Sexual Orientation and Gender Identity Forum
on Education**

I am currently the director of the Master’s Program and Licensure for the Department of Education Studies at the University of Oregon, and co-director of UOTeachOUT. I have been on the board for Oregon Safe Schools and Communities Coalition for the past five years and have been the co-director for the past three years. I am currently a member of the ODE Equity Unit’s Community Advisory Group (CAG). In 2016, I established an annual mid-valley teacher conference on culturally sustaining classrooms which will now recur each fall term. In 2015, I worked with the TeachOregon project on behavior based interviews and culturally sustaining teaching practices. From 2015 to present I have been working on the issue of testing bias in the ORELA exams and educator preparation programs.

Why are you interested in the topic?

I was a k-12 teacher and administrator for 13 years and have been teaching in higher education for 10 years. My areas of specialty include equity and inclusion research, gender and sexuality minority issues in education (LGBTQ), school culture and bullying, and teacher education.

Tracie Hightower, Statewide Education Coordinator, Oregon Youth Authority

Tracie Hightower has been in this position for 4 years. Previous to that she was the Superintendent of the Tillamook Youth Correctional Facility for 9 years. Tracie has worked in the Juvenile Justice field for over 20 years. She has a Master’s in Family and Child Development.

Why are you interested in the topic?

Cheng-Fei, Lai, Research Analyst of Trauma-informed Pilot Study, Oregon Department of Education

Since 2016, I have been leading the implementation of the Trauma-informed Schools pilot. I am familiar with the various trauma-informed frameworks, models, and approaches implemented locally and nationally. However, many efforts are scattered along a continuum from locally defined actions to more formal programs. By incorporating Implementation Science and Improvement Science, this pilot is part of an effort to develop a coherent and systematic exploration study of what trauma-informed school practices look like and how we can examine replicable elements that can be shared with other schools in similar settings. Findings from this pilot could provide guidelines to other districts and schools to implement trauma-informed practices in a more structured and systematic manner and to develop intentional partnerships with health partners in their local networks.

Why are you interested in the topic?

Findings from the pilot study can potentially inform the work of this committee, and to provide guidelines to schools on systemic implementation of trauma-informed practices.

Missy Love, Special Education Teacher, OEA Representative

For many years, I have seen education transform. As I looked through the lens of a Behavior Intervention Teacher, I needed my voice to be heard about the issues that I saw in regards to the safety of staff and students. Three years ago an opportunity became available through the Oregon Education Association. A Special Education Task Force was created to look at three major areas in Special Education. Safety was one of these areas. Our educators and students don't always have access to a safe educational environment and someone needed to start talking about this. Two years ago, I became Chairman of this committee and we have started some great conversations and work around this area.

Why are you interested in the topic?

There is a new "normal" in education. If we don't realize and change our practices then all children will suffer and our system will collapse.

Susan McLain, Oregon Legislator

I taught high school, 9th-12th grades, in Oregon schools from 1971-2014. The safety and effectiveness of classroom settings is extremely important for teachers to perform their duties and students to have the best chance at success. This committee needs to focus on how to create support for the classrooms in our state to be thoroughly successful. I served on National Federation of High Schools for thirty years concerning issues of safety, activities, co-curricular activities; State Officer for Speech and Debate; Coaches League; OSAA activities advisory committee member; Teacher and coach for 44 years in Oregon and; Legislator since 2015. I look forward to being part of the conversation on the strengths and weaknesses in our school settings and programs for the children in the state.

Why are you interested in the topic?

As a former teacher, a mother, and a grandmother, this topic is of major concern to families and our communities as we prepare our youth for a job in their future.

James I. Manning Jr. Oregon Senator, Senate District 7

In the nonprofit area, James served as a Board of Director for Pearl Buck Center Inc., and volunteered as a Loaned Executive for United Way of Lane County (2011 campaign). Currently, he is appointed to the Bethel School District Budget Committee (Committee Chair 2015) and the Bethel School District Long-Term Facility Planning Committee. He co-founded a nonprofit education foundation that provides scholarships to underserve and low income students. James was appointed and served two terms on the Oregon Commission on Black Affairs chairing that advocacy commission three consecutive terms. He served six years as a member of the City of Eugene Police Commission where he chaired the Police Commission Outreach Resources Committee, and co-chaired the Gang Awareness Planning Committee.

Why are you interested in the topic?

