

**State Advisory Council for Special Education (SACSE)
Meeting Minutes (Draft)
May 21, 2015 RCC/SOU HEC 226, Medford, 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	Hightower, Tracie				
x	Acree, Susan	x	Hinman, Martha		Schulte, Rebecca		Guest Speakers:
	Anderson, Reyny		Koenig, Kelly	x	Stelzer, Catherine	x	Darnold, Lisa
x	Barber, Valerie	x	Leet, Angela	x	Swanson, Carrie	x	Drinkwater, Sarah
x	Baum, Elizabeth		Macready-Santos, Dawn		Tempel, Gary	x	Glover, Melissa
	Bendix, Renae	x	Moore, Carol	x	Whitnah, Ruth	x	Larsen, Kimberly
	Bolivar, Gabrielle	x	Ohlde, Jordan				Miller, Kim
x	Colachico, Jennifer	x	Ozols, Keith				
	Donaldson, Neva	x	Paul, Tammi		ODE:		Guests
x	Dunn, Roberta	x	Powell, Shannon	x	Hiaasen, Amanda	x	Reinhart, Sean
	Esmay, Tami	x	Roberts Frank, Alicia	x	Wells, Jeremy		

Agenda Item(s)	Discussion
<p>Welcome/ Introductions/ Updates for the Good of the Order</p>	<p>Jeremy Wells, Oregon Department of Education (ODE), welcomed everyone. Shannon Powell, Angela Leet, Carol Moore, Jordan Ohlde, Sharyn Smith, and Carrie Swanson attended the meeting remotely via GoToMeeting. Roundtable introductions of SACSE members and guests followed.</p> <p>Executive elections were held.</p> <p>Motion/Action: <i>Shannon Powell nominated Tammi Paul to be Chair. Martha Hinman seconded the nomination, Tammi accepted and was elected unanimously. Shannon Powell nominated Jennifer Colachico to be Vice Chair. Martha Hinman seconded the nomination, Jennifer accepted and was elected unanimously. Martha Hinman nominated Alicia Roberts-Frank to be the Member at Large. Tracie Hightower seconded the nomination, Alicia accepted and was elected unanimously.</i></p> <p>The SACSE Bylaws were reviewed. It was noted that there is a required two week period for members of the committee to review bylaw amendments before the amendments can be accepted. The bylaws, with any current amendments, will be e-mailed out during the summer to be reviewed prior to the first meeting of the 2015-2016 year. Tammi Paul went over the current revisions she proposed. Martha Hinman suggested that the first meeting of the 15-16 year include a scheduled time for reviewing the bylaws and the operating procedure to ensure the focus of the meetings is understood.</p>

Motion/Action:

Amanda was asked to e-mail out the amended copy of the bylaws, the current meeting operating procedures, and the membership operating procedures.

Jennifer Colachico suggested that the 2014-2015 draft goals be carried over for the 2015-2016 year because they were not accepted during the first meeting of the 2014-2015 year. The lack of goals for 2014-2015 will be addressed in the annual report. The goals will be reviewed and updated and sent out prior to the first meeting of the 2015-2016 year.

Motion/Action:

Amanda will send out the draft committee goals prior to the first meeting of 2015-2016.

2015-2016 meeting dates were approved. The committee recommended starting the first meeting of the year earlier to allow for time to go over the purpose of the SACSE and to allow the multiple new members to receive helpful information. The other meetings are scheduled for the standard 9am to 4pm, with the exception of the May meeting which may also be moved to an earlier start time. The meetings for 2015-2016 are:

- September 24, 2015 from 8:30am to 4pm,
- January 21, 2016
- March 10, 2016
- May 12, 2016

Motion/Action:

Amanda will send out an updated meeting schedule.

Jeremy Wells updated the SACSE on the McKinney Vento and administrator position openings. There are currently four applications awaiting review for the administration position, with one qualifying for both. The committee will be able to review the applicants and offer feedback to be routed to Keith Ozols.

Motion/Action:

Jeremy will send out the current applications to the committee for review.

