

**State Advisory Council for Special Education (SACSE)
Meeting Minutes (Draft)
September 24, 2015 PSB Rm 251A/B, Salem, 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	Moore, Carol		Swanson, Carrie		ODE:
x	Acree, Susan	x	Ohlde, Jordan	x	Tempel, Gary	x	Hiaasen, Amanda
x	Barber, Valerie	x	Ozols, Keith	x	Whitnah, Ruth	x	Wells, Jeremy
	Baum, Liz	x	Paul, Tammi (Chair)			x	Drinkwater, Sarah
x	Bendix, Renae		Powell, Shannon (Past Chair)				
x	Colachico, Jennifer (Vice Chair)		Reinhart, Sean				
x	Connell, Beth	x	Roberts-Frank, Alicia (Member at Large)				Speakers:
x	Dunn, Roberta	x	Schulte, Rebecca			x	Kruska, Mitch
x	Gordon, Erica	x	Smith, Julie			x	Nazarov, Emily
x	Hightower, Tracie		Smith, Sharyn				
x	Leet, Angela	x	Stelzer, Catherine				

Agenda Item(s)	Discussion
Welcome/ Introductions/ Updates for the Good of the Order	Tammi Paul, Chair, welcomed everyone to the meeting at 8:40 a.m. Roundtable introductions of members and guests followed. Susan Acree, Beth Connell, Keith Ozols, and Jordan Ohlde attended the meeting remotely via GoToMeeting. Jamie Wilkinson introduced herself as a guest, sharing interest in becoming a parent representative for Area 6. Sarah Drinkwater, Oregon Department of Education (ODE), welcomed everyone. Sarah Drinkwater shared her appreciation on behalf of the department for the SACSE. Sarah shared the personnel changes across the agency. Mitch Kruska was unable to attend the meeting and Sarah chose to remove the Extended Assessment Guidance from the agenda.
Approve Agenda	Modifications due to the unexpected absence of the Extended Assessment Guidance were made to the agenda. Motion/Action: <i>Roberta Dunn motioned to approve the September agenda. Jennifer Colachico seconded the motion. The motion was approved unanimously.</i>
May Minutes	Motion/Action: <i>Ruth Whitnah motioned to approve the May meeting minutes. Alicia Roberts-Frank seconded the motion. The motion was approved unanimously.</i>
SACSE 101 / By-Law Changes &	Tammi Paul began a conversation about the SACSE by introducing the information provided in new binders provided to the council. A list of common acronyms and a list of the members in the SACSE sub committees were suggested additional information for the new SACSE information binders. Jeremy Wells explained that ODE is in the process of creating acronym free presentations and reminded

The Oregon Department of Education is an equal opportunity agency and employer.

<p>Operating Policies</p>	<p>the council to please request an explanation of any acronym that comes up during a council meeting or presentation. Jeremy Wells also suggested that members utilize the SACSE e-mail (ode.sacse@state.or.us) as a way to store information between meetings. The committee requested that the SACSE e-mail address be listed on the SACSE Roster on the ODE website.</p> <p>Jeremy Wells explained the minor revisions made to the SACSE bylaws over the summer. Minor revisions to create a reader friendly version of the bylaws.</p> <p>Motion/Action: <i>Tracie Hightower motioned to approve the amendments to the bylaws. Valerie Barber seconded the motion. The motion was approved unanimously.</i> <i>Alicia Roberts-Frank motioned to approve the amendments to the Executive Committee operating procedures with modifying Section 4 in regards to the Member at Large. Jennifer Colachico seconded the motion. The motion was approved unanimously.</i> <i>Roberta Dunn motioned to approve the amendments to the Membership Committee operating procedures. Tracie Hightower seconded the motion. The motion was approved unanimously.</i> <i>The Public Policy committee will draft operating procedures that will be reviewed at the January SACSE meeting.</i> <i>Amanda Hiaasen will email the committee and ask the committee members for information about what other agencies/groups they support.</i> <i>Amanda Hiaasen will update the SACSE web roster to include Jeremy and Amanda as ODE representatives and add the SACSE e-mail to the roster with information pertaining to what should be mailed to the e-mail address.</i></p>
<p>Committee Reports Determination SICC & DRC</p>	<p>A conversation around creating a standard protocol for how committee reports are received ensued. Roberta suggested that committee reporting time is a standing time on the agenda that can be filled with random SACSE business in the event that there are no committee reports. Renae Bendix suggested a time limit for reporting committee information. Jeremy suggested that reports about other committee meetings should be reported on a document and sent in so that copies can be provided to the committee at meetings.</p> <p>The committee agreed that a sub-committee report template should be used for written reports to be submitted to the chair of the sub-committee. It is an option for committees to have nothing to report at a meeting. A template will also be used for writing constituent reports to be submitted at least one week prior for printing. During the allotted time on the agenda for committee and constituency reports, spontaneous verbal reports can be added. The committee agreed that written reports allow for more detail, documentation, and allow for the reports to be read on behalf of someone in cases of a committee member being unable to attend a meeting and verbally report to the SACSE. The templates will be modified to add a "Date" line for better documentation and an "Action" section for the SACSE to provide feedback on what is being reported.</p> <p>Motion/Action: <i>The Executive Committee will review the current templates for the sub-committee and constituent report templates.</i> <i>Amanda Hiaasen will add a "Date" and "Action" section to the current templates as requested by the committee chair.</i></p> <p>Valerie Barber accepted a position on the Dispute Resolution Committee (DRC), replacing Carrie Swanson.</p> <p>Motion/Action: <i>Amanda Hiaasen will connect Valerie Barber with Jan Burgoyne, DRC Support, to get her a list of DRC meeting dates and other helpful information.</i></p>