Judy Newman, Founder and Director, Early Childhood CARES, (early intervention and early childhood special education program) Lane County, Oregon.

Judy Newman is the Senior Policy Advisor for the Early Learning Alliance for Lane County, the early learning system hub for a region in Oregon. Her over thirty years of experience includes direct service provision, administration, university teaching, participation in numerous research activities, and extensive work on state and local councils, committees, task forces and boards related to policy, systems and funding for education, human services and specifically early childhood concerns. Some examples include: the State Interagency Coordinating Council, the Oregon Developmental Disabilities Council, the State Early Learning Transition Team, Social Emotional Workgroup and several state level policy advisory committees.

Why are you interested in the topic?

Chris Norman, Director of Integrated Health, Oregon Health Authority

My role oversees children's behavioral health, and how we operationalize and implement the policy, rules and regulations from the Legislature and federal bodies. That implementation is state-wide, in collaboration with OYA, US Department of Education, and US Department of Health Services.

Why are you interested in the topic?

Dave Novotney, Superintendent, Willamette Education Service District

Dave Novotney was appointed by Governor Kitzhaber in 2014 to serve as a member of the Oregon Task Force on School Safety. The task force includes representatives from police, fire, school administration, teachers, school boards and education service districts, along with state education leaders, the Governor's education and public safety policy advisors and legislators. Dave currently serves as the Vice-Chair of the Task Force and actively advocates for statewide school safety and prevention efforts to help make Oregon schools safer for students and staff. He will serve as a liaison between the Oregon Task Force on School Safety and the Deputy Superintendent's Advisory Committee on Safe and Effective Schools for ALL Students.

Why are you interested in the topic?

I believe ALL students have a right to be educated in a safe, nurturing and academically rich environment. I'm interested in doing all I can to support this vision.

Tammi Paul, Parent of Three Children with Special Needs, Deputy Director for Oregon Family Support Network

Tammi is the parent of three children experiencing mental health and developmental disabilities and has been a voice of the parent perspective when the impact of developmental disabilities intersects with unintentional impact of policy implementation. Tammi is the past chair of the State Advisory Council on Special Education (SACSE) and has previously served on state task force groups related to student discipline, student safety and restorative justice.

Why are you interested in the topic?

Bradley Phelps, Oregon Association of Student Councils and Oregon Student Voice Representative

As a member of the OASC and OSV I have had the opportunity to meet students across the state and understand the functions of their schools and the common complaints among their peers. Through both of these programs, I have learned both the problems and the most successful solutions. I have testified before the Joint Committee on Student Success, I have brainstormed with student leaders on education policy, and have worked with my local school board and administration as Student Body President, all to make our schools the best they can be.

Why are you interested in the topic?

I am interested because I am a student and any actions that come out of this council will affect kids across the state like me.

Michele Raddish, Physician, Developmental Pediatrician

I am a Developmental and Behavioral Pediatrician caring for children in the northwestern parts of Oregon. Although my specialty includes children with ASD, many children are seen with primary behavior, secondary bullying. Also I see many children with a variety of disabilities who have experienced an unsafe school environment.

Why are you interested in the topic?

Daily, part of my practice

Eric Richards, Director of Student Services, Salem-Keizer School District 24J

Eric Richards has 35 years of Executive/Administrative experience focused on the rights and aspirations of children and adults with disabilities and their families. He served as Executive Director of non-profit organizations in Michigan, Iowa, and Nebraska (1983-2002) before moving to Oregon to become Director of Operations in the Oregon Department of Education's Office of Special Education (2002-June 2010). He then served as Student Services Coordinator and Assistant Director of Student Services for Salem-Keizer School District 24J from July 2010 to June 2016, and has been Director of Student Services for Salem-Keizer School District 24J since July 2016. Registered lobbyist/Executive Director for statewide organizations (Michigan and Nebraska), focusing on issues impacting children/adults with disabilities. Developed legislation, advocated, implemented statutes and administrative rules.

Why are you interested in the topic?

A safe, welcoming, and inclusive school environment is essential to having effective schools, and is the right of every student in Oregon.

