

State Advisory Council for Special Education (SACSE)

Meeting Minutes

March 17, 2022 – Oregon Department of Education

At: Zoom

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	Boyd, Stephanie		Hudson, Danielle	X	Alisha Overstreet	X	Stelzer, Catherine
X	Dennehy, Lydia		Kaasa, Nicholas		Purdy, Frances	X	Carolyn (CJ) Webb
X	De Pry, Randall	X	Kackley, Callie		Salitore, Michael	X	Younes, Jeanine
X	Fee, Kira		Matousek, Christina	X	Scruggs, Laura		
X	Fields, Stacy	X	Nilsen, Meghan	X	Shockley, Caitlin		
X	Fox, Elaine	X	Olivier, Heather (Chair)	X	Smith, Julie		ODE:
X	Glover, Melissa				Smith, Sharyn	X	Cameron Morris
X	Gordon, Erica				Sherwood, Audra	X	Jeremy Wells
X	Henning, Adam					X	Eric Wells
						X	Sarah Soltz

Topic: SACSE Meeting

Time: Mar 17, 2022 10:00 AM Pacific Time (US and Canada)

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Time	Agenda Item(s)	Purpose Area	Item Type
10:00 – 10:10	Welcome: (Heather Olivier, Chair)		
10:10 – 10:20	Adopt Agenda/Approve January Minutes <ul style="list-style-type: none"> • Caitlin Shockley made a motion to pass agenda with corrections. Lydia Dennehy seconded. Motion passed. • The January minutes were approved with Laura Scruggs making the motion and Catherine Stelzer seconding. 		
10:20 – 10:45	Old Business: <ul style="list-style-type: none"> • Joint Goals Updates (Workgroup Leads) <ul style="list-style-type: none"> ○ Goal 1: SICC/SACSE will have researched identified and publicly reported unmet needs (eg: 	Informational/Approval	Discussion/Action

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	<p>specific technical assistance needs etc.) of children/families of color with disabilities (both specific to the era of COVID-19, and expected to persevere beyond that period), and present specific recommendations to ODE related to addressing these unmet needs.</p> <ul style="list-style-type: none"> ○ Lydia Dennehy said they met and asked if survey was best way to make time with the participants. African American Black Student Success (AABSS) group AABBS was positive and after Aaron invited them to speak to the Grantees. Grantees wanted them to come and the Grantees gave feedback on what they needed from us and have a plan to move forward. ○ C.J. Webb spoke on how cultural considerations were very important. ○ On goal 2 Heather Olivier spoke to look towards policy recommendations and seeing what other states are doing and that they will be meeting soon. ● Remote Learning Update <ul style="list-style-type: none"> ○ Stacey Fields said we haven't had the chance to meet yet but we are working on a meeting and currently coordinating schedules. ○ Jeremy Wells suggested good opportunity to share out around groups members are connected to like FACT and SICC. ○ Alisha Overstreet mentioned the State Advisory of Systems of Care and OHA's Health Improvement Plan Steering Committee as another avenue. 		
<p>10:45 – 11:10</p>	<p>SACSE Committees:</p> <ul style="list-style-type: none"> ● Update on SACSE documents <ul style="list-style-type: none"> ○ Membership Bylaws ○ Updated Membership Application ○ Listening Session Report Out ● Meghan Nilsen shared out on Membership committee. <ul style="list-style-type: none"> ○ See how members are being filtered out through ODE. ○ How to give more support to new members. ○ Have a person in membership reach out to members who aren't attending. ○ Jeremy Wells added that we wanted to add some high quality aspects we want from SACSE members and to elevate the SACSE voice. ○ With the help of Cameron Morris going to send out a google membership doc to committee members and share that with the Executive Team with expectations. ○ The importance of reaching out to regions where we don't have representation was addressed. ○ Lydia Dennehy suggested ODE reaching out to civics teachers so they could get credit for being on the committee. ● Erica Gordon shared out for the Policy Committee. <ul style="list-style-type: none"> ○ Needed more time and access. ○ Spoke around recruitment and considerations around diversity around membership and specifically tribal representation. 	<p>(a)</p>	<p>Discussion/Action</p>
<p>11:10 – 11:25</p>	<p>Staff Shortages and FAPE Discussion (Randall De Pry and Michael Salitore)</p>	<p>Informational</p>	<p>Discussion</p>