<p>Bill Update</p>	<p>Emily Nazarov, ODE, provided an update on changes that took place during the 2015 legislative session that pertain to special education. There are 14 Senate Bills (SB) and House Bills (HB) that effect special education.</p> <p>HB 2597 Discipline – requires that a truancy notice to a parent or guardian include the rights of the parent to request an evaluation for an Individualized Education Program (IEP) or to review an existing IEP.</p> <p>HB 2927 Funding – increases the amount of funding in the High Cost Disabilities grant from \$18 million to \$35 million.</p> <p>SB 215 Governance – abolishes the Oregon Education Investment Board (OEIB) and modifies the responsibilities of the office.</p> <p>HB 3149 School Nurse Reciprocity – establishes that a registered nurse who is employed by a public or private school may accept orders from a licensed physician in another state or U.S. territory if the order is related to the treatment of a student who has been enrolled at the school for not more than 90 days.</p> <p>SB 287 Speech-Language Pathology – requires all teachers that practice speech-language pathology in grades k-12 to obtain a license to do so from the State Board of Examiners for Speech-Language Pathology and Audiology.</p> <p>SB 698 School Nursing – creates a school nursing consultant position within the Oregon Health Authority and establishes a task force on school nursing.</p> <p>SB 875 Adrenal Insufficiency – directs the State Board of Education to adopt rules under which school personnel may administer medications that treat adrenal insufficiency to students experiencing adrenal crisis.</p> <p>SB 895 Immunization Information – directs school to provide the number of children in the school district who have an incomplete immunization schedule to the Oregon Health Authority, and immunization rate information to parents. Additionally, the ODE must include information related to immunization rates in the school district report cards.</p> <p>HB 5016 Long Term Care and Treatment – directs the ODE to base the allocation of funding for long term care and treatment programs under ORS 343.243 on a minimum staffing standard based on best practices instead of a per-student basis.</p> <p>SB 135 Long Term Care and Treatment Funding – remove the requirements that ODE send the money to school districts through a contract, instead funds will flow through a grant-in-aid.</p> <p>HB 3371 Student Whistleblower Protection – prohibits retaliation by a school against a student who makes a good faith report of a possible violation of state or federal law, rule, or regulation.</p> <p>SB 612 Teaching and Learning – creates a dyslexia specialist position within ODE and directs ODE to develop and implement a statewide plan to screen for dyslexia.</p> <p>The council asked about a number of proposed bills from the legislative session that did not pass, including SB 111 which pertained to 3rd grade advancement due to reading and SB 560 which pertained to the 60 day calendar.</p>
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	<p>Motion/Action: <i>Jeremy Wells will find out from Emily if someone specifically is representing students with disabilities needs for SB 698, the School Nursing Task Force.</i> <i>Emily Nazarov will send out a summary of legislation that effected ODE to Jeremy to distribute to the committee.</i></p>
Public Comment & Lunch	<p>There was no Public Comment.</p>
Updates on Brochure	<p>Motion/Action: <i>Amanda Hiaasen will send Roberta Dunn all of the current brochure information available to be compiled.</i></p>
Annual Goal Conversation	<p>Tammi shared the most recent proposed goals, which will be included in the annual reports starting in 2016.</p> <p>Goal 1: The 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. The current need for parent representation in Region 7, Lane County, will be addressed. The SACSE will utilize available technology to increase membership participation, retention, and outreach to more rural regions in the state of Oregon.</p> <p>Goal 2: The SACSE will recognize the unmet needs in Oregon for Special Education. Through recognition, the SACSE will strive to impact those needs throughout the year by better documenting the SACSE comments during outside presentations and following up with those presenting to understand how the SACSE impacts areas throughout Oregon. If presenters ask to present because they want input it will be expected that the presenter will provide follow up information regarding specific feedback provided from the SACSE.</p> <p>Goal 3: The SACSE will actively participate in advising the Department of Education on the unmet needs across the state. Sub-committees will report at each meeting and there will be an increase in constituent reports.</p> <p>As a group, the committee feels that it should be doing more and it should have its concerns, advisements, and feedback better tracked in relation to the information being provided to the committee during each meeting. The committee expects that follow up information will be provided from ODE when the committee provides specific feedback on the unmet needs of students during presentations.</p> <p>Motion/Action: <i>Tammi Paul requested that each committee have a draft goal submitted to the Executive Committee by October 30th.</i> <i>The Executive committee will word smith the goals and resend them out to the council prior to the January 21, 2016 meeting.</i></p>
SACSE Business / Summary of meeting / evaluation/ Unmet needs	<p>Jeremy Wells provided the council with information about the Stakeholders meeting, scheduled for November 6th at 9:00 a.m in Basement A. The meeting is an opportunity for state stakeholders to provide feedback to the Department of Education. Jeremy expressed the need for parent representation at the Stakeholder’s meeting. SACSE members are invited to attend and will receive invitations in October. Phase 2 of the State Systemic Improvement Plan (SSIP) will be the major topic of the Stakeholder’s meeting. Tammi explained that normally before a stakeholder meeting, a separate room is reserved an hour prior for SACSE members to meet together and asked for a show of hands for who was interested in attended the Stakeholder’s meeting and the meeting prior for SACSE members.</p> <p>Motion/Action: <i>Jeremy Wells will send out a meeting invite to the committee for a short get together before the November 6th Stakeholders meeting</i></p>

