

**State Advisory Council for Special Education (SACSE)
Meeting Minutes (Draft)
March 12, 2015 Oregon Child Development Coalition, Wilsonville, OR**

The advisory panel must—
 (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
 (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
 (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
 (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
 (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities. (Approved by the Office of Management and Budget under control number 1820-0030) (Authority: 20 U.S.C. 1412(a)(21)(D))

	Members:	X	Hinman, Martha	X	Stelzer, Catherine		
	Acree, Susan	X	Koenig, Kelly	X	Swanson, Carrie		Guest Speakers:
	Anderson, Reyny		Leet, Angela	X	Tempel, Gary	X	Daignault, Jaime
	Baum, Elizabeth		Macready-Santos, Dawn			X	Drinkwater, Sarah
X	Bendix, Renae	X	Moore, Carol		ODE:	X	French, Liz
	Bolivar, Gabrielle		Moss, Kathleen	X	Hiaasen, Amanda	X	Johnson-Dorn, Nancy
	Cañas, Adriana	X	Ozols, Keith (Membership)	X	Wells, Jeremy	X	Kruska, Mitch
X	Colachico, Jennifer	X	Paul, Tammi				
	Donaldson, Neva		Powell, Shannon (Chair)				Guests
	Esmay, Tami	X	Roberts Frank, Alicia			X	Ohlde, Jordan
X	Hightower, Tracie		Schulte, Rebecca				

Agenda Item(s)	Discussion	Motion/Action Item
Welcome/ Introductions/U pdates for the Good of the Order <i>Information / Discussion</i>	Jeremy Wells welcomed everyone. Alicia Roberts-Frank and Jordan Ohlde attended the meeting remotely via GoToMeeting. Roundtable introductions of SACSE/SICC members and guests followed. Jeremy gave notice that IDEA Part C is open to review from March 2 nd and March 31 st .	
Approve Agenda	The agenda was reviewed and approved with no revisions.	Martha Hinman motioned to approve the agenda. Renae Bendix seconded the motion. The motion passed unanimously.
January Minutes	The January meeting minutes were reviewed and approved with no revisions.	Jennifer Colachico motioned to approve the January meeting minutes. Carrie Swanson seconded the motion. The motion passed unanimously.

<p>SSIP</p> <p><i>E/C. Advise</i></p>	<p>Sarah Drinkwater, Assistant Superintendent, presented a brief background of the State Systemic Improvement Plan (SSIP). School Age (Part C) and Early Childhood (Part B) data is submitted annually to the Federal Government. Part B indicators are determined by the Federal Government. The result indicators for Part C are unknown currently, but expected to be defined by June 2015.</p> <p>Included in Part B this year is the performance of students with disabilities in the National Assessment of Education Progress (NAEP). The NAEP is an annual random assessment sampling of the state. The test is not designed with many accommodations that make it easily accessible to students with severe needs. Because of the inaccessibility of the NAEP, students with disabilities were not expected to participate in the assessment in previous years. The low accountability and completion of the NAEP contribute to the low score for Secondary Transition for Part B, with 13/20 result points.</p> <p>Sally Simich (ODE) has been looking into the data entry portion for the assessments, including training those who are entering data on the correct way to enter information. Improving and maintaining consistent data entry training will help increase the level of accuracy in the data moving forward.</p> <p>Components of SSIP Phase I are due April 2015. This includes: Data Analysis, Improvement Focus, Infrastructure to Support and Build Capacity, and Theory of Action.</p>	
<p>SACSE/ SICC Updates</p> <p><i>Information</i></p>	<p>Judy Newman, SICC, provided legislative updates, including a handout. The handout provides web information for signing up to receive legislative updates via e-mail.</p>	<p>Amanda will email out a digital copy to the committee.</p>
<p>Developmental Delay (DD) Conversation</p> <p><i>A. Advise</i></p>	<p>Nancy Johnson-Dorn, Director of Early Intervention/Early Childhood Special Education, discussed Developmental Delay (DD). DD is a disability category used for children birth through age of eligibility for public school who experience developmental delays in physical development, cognitive development, communication development, social or emotional development or adaptive development.</p> <p>Children who are birth to 5 can be found eligible for EI/ECSE programs. There is a concern that when children are five, they need to be reevaluated under school age eligibilities that don't include DD. Many of the children at age five may only have social/emotional or similar delays, which further complicate the process.</p> <p>Nancy provided a handout about Early Childhood Special Education (ECSE) exit data (kids who exit the program), as well as kindergarten special education data, and kindergarten no special education data. The data includes children who received ECSE services as a Developmental Delay who:</p> <ul style="list-style-type: none"> - Exited ECSE with an evaluation but were not eligible for a school age disability area - Exited ECSE and evaluated and found eligible - Exited ECSE with no evaluation and no special education eligibility <p>A brief discussion ensued. The general consensus is that more consistency in data entry is necessary before any conclusions about the exit data can be made. Some children who were first found ineligible for special education at kindergarten, later re-entered special education at various grades later in their</p>	