	<ul style="list-style-type: none"> • Randall De Pry presented on the staff shortages specifically looking at restricted and emergency license data around the state. Dashboard <ul style="list-style-type: none"> ○ Kira Fee spoke on how all the folks in her county are on restricted and emergency licenses to be sure students receive FAPE. ○ Jeanine Youncs spoke on the trouble of getting Special Educations in corrections. 3 of the 4 around the state left. It was difficult for one of the teachers they got to get emergency licensure since we didn't belong to a school district. ○ Alisha Overstreet suggested a place like Tennessee's Residency program. ○ Erica Gordon brought up lack of instructional assistants and counselors. ○ Julie Smith said, "Yes we still have 5 vacant EA positions so when we recruit from within we have a gap in another area." ○ Elaine Fox spoke on the lack of nurses and LPNs and because of that students can't attend school. There are also quite a few teachers who received emergency licenses but have no classroom experience. ○ Julie Smith spoke on having to teach students on the job too as the emergency online licenses do not prepare the teacher for the job. ○ Alisha Overstreet asked if we have data on why people have left their jobs and why the gap is there? ○ Laura Scruggs said, "Our union has data about retention. We could reach out to OEA as they more than likely have statewide data around retention that they would be willing to share." ○ From Randall De Pry, ○ https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage ○ From Lydia Dennehy, ○ There are also a subset of teachers who move from SPED to other areas of teaching. Too much paperwork, not enough support type of situations. 		
<p>11:25 - 11:45</p>	<p>Significant Disproportionality Discussion (Sarah Soltz)</p> <ul style="list-style-type: none"> • Sarah Soltz shared a presentation on Sig. Dis. with SACSE. • Erica Gordon asked to hear from parent and other agency perspective within SACSE. • Chair Heather Olivier let SACSE know that it is complicated and it is the work that she does. • Elaine Fox spoke on wanting to see the process of getting to the numbers that ODE reached. • Catherine Stelzer spoke to it in regards to Foster Care, group homes and residential treatment facilities that are being shared by the school districts. She said the measures feel punitive versus helping school districts. • Laura Scruggs brought up how her district decided not to bring in some special education students because of how it would affect sig. dis. • Erica Gordon spoke that for sig dis they look at 3 year look back. • Elaine Fox spoke to the variable threshold and that it is hard to manage and that it is a lot of factors. Sped can to 	<p>Informational</p>	<p>Discussion</p>

	<p>an extent recognize what is being done in regards to the discipline process.</p> <ul style="list-style-type: none"> • From Catherine Stelzer, • I know on my end, when racial disproportionality started to be measured for discipline (which is good), I started seeing those kids, instead be sent home early and put on abbreviated school days (bad). But shortened school days don't get measured. • Chair Heather Olivier asked if there is some links for more information and some ways to provide more information? • Sarah Soltz said she'd provide some links and would love to meet people outside the meeting too. 		
11:45 - 12:00	<p>SSIP Updates (Sarah Soltz)</p> <ul style="list-style-type: none"> • Sarah Soltz will send out the information for SACSE members to give feedback on and will present next meeting. 	Informational	
12:00 - 12:30	Lunch break		
12:30 - 1:00	<p>Public Comment</p> <ul style="list-style-type: none"> • Constituency Reports <ul style="list-style-type: none"> ○ Chair Heather Olivier presented on the Constituency Reports. ○ Smartsheet version. ○ Google version. ○ Lydia Dennehy mentioned a refugee support organization as well as other specific work forces in her region. ○ From Julie Smith, "I gather these at our regional special education directors meeting in addition to patterns I am seeing with our students and families." ○ The Oregon Association of Central Office Administrators is another place to gather trends and information on gaps. ○ Julie Smith spoke to noticing the trends that should be brought to SACSE. ○ Callie Cackley brought up noticing what happens throughout district trends too. ○ From Laura Scruggs, We have Families Connected gatherings and a Facebook group that talks about what's happening and how to support each other. I'm also connected with The Arc of Lane County and their programs - specifically those for school-age kids. ○ Alisha Overstreet shared how in a Facebook group a parent's special education student wasn't being allowed in school and other parents echoed it. Alisha Overstreet wasn't sure if this fell under a constituency report and she is going to try and complete the report. She also asked who she can send to if the resources she gives aren't helping and Jeremy Wells said that is what OESO's County Contacts are there to help on. ○ From Laura Scruggs, How do parents find out that there is a county contact? In which ways is this shared/advertised? ○ Meghan Nilsen asked if there is a place for informal discussion among members before it comes to a report? Heather Olivier said she'd look at it with the Executive Team. 		

