

**State Interagency Coordinating Council (SICC) & State Advisory Council for Special Education (SACSE)
Meeting Minutes (Draft)
March 11, 2016 PSB Rm Bsmt A, 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:						ODE:
		x	Leet, Angela	x	Stelzer, Catherine		
x	Acree, Susan	x	Middleton, Cindy	x	Swanson, Carrie	x	Hiaasen, Amanda
x	Barber, Valerie	x	Moore, Carol	x	Tempel, Gary	x	Wells, Jeremy
	Baum, Liz	x	Ohlde, Jordan	x	Whitnah, Ruth		Drinkwater, Sarah
	Bendix, Renae		Ozols, Keith				
	Colachico, Jennifer (Vice Chair)	x	Paul, Tammi (Chair)				
x	Connell, Beth		Powell, Shannon (Past Chair)				
x	Dahill, Laura		Reinhart, Sean				
x	Dunn, Roberta	x	Roberts-Frank, Alicia (Member at Large)				
x	Gordon, Erica	x	Schulte, Rebecca				
x	Hightower, Tracie	x	Smith, Julie				

Agenda Item(s)	Discussion
Welcome/ Introductions/ Updates for the Good of the Order	Tammi Paul, SACSE Chair, welcomed everyone to the meeting at 9:09 a.m. Roundtable introductions of members and guests followed. Susan Acree and Laura Dahill attended the meeting remotely via GoToMeeting.
Approve Agenda & September Minutes	Motion/Action: <i>Alicia Roberts-Frank motioned to approve the March agenda. Cindy Middleton seconded the motion. The motion was approved unanimously.</i> <i>Tracie Hightower motioned to approve the January meeting minutes. Roberta Dunn seconded the motion. The motion was approved unanimously.</i>
SICC Updates on TSPC Licensure – Jantina Clifford (University of Oregon)	Jantina Clifford, SICC Member, Personnel Preparation, University of Oregon, gave a brief presentation on changes to the Teacher Standards & Practices Commission (TSPC) within licensure that have recently taken place that affect the early intervention endorsement. Before changes took effect, there was an initial teaching license with age authorization for ages birth to age nine. TSPC made a change effective January 1, 2016 where teachers are now receiving a preliminary teaching license to teach pre-kindergarten to grade twelve. The endorsement is now from age three to grade four, which leaves out endorsement for children from birth to age three. The concern is that teaching children from birth to age three requires teaching a different skill set. Master’s Degrees are also no longer required for

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	<p>teaching degrees.</p> <p>Jantina is working with the Higher Education Consortium and they are researching Oregon Administrative Rules (OARs) and how the new licensure aligns with them. Both committees requested information about joining the consortium to better represent students with disabilities across the state. Jantina will follow up with the committees after seeing if the consortium is looking for more representation. A recommendation was made to include any scientific evidence around the birth to three age group when talking with TSPC.</p> <p>Tammi Paul, SACSE, suggested that the SICC and the SACSE come together to devise a plan for how to best address concerns to the TSPC, including the possibility of mailing separate letters or a joint letter to the TSPC. Rebecca Schulte (SACSE), Judy Newman (SICC), Beth Connell (SACSE), and Nancy Ford (SICC) volunteered to be on a joint work group to devise how to best move forward with communications to the TSPC.</p> <p>Motion/Action: <i>Judy Newman made a motion to work with TSPC Higher Education Consortium regarding a joint letter or separate letters and talking points. Lori Kellogg seconded the motion. Roberta amended the motion to add that the TSPC Higher Ed Consortium report back to the internal joint task force. Rebecca Schulte seconded the amendment. The amended motion was approved unanimously.</i></p>
<p>Summer Institute update- Mandy Stanley (EI/ECSE Education Specialist)</p>	<p>The Oregon Department of Education (ODE) and David Douglas School District are holding a week long intensive Summer Institute training session for Early Intervention/Early Childhood Special Education (EI/ECSE) professionals (birth to age 8) from June 20, 2016 through June 24, 2016. College credit from Portland State University will be available.</p> <p>Seven courses are being offered: Collaborative Problem Solving; Coaching Course; Trauma Informed Care; So You Want to Start A Preschool?; Prevent, Teach and Reinforce; Motivational Training; and Dual Language Learners.</p> <p>If anyone is interested, please go to their website at: http://www.ddouglas.k12.or.us/summer-institute-2016/.</p>
<p>SICC Governors Report – Cassandra Trout (Chair SICC)</p>	<p>Cassandra Trout, SICC Chair, gave a brief presentation on the annual SICC Governor’s Report. The SICC is working with the Governor’s Office to schedule a time to deliver the report to the Governor’s Chief Education Officer, Lindsey Capps. Once it has been delivered, the SICC will send an electronic copy of this report to the SACSE.</p>
<p>EI/ECSE Funding Updates – Nancy Johnson-Dorn (Director)</p>	<p>Nancy Johnson-Dorn, ODE, spoke about the EI/ECSE budget. The budget is based on case load growth. The budget is built off these numbers and includes a small percentage for inflation. The program is growing because of universal screening. There are a lot of people who have been actively working with advocacy. ODE received some additional funds (\$5.393 million) because of this work. Nancy explained the framework of how the budget was built. ODE will be creating a Policy Option Package (POP) to help get more money for the EI/ECSE programs.</p> <p>Once the funding budget model is finalized, it will be emailed to the SACSE and SICC as requested.</p>
<p>DD Eligibility Conversation – Nancy Johnson-Dorn (Director)</p>	<p>Nancy Johnson-Dorn, ODE, provided a brief reminder about the Developmental Delay (DD) eligibility to extend the age range past the age of five. There have been talks about this during the prior ODE Stakeholder’s Meeting.</p> <p>The ODE is asking for input from the SICC/SACSE groups and for them to provide feedback.</p>