Jeremy shared the current brochures with the committee and the committee decided it needs to be updated. Roberta Dunn created the current brochure and will look for the file in order to have it updated. Keith Ozols will assist Roberta with updating the brochure. Final revisions will be sent to committee members for review. Martha Hinman suggested providing brochures and information at the Fall COSA conference and will talk with the COSA planning committee about a potential collaborative session.

Motion/Action:

Roberta Dunn will look for the brochure she made previously. Amanda will send out the current version of the brochure.

Approve
Agenda

Motion/Action:

Jordan Ohlde motioned to approve the May agenda. Martha Seconded. The agenda was reviewed and approved with no revisions.

January
Minutes

Motion/Action:

Catherine Stelzer motioned to approve the January meeting minutes. Jennifer Colachico seconded the motion. The March meeting minutes were reviewed and approved with no revisions.

<p>Committee Reports</p>	<p>Carrie Swanson, Dispute Resolution Committee (DRC) shared a committee report for the DRC and shared John English's, ODE, cadre report. Carrie reminded the committee of the need for a new DRC representative for the end of next year. Valerie Barber volunteered.</p> <p>Motion/Action: <i>Amanda will connect Valerie Barber with Carrie Swanson to talk about the DRC meeting.</i></p> <p>Martha Hinman, Mickiney Vento, updated the committee on work with homeless students. There is a new state level reporting requirement for absenteeism and how to record students that are absent for 10 days in a year. There is increased accountability for the academic outcomes of students with chronic absenteeism.</p> <p>Carol Moore updated the committee on current legislation.</p>
<p>Welcome</p>	<p>Sarah Drinkwater, ODE, welcomed everyone to the SACSE meeting. Sarah updated the committee on current changes within ODE, including Rob Saxton's resignation and the appointment of Dr. Salem Noor as Deputy Superintendent.</p>
<p>Regional Presentation</p> <p><i>A/E. Advise</i></p>	<p>Lisa Darnold and Melissa Glover, ODE, and the Regional Management Team (RMT) introduced themselves to the committee. Regional programs provide consultations to school districts for students with low incidence disabilities including: autism, deafblindness, hearing impairment, orthopedic impairment, traumatic brain injury, and vision impairment.</p> <p>Scott McCallum and George Winterscheid shared about services for students who are blind or visually impaired. Scott provided members with their name made into Braille. Children must meet one of four criteria to be eligible as visually impaired and it must be determined that the disability has an adverse impact on the child's educational performance and the child needs special education services as a result of the disability. Criteria include: visual acuity of 20/70 or less with correction, visual field is restricted to 20 degrees or less, eye pathology or progressive eye disease, and/or assessment results from a licensed ophthalmologist or optometrist are inconclusive and the child demonstrates inadequate use of residual vision. About 60% of visually impaired students have additional disabilities.</p> <p>Motion/Action: <i>Amanda will keep and distribute the braille names to those unable to attend the meeting during the September meeting.</i></p> <p>Sharla Jones and Mark Moskowitz shared about statewide services for students that are deaf and hard of hearing. The Oregon School for the Deaf has three deaf counselors for vocational rehabilitation. There is a Deaf and Hard of Hearing Professional Learning Team (PLT) that meets twice a year, which includes all regional programs, the Oregon School for the Deaf (OSD), vocational rehabilitation for the deaf, and the Western Oregon University teacher education program. The PLT collaborates with many groups around Oregon and the nation. Sharla and Mark shared a video with the committee.</p> <p>Diana Allen shared about services for students who are deafblind. Deafblind describes individuals who are deaf and blind. OAR 581-015-200 describes deafblindness as "having both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs designed solely for students having hearing or visual impairments". 90% of deafblind students have additional disabilities. The Oregon Deaf Blind Project is administered from Western Oregon University and is federally funded, with a goal to provide support for deafblind families.</p> <p>Melisa McCart and Sandy Bishop shared about regional support for students with Traumatic Brain Injuries (TBI). Oregon is one of three</p>