Reginald C. Richardson, Sr., Deputy Director for the Oregon Department of Human Services

Dr. Richardson came to DHS from The Family Institute at Northwestern University in Illinois where he was Vice President for Evaluation and Clinical Services. He also served as a clinical lecturer in the Center for Applied Psychological and Family Studies at Northwestern University. He has taught at the undergraduate, graduate and doctoral levels; authored several publications, and provided social work consultation to a variety of organizations. Dr. Richardson is a frequent speaker and trainer in child, adolescent, and family issues. His research has focused on Understanding Behavioral Problems in Children of Color, Parenting Practices in Kinship Foster Care, and Evaluation of Social Service Programs. Dr. Richardson is licensed as a clinical social worker in both Illinois and Oregon, with a clinical practice that specializes in individual, couple, and family therapy.

Why are you interested in the topic?

Jada Rupley, Superintendent, Clackamas Education School District

Jada Rupley currently serves as the Superintendent of Clackamas Education Service District. CESD is an active part of the statewide network of 16 Oregon ESD's who are partnering with ODE to better deliver services to students and educators throughout Oregon. Jada was appointed as the first Early Learning Division Director for Oregon serving children and families birth to kindergarten where I also served as an advisor to the State Board of Education.

Why are you interested in the topic?

It is critical for Oregon to invest fully in education and that the system address the needs of all students equitably with supports for success.

Randy Schild, Tillamook School District Superintendent

The Tillamook School District has been working on Trauma Informed Care for the last two years. Our initial introduction was through a 7 district consortium that originally started by looking at the ACE's study, and then moved out to a more comprehensive program to educate our staff and community. Since that time, Tillamook have become a leader in Trauma Informed Care. Statewide experiences include, having the governor visit Tillamook to learn more about Trauma-Informed Care, starting a cohort and leading the school districts in Clatsop and Tillamook County in Trauma Informed Care, working with the state school administrator group on their Social Emotion focus.

Why are you interested in the topic?

Social emotional health and learning is more important to our kids than third grade reading scores in what predicts high school graduation success.

Michael Shunk, Dean of Dropout Prevention, Central Medford (Alternative) High School

I have been a member of the Deputy Superintendent's Advisory Council since 2015. We have worked collaboratively on Oregon's Every Student Succeeds Act plan as well as equity practices, school readiness, and graduation challenges. These advisory councils represent a diverse cross-section of state education stakeholders working in a very collaborative, problem-solving environment. Additionally, I have also been a part of statewide (ODE) curriculum adoption processes. I have been a science educator for 15 years, primarily in Title-1, underserved, diverse populations and am currently the Dropout Prevention Coordinator at our alternative school, Central Medford HS. We have implemented strong Restorative Justice practices to support our high-risk, high-ACE's population, and work to provide educational opportunities for all.

Why are you interested in the topic?

Our community is impacted by many social forces, primarily poverty. Poverty has a dramatic and similar effect on all cultural backgrounds and hinders equitable opportunities.

Janeen Sollman, State Representative, Oregon Legislature

Janeen Sollman is in her first term as a state legislator, serving on the Education and the Higher Education & Work Development committees. She also was selected as a STEMx Fellow; a select group of STEM advocates in Oregon who travel the country and learn about policies that positively affect our students. In addition, Janeen's district provides her a unique opportunity to see the needs of urban and rural school districts and how different policies are impacting each type of school district. Prior to being a legislator, Janeen served on the Hillsboro School Board from 2009-2017 and as Board Chair from 2011-2013. She served on several committees, including the Budget, Audit, Superintendent Evaluation committees, as well as the Career and College Pathways Steering Committee.

Why are you interested in the topic?

I'm interested in addressing the various needs that face all stakeholders inside our classrooms. I look forward to lending my lens of experience to the conversation.

Carmen Xiomara Urbina, Director for the Oregon Center for Educational Equity and the Migrant Education Program Coordinator for Lane and Douglas County with Lane ESD

Carmen Xiomara Urbina was previously was the Equity, Diversity and Inclusion Manager for Eugene School District 4J and former Executive Director of Centro LatinoAmericano. She attended the University of Santa Monica where she was awarded a Masters in Spiritual Phycology and Oregon State University where she was awarded a B.S. in Agriculture and Resource Economic and a Minor in International Economics in 1989; she also holds an associate degree in business administration and accounting. Carmen X. Urbina is a bilingual and bicultural professional with thirty years experience performing asset based complex and targeted outreach in communities of color to implement effective parent involvement and recruitment strategies in districts, schools and community based organizations.

Why are you interested in the topic?