	<ul style="list-style-type: none"> ○ Lydia Dennehy gave an update from OHA, OHP will pay for anything deemed medically necessary so it will no longer will be with a form. ● Updates from ODE can start early if no Public Comment. 		
<p>1:00– 2:45</p>	<p>Updates from ODE: (Eric Wells, Director OESO)</p> <ul style="list-style-type: none"> ● ODE is open to the public on May 1st. ● SICC decided to stay virtual since easier for parent engagement. ● Diana Cruz and Elizabeth Jankowski are creating a new IEP Manual for guidance. For anyone who is interested please take the survey and reach out. <ul style="list-style-type: none"> ○ From Lydia Dennehy, ○ Role of parents and students chapter ○ Using interpretation and translation services during an IEP ○ Melissa Glover suggested some small video modules as a source of training too around basic procedural things. ○ Erica Gordon offered sharing their manual too as they were looking at creating consistency across districts. ● Legislative Update (Ely Sanders) <ul style="list-style-type: none"> ○ Ely Sanders presented on the Bills that related to Special Education. ● LEA Determinations Update (Eric Wells) <ul style="list-style-type: none"> ○ From Heather Olivier, What would a current distribution look like in these monitoring categories? ○ From Lydia Dennehy, I hear a lot of parents being told that schools won't start the evaluation process in April May or June because there are less than 60 school days left in the year. Is it possible to have an evaluation split over two school years. ○ From Chair Heather Olivier, MTSS (Multi-Tiered System of Supports) ○ From Lydia Dennehy, It certainly looks easier to read. ○ Melissa Glover said the secondary-transition file reviews are the only difficult one where the others don't involve the data set. Secondary-transition feels different than the others which might be how it is measured in the file reviews. ○ Director Eric Wells suggested maybe we make the secondary-transition a lower or higher number possibly. ○ From Caitlin Shockley, Community engagement indicators? ○ Lydia Dennehy suggested a satisfaction survey from parents and students. ○ Melissa Glover suggested adding around LRE to see the success around that. ○ Caitlin Shockley asked around district how does it receive input locally besides parents? ○ Lydia Dennehy said as long as schools being underfunded is a thing in Oregon than percent are probably the best way to go. ○ Do we have a cuts score for Needs Intervention? Was what Caitlin Shockley asked. Director Eric 	<p>Informational/Advise</p>	<p>Discussion</p>

Wells said that he would hope that we never had that so that there wouldn't be a substantial intervention around that.

- Caitlin Shockley asked if they are weighted evenly? Director Eric Wells said yes but that it is flexible and adaptable with it most likely being weighted evenly this year and adapted after.
- Melissa Glover spoke on it being family friendly language so the issues can be tackled.

- General Supervision OAR Discussion (Eric Wells)

- [The OAR](#)

- From Alisha Overstreet, I have a family member who needs additional support. thanks. I look forward to our future discussions.

- From Elaine Fox,

- Is there a way to have this draft compared with the current rule so we can notice the changes more readily?

- Director Eric Wells, "It's almost a total re-write. The current rule says:

School districts involved in the education of children with disabilities will be monitored by the Department on a regular basis to ensure compliance with the requirements of the Individuals with Disabilities Education Act, Oregon Revised Statutes, and Oregon Administrative Rules. Monitoring procedures may include district self-assessment, data collection, analysis and reporting, on-site visits, review of policies and procedures, review of the development and implementation of IEPs, improvement planning, and auditing federal fund use."

- [Jamboard](#) for feedback.

- Julie Smith spoke on the difference between how General Supervision relates to bigger and smaller districts so will need time to think on it.
- Elaine Fox asked if there was a way to illustrate outcomes between the new rule and old rule?
- Chair Heather Olivier appreciated the timeline and clarity around the rule and seeing what other people post to increase understanding.
- Catherine Stelzer spoke on how the very real resource issues districts are facing who aren't in compliance like the discussion today around lack of staff.
- Elaine Fox said a lot of the correction to General Supervision has corrected is in PD but the problem has been lack of subs and staff. All the resources were in building with students so there was no way to do PD.