The group was asked to form small groups to talk about this and then provide share outs to the larger group.

Each small group provided 2 minute share outs that were diverse. Everyone was asked to turn in their worksheets so ODE can consolidate the feedback provided by SACSE and the SICC. The groups answered the questions in the following ways:

What do you like about Oregon's current definition of developmental delay?

- It's comprehensive and pushes a closer look at children before entry into kindergarten to more accurately describe eligibility. There is consistent awareness of what the definition means.
- Keep the title as "kindergarten transition", there is no need to label, allowing for success without a special education (SPED) label.
- Tiered supports in kindergarten help create success for children who need DD services in early childhood.
- Data shows that more children in ECSE are receiving services in typical settings.
- Social delays, adaptive skills, had services, and tiered supports are helping.

What about the current definition does not work for children and should be changed?

- It may lead parents to believe that a "DD" label will allow time for a child to "catch up" when in actuality they may not.
- It doesn't wait for failure.
- Fiscally difficult on districts worried about kiddos who aren't ready to do what isn't developmentally appropriate anyway.
- Tends to "label" student before school-age development has been made evident.
- Does not provide supports and continuity of service as simply (for students and family) as possible.
- The gap of the kindergarten drop off because children don't "meet criteria" for the designated.
- Eligibility needs to be changed to age 9.
- 504 is underutilized and could be a bridge for students who continue to need accommodations without IEP.
- It is missing data on the percentage of DD kids who test out in early grades.
- Child has to "prove" they need support by not doing well in kindergarten, instead of being provided supports to succeed.
- A more seamless transition of services at a critical age is especially helpful for a highly mobile population. This age is a critical age for school and development.
- 3 of 6 qualifying areas of deficit are not recognized by school age eligibility.
- Variability of age at Kindergarten. There can be an entire year difference.
- I believe that expanding the age range would provide better access to services while giving students more maturity before identifying specific disabilities with data backed testing.
- School evaluations are not comprehensive and will miss kids that did not get services before age 5.

Do you have other recommendations for change to Oregon's developmental delay definition?

- What will be the Specifically Designed Instruction (SDI) for a child? This is a bigger issue than just a label. I am wondering about how can we change a culture of teachers and administrators who don't always support kids with behavioral challenges (social/emotional delays) versus a skill deficit or lagging skills. If we are looking at how to help support parents through the transitions – parents have to be heard and understood. Teachers/school staff aren't always good at making families feel that way when the delay is social/emotional. It is a cultural shift.
- It's not broken so don't "fix" it. School age has great systems in place to support kids. Good working relationships with ECSE for transition to kinder which is most important to support kids. Changing to age 9 would have a big fiscal impact on districts.
- Improve transition processes between EI/ECSE to kinder.
- Would help support a more seamless transition into school aged services and ensures that they don't fall through the cracks and promotes a more positive/supportive start to school age.