	primary years.	
Kindergarten Assessment	<p>Liz French, Education Specialist for Kindergarten Assessment, provided a brief history of the Kindergarten Assessment. In April 2015 there will be a Spanish Literacy Assessment Workshop. In the Fall of 2015, there will a meeting to develop the kindergarten transition and a field test of measures recommended by the committee.</p> <p>The Kindergarten Assessment was developed to measure areas of school readiness. There are three segments of Oregon’s Kindergarten Assessment. These skills are what are most predictive to later outcomes.</p> <ul style="list-style-type: none"> - Early Literacy – Direct Assessment - Early Math – Direct Assessment - Approaches to Learning – Observational, conducted over six weeks, allowing for the teachers to get to know the students better. <p>Currently, the data for the letter name and letter sound assessments does not take into account whether or not a student attended some type of formal preschool. In the future, the data will take into consideration the amount of optional pre-kindergarten education provided and may be used to propose a need for universal pre-kindergarten.</p> <p>2014-2015 is the first time this assessment has been given, and disconnects are being noted between policy and practice. An example is that there is a short window for identifying English Language Learner students, and schools are expressing that there just isn’t enough time to do that. Available testing accessibilities are also being looked at to ensure that the necessary accommodations are provided in the IEP so that students are given every opportunity to succeed.</p> <p>Current work around providing for students with disabilities includes:</p> <ul style="list-style-type: none"> - Revisions to the accommodations available - Updating and streamlining the training materials for students with disabilities - Engage in more information gathering - Transition meetings <p>A video is being developed to better prepare people in transition meetings for the conversations around the kindergarten assessment.</p> <p>Liz can be reached via e-mail at liz.french@ode.state.or.us.</p>	
<p>A. Advise</p> <p>Public Comment & Lunch</p> <p>B. Information / Discussion</p>	<p>There was no Public Comment.</p> <p>Nancy Johnson-Dorn provided legislative updates and bill analysis. Currently, around 60 bills have been reviewed by her office. School Safety and Health are hot topics in the 2015 session.</p>	<p>Amanda will send out the list of current bills from Nancy Johnson-Dorn.</p>

<p>Committee Meetings and Committee Reports</p> <p><i>Information / Discussion</i></p>	<p>Carol Moore, Catherine Stelzer, and Carrie Swanson offered to step in for the Public Policy Committee for the remainder of the legislative session. At the May 21, 2015 meeting and throughout the session, the Public Policy Committee will share legislation that pertains to special education.</p> <p>Keith Ozols updated the SACSE committee on the current status of membership and upcoming changes within each regional zone. Three members received a letter regarding poor attendance, and of those three, two have made no contact concerning their position on the committee. Moving forward, the membership and executive committees will work with Sarah Drinkwater to have the members removed. The membership committee offered suggestions for recruiting which included: updating the brochure so that members can hand them out to people they think would be a good fit, and having districts share SACSE information potentially through their websites.</p> <p>Carrie Swanson, representative to the Dispute Resolution Committee (DRC), updated the SACSE committee on the current membership needs of the DRC because her term is nearly up. The DRC has requested that anyone that is interested in being on the committee have at least 2 years remaining in their current term on the SACSE. Anyone interested in joining the DRC should contact Jeremy Wells.</p>	<p>Amanda will update the Membership Committee on current attendance.</p> <p>Jeremy will reach out to families to be a guest in the Medford meeting.</p> <p>Jeremy will look into putting something about SACSE in the quarterly newsletter.</p>
<p>Committee Goal Development</p> <p><i>Information / Discussion</i></p>	<p>Jennifer Colachico, Member at Large and Acting Chair, explained that the annual goals needed to be determined during the first meeting of the school year (September 2014) and were not, thus she proposed the committee agree on the 2014-2015 goals during the May 2015 meeting. The goals are published in the Annual Report and Jennifer suggested that an explanation for the delay in goal setting be added to the annual report.</p> <p>Proposed Goal #1: SACSE will continue to strive to increase membership, specifically with parents of children with disabilities and individuals with disabilities with consideration to regional needs and diversity of the group.</p> <p>Proposed Goal #2: SACSE will utilize available technology to increase membership participation, retention, and outreach to more rural regions of the state of Oregon. Remote access also allows for better public participation and access during inclement weather.</p> <p>Proposed Goal #3: SACSE will continue to work with agencies throughout the state that support the needs of individuals with disabilities.</p>	<p>Amanda will e-mail out the current proposed 2014-2015 goals for the committee.</p>
<p>Executive Order 15-01</p> <p><i>B. Information / Discussion</i></p>	<p>Mitch Kruska, Director of Education Programs, Secondary Transition, and Assessment, updated the committee on Executive Order 15-01.</p> <p>The key changes to Executive Order 15-01 are around competitive integrated employment, which establishes a minimum wage for better threshold for individuals with disabilities that are in the workforce. Additionally, Executive Order 15-01 allows the conversations around transition services in the IEP to begin earlier than the required age of 16 set by Federal special education laws.</p>	