begins.

Jeremy Wells will provide information about Phase 1 of the SSIP from last years Stakeholder's meeting to the SACSE members attending the pre-meeting on November 6th.

Tammi Paul asked that the committee provide a list of Special Education Unmet Needs in the State for the executive committee to use during the 2015-2016 year as focus areas for the committee. Additionally, in an effort to continue to improve the committee meetings, Tammi requested that each member provide their opinion of what worked well during the meeting and what could work better.

The committee provided the following list of unmet needs in the State:

- SLP caseload size
- Class size
- Parent engagement for non-English learners
- Secondary transitional pre-employment experiences for students with significant behavioral intellectual needs
- Unmet behavior supports, fidelity of service
- Isolation, seclusion outside of day treatment
- Services for children with mental health disabilities
- Trauma informed schools
- Access to assistive technology, AIM accessible instructional materials.
- Delayed start of school while waiting for sped record transfers – services for children with serious health problem, one on one nursing, etc
- Availability of people to be school nurses
- Access for gen ed in pursuit of diploma
- Variability of inclusive practices
- Stigma for kids and parents
- Culture shifts – parents have to believe their kids can work – high expectations
- General education teacher training
- Impact of the new autism specialist indication on teacher licensure
- EI/ECSE funding + relationship in early learning
- Homebound instruction, overuse of minimum instruction
- Small district it's hard to provide a continuation of services
- Relationships between districts and ESDs
- What is the construct between ESD, district, regional, etc, to serve all of Oregon
- Service/placement/location
- Placement by diagnosis
- Implementing what the state/district/OSEP
- Lack of desire to be a sped teacher/teacher preparation
- Universal credential for gen. ed/spec. ed.
- Breaking down the silos
- Foster kids are treated differently due to the belief that they won't be there long, or are expensive
- Ableism – promoted through terms

- Standards Based IEP
- Homeless, ELL, Foster care multiple system involvement
- Terminology – inclusive of all diversity
- Orthopedic impairments
- Functional outcomes

The meeting adjourned at 2:35 p.m.