Brett Walker, P-3 Alignment Specialist, Early Learning Division, Oregon Department of Education

Brett's work with Oregon's Early Learning Division focuses on strengthening connections between early learning and K-3 education. In this role, Brett manages the Early Learning Kindergarten Partnership & Innovation Program, which funds P-3 projects throughout the state. Prior to joining the Early Learning Division in 2013, Brett spent six years in the Boston Public Schools Office of Family and Student Engagement, where he worked with elementary school principals and teachers to effectively engage families as partners in student learning. A native Oregonian, Brett loves to hike, camp, and to be outdoors. He is also the proud father of two of Oregon's young learners.

Why are you interested in the topic?

Safe and inclusive schools are critically important for children of all ages. I am particularly interested in working to support children's social-emotional development.

Terri Ward, Policy Analyst, Oregon Department of Education, Office of the Deputy Superintendent of Public Instruction

I coordinate among invited Advisory Council members, American Institute of Research staff, and Deputy Superintendent Dr. Colt Gill to ensure the work is comprehensive, thoughtful, a reasonable and realistic approach for Oregon, completed on time and shared with the Oregon Legislature, The Governor, and Oregon stakeholders. Prior to coming to ODE, I was faculty at the University of Oregon for 25 years in the department of Human Services, the College of Education and the Educational Policy Improvement Center, teaching and conducting policy analysis and research on children and youth and College and Career Readiness.

Why are you interested in the topic?

Students afraid to go to school show high rates of chronic absenteeism, low high school graduation rates, and inadequate preparation to succeed in college and career. Oregon students need our state experts to ensure they have an opportunity to learn in a welcoming, safe school environment regardless of their race, ethnicity, family background, disability and socio-economic status.

Jeremy Wells, Education Program Specialist II, Oregon Department of Education

I am currently the Safe and Drug Free, Behavioral Mental Health and Hospitals Education Specialist at the Oregon Department of Education. It is my responsibility to triage all incoming calls regarding those areas and assist in getting supports to the callers.

Bridgett Wheeler, Representative for the nine Oregon Federally Recognized Tribes

I am the Culture and Education Director for the Coquille Indian Tribe, as well as an enrolled member of the Tribe. My statewide knowledge is limited, although it outweighs any regional or district expertise I have. I have been with the Tribe for 15 years and have participated in many policy and practice discussions. Most of my experience with ODE is in regards to government to government consultation, which includes but is not limited to, ESSA discussions, community conversations, the AI/AN Education Plan, and the new SB13: Tribal History/Shared History effort.

Why are you interested in the topic?

I am interested in this topic for three main reasons: 1) I am proud to be a Tribal representative, especially when endorsed by all Tribes, and invited to the table to talk about our shared concerns; 2) I am a mother of 4 kids in Oregon schools, I have a deep-seated interest in their safety, well-being, and experience in our schools and classrooms, and finally 3) Safe and Effective Schools should be an interest area for all citizens.

Erin Whitlock, Professional Practice Consultant for Center for Great Public Schools, Oregon Education Association

Policy/practice expertise: Facilitate OEA's Special Education Task Force, which has been working on improving this problem of practice for last two years; coordinate OEA Special Education cadre, which provides free professional learning for our members.

Why are you interested in the topic?

I am interested in helping improve the learning and teaching conditions of all our schools, so that our students, families, and educators can succeed!

Kara Williams, PreK-3rd Grade Coordinator, Oregon Department of Education

Kara William's role focuses on coordination and alignment of pre-kindergarten through third grade systems through internal and external partnership, policy, and practice. Her current work includes supporting the implementation of statewide full-day kindergarten, social and emotional learning and coordinated literacy instruction in the early grades, and shared professional development to enhance educational effectiveness and student learning in pre-kindergarten through third grade. Past projects at ODE include the creation of Oregon's Early Learning and Kindergarten Guidelines and adoption of the statewide kindergarten assessment.

Maureen Wolf, School Board Representative

I will bring a unique combination of skills and experiences to the Advisory Committee. I am in my fifth year as an Oregon School Boards Association board member (ninth year serving for the Tigard-Tualatin School District) and my second year as a commissioner for the Teacher Standards & Practices Commission. These roles help me think through policy recommendations and how they could effectively be implemented in local school districts as well as what should be incorporated into our Education Prep Programs for our future educators. In addition, Tigard High School is one of the Trauma Informed Pilot schools selected by the Chief Education Office. Sharing the ideas generated from this committee with our pilot coordinator, Alfonso Ramirez, will serve as a "litmus test" for application in our schools.