	<p>states that allocate money to TBI. There is a lack of understanding for TBI. Students with TBI can be very difficult to identify because it is not something they were born with or developed. Identification and awareness still need improvement.</p> <p>Connie Hector shared about the services available for Orthopedic Impairments (OI). Eligibility can include students with Cerebral Palsy, Muscular Dystrophy, Spina Bifida, amputations, osteogenesis imperfecta, arthrogyrosis, and juvenile rheumatoid arthritis. Services include education and architectural access, functional skills, participation, safety issues, coaching, and consultation. A major focus for students with orthopedic impairments is to ensure inclusion between students.</p> <p>Agnew Lee Wolfe, Special Programs as Southern Oregon Education Service District (SOESD), shared about the regional autism program. Autism Spectrum Disorder (ASD) means “a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child’s educational performance”. About 1% of the world’s population has ASD. Regional programs are working on increasing coaching and training for those assisting and identifying children with ASD. Examples of regional services for ASD are newsletters, webinars, training events for parents, and observational training.</p>
Public Comment & Lunch	There was no Public Comment.
<p>ELS/IEP Students</p> <p>A. Advise</p>	<p>Kim Miller, ODE, presented on English Learner Students with Disabilities (ELSWD). The Elementary and Secondary Education Act (ESEA) uses the term Limited English Proficient (LEP) to describe children whose achievement on state assessments may be limited by their difficulties in speaking, reading, writing, or understanding the English language. Oregon uses English Learner (EL) in place of LEP. Kim shared data relating to English Learners with disabilities, specifically those with communication related disabilities over time.</p> <p>There are several concerns in relation to ELDWD, including:</p> <ul style="list-style-type: none"> • Students may enroll in school with an Individual Family Service Plan (IFSP) and come from a home where a language other than English is spoken. • Students may enroll at school and be identified as an EL, but later in their career they may be identified as an ELSWD. • Students who are ELSWD may never be able to exit the English Language Development (ELD) program. <p>The federal requirements require states to assess the English Language Proficiency (ELP) of all ELs and all students with disability (SWD). All ELSWDs must be included in annual ELP assessments. ELSWDs participate in the ELP assessment as determined by their IEP teams. The IEP team can decide for the ELSWD to take the regular ELP, the regular ELP with accommodations, or a modified ELP. IEP teams cannot exclude an ELSWD from the ELP assessment.</p> <p>A student may be promoted out of the EL designation if he or she has attained English proficiency. In Oregon, there is a promotion procedure for an ELSWD to be promoted from an ELD program if the student’s English proficiency is within expected levels, academic performance is within expected levels, and the team recommends promotion during a team meeting.</p> <p>Kim Miller can be reached for questions about EL plans via e-mail at kim.miller@ode.state.or.us.</p>
Eastern Oregon Family Advocacy Group	<p>Kimberly Larsen, Families for Community, shared what the Oregon Consortium of Family Networks is and what it does in the community. A large geographic area of the state is supported through the partnership of in the consortium.</p> <p>Family networks provide family to family connections and ensure families have access to information and resources. Examples include Community Moms, Community Dads, Teen Group, and Sibshops, which offer a natural, safe place for people with children or siblings</p>

<i>A. Advise</i>	<p>with disabilities. Data shows that families who have been connected with a Family Network for at least 6 months are more likely to see a future for their child, including being safe and healthy, having a job, living independently, and graduating with a diploma.</p> <p>Tiffany Lambert, Special Education for Eagle Point, presented on transition services for Jackson County School District 9. Students with disabilities wanted to walk across the stage and graduate and move on like non-disabled students. It was found that the students were credit deficient and to help decrease the deficit, the students worked online three nights a week with licensed teachers available for help. These online course are taken while concurrently completing the rest of a class that was failed during a quarter of the school year. Some level of independence is required.</p> <p>For vocational training, Jackson County School District 9 has a classroom that is split in half with an apartment made up for life skills training on one half. Students have the opportunity to train and develop independent living skills such as cooking, cleaning, and other typical independent skills.</p>
Adjourn	The meeting adjourned at 3:00 p.m. The next meeting is scheduled for September 24, 2015 at 8:30 a.m. in the Public Service Building in room 251A/B.