<p>Developmental Disabilities (DD) Council Update</p> <p>A. <i>Advise</i></p>	<p>Jaime Daignault, Director of the Oregon Council on Developmental Disabilities (OCDD), provided a brief history and updates about the Developmental Disability Council. The OCDD provides a voice for individuals and families of individuals with developmental disabilities. Membership for the council is comprised of 60% of individuals with disabilities or their families. Other members represent state agencies that receive federal funds for people with disabilities and community partners. The OCDD partners with multiple state agencies, including the Oregon Department of Education, in an effort to assist people with developmental disabilities in finding competitive jobs or with entering post-secondary education.</p> <p>The OCDD is responsible for supporting family networks, including promoting a message of “If you have a vision for your child that he or she will have a job, and that he or she will have friends and maintain relationships with their families and others, that your child is more likely to have higher expectations for themselves.”</p> <p>The OCDD promotes facilitated person centered planning. Person centered planning includes helping individuals find their strengths, what works for them, what their interests are, and helps find opportunities within their communities. The plans work with the communities to ensure individuals with developmental disabilities transition smoothly into post-secondary education or the workforce. Person centered planning begins with and is complimentary to the IEP. The OCDD is collaborating with ODE to train teachers to complete these types of planning during IEP meetings, which helps plan the IEP around individual long term transition goals.</p> <p>The OCDD is committed to raising the expectations for people with developmental disabilities and their families in the community. In doing so, they are changing the thought process for community partners to help increase jobs for developmentally disabled individuals.</p>	<p>Amanda will forward the video link to the committee.</p>
<p>Autism Conversation</p> <p>B. <i>Information / Discussion</i></p>	<p>Jeremy Wells provided the committee with a brief update on autism.</p> <p>The Oregon Commission on Autism Spectrum Disorder (OCASD) represents several regions. The last meeting of the OCASD is March 31, 2015, at which time the OCASD is expected to provide a recommendation to ODE from one of three possibilities: recommend keeping the current OARs, recommend changes to the OARs as developed by the work group, or recommend changes to the OARs as written by OCASD. The recommendations will affect OAR 581-015-2130.</p> <p>Work is being done to better align educational eligibility with medical criteria. Autism is a medical diagnosis, and its own disability under IDEA. Lisa Darnold will provide SACSE Members a final update during the May meeting in Medford.</p>	<p>Jeremy will report any updated information on ASD at the May 21, 2015 meeting.</p>
<p>Adjourn</p> <p><i>Discussion</i></p>	<p>Jeremy Wells asked the committee about their opinion on the Public Meeting Notice media platform. Currently, an article is placed in the newspaper for a significant cost to the committee and public comment is minimal. The committee suggested that other avenues for public outreach be used, such as the quarterly news article from Sarah Drinkwater, the FACT calendar, the ODE website, and potentially district websites.</p>	<p>The executive committee will look into where things are advising for the agenda.</p> <p>Amanda will schedule an executive meeting.</p>

There is a concern that the committee is being presented with topics that are past the point of receiving advisement from SACSE members. It was suggested that agenda items attempt to provide topics that are still accepting feedback in the future. This would allow the committee to provide feedback on areas of special education.

Carol Moore suggested that we show who the committee members are in the agenda roster.

Jeremy shared the draft of the agenda for the Medford meeting. The May meeting will need an election for the executive committee members.

The dates for the 2015-2016 meetings will be discussed at the May meeting..

The May 21, 2015 meeting will be held in Medford Oregon from 8am-4pm at the RCC/SOU. The address is: 101 S. Bartlett, Medford, OR 97501. More information about the meeting will be e-mailed out closer to May 21, 2015.

Amanda will update the membership lists on the agenda to show who is in what committees.

Jeremy will look into possible Transition Network Facilitator for presentation opportunities from Medford.