	<ul style="list-style-type: none"> • DD should not be an automatic/default during kindergarten transition. • End DD at age of 8. • Strong relationship with families. • Need to make well developed contingency. • Extend DD to age 7 or 8.
Transition to Kinder Conversation – Everyone	<p>Judy Newman, SICC, spoke about the process regarding transition for children from EI/ECSE to kindergarten. She discussed the steps that occur for parents and program providers and what the transition looks like. A handout that outlines the transition was given to the group.</p> <p>SACSE and SICC have each agreed to form a Transition to Kindergarten Work Group. The following people volunteered to be a part of the work group: Julie Smith (SACSE), Ruth Whitnah (SACSE), Melinda Benson (SICC), Cassandra Trout (SICC), Carol Moore (SICC/SACSE), and Judy Newman (SICC) who also agreed to be the lead for the group.</p> <p>The SICC and SACSE separated after the working lunch and transition to kindergarten conversation.</p>
Public Comment	<p>Debra Levinson appealed to the committee to keep special education children at the forefront of every discussion. Debora stated that current over-focus on and demands for legal compliance countermand the original intent of IDEA. As a result, many students are not receiving adequate or appropriate services, families are not being genuinely included in the decision-making process of Special Education, and many teachers leave the profession out of a sense of frustration and despair.</p> <p>Debra suggested several actions including better training and additional licensing requirements for Special Education administrators and better training of Regular Education teachers in how to differentiate instruction and how to utilize principles of Universal Design. The current case loads need to be observed and limited for various group in special education, centralizing case management including production or clerical portions of the Individualized Education Program (IEP) to allow for personnel to work with the students more than on the paperwork.</p> <p>The committee agreed that caseloads need to be discussed. In appreciation of the crisis being experienced by the teachers in the field, SACSE requested that Jeremy seek a member of ODE to provide additional information to the SACSE on case load practices and funding and any attempts at addressing these issues.</p>
SSIP Update – Lisa Darnold & Stella Brown (Education Specialist)	<p>Lisa Darnold and Stella Brown, ODE, provided a Part B State Systemic Improvement Plan (SSIP) update. Part B includes school aged students with disabilities, kindergarten through age 21. The State Initiated Measurable Result (SIMR) for Part B during phase 1 was to increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessments. Phase 2 consists of 3 components.</p> <ol style="list-style-type: none"> 1) Infrastructure development – improvements that will be made to the state infrastructure to better support local education agencies (LEA) to implement and scale up Evidence-Based Practice Resources (EBP) to improve the SIMR for children with disabilities. ODE has added a SSIP lead, a Dyslexia Specialist, and a Coherent Strategies Specialist. 2) Support for the LEA Implementation of EBPs – how the state will support LEAs in implementing the EBPs that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for children with disabilities. This component includes providing professional development (PD), technical assistance (TA), and coaching to districts. 3) Evaluation – how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. <p>Stella and Lisa asked the committee to provide advisement on what level they see professional development, technical assistance, and</p>

	<p>coaching being most effective – to teachers, principals or districts. The committee discussed the question and they decided that PD is most effective for teachers, especially when it pertains to how to best support parents. Unanimously, the committee believed the supports need to improve all levels to create a cohesive team. The committee stated that general education teachers needs to be included in all information pertaining to special education to ensure the best outcomes for students with disabilities receiving supports in a general education environment.</p> <p>The committee requested to be included in the ongoing implementation of the evaluation by having someone representing the SSIP at ODE report back to the SACSE.</p>
Committee & Constituent Reports	There were no committee or constituent reports.
Shortened School Day - John English (Education Specialist)	<p>John English, ODE, provided information about Executive Memorandum 009-2015-16 which provided information about SB 553, SB 556, OAR 581-022-1620 and discussed reduced school days. SB 553 creates additional requirements for use of out-of-school suspension or expulsion for students in the fifth grade or lower. SB 556 adds to the limitations on the use of expulsion in regards to truancy. OAR 581-022-1620 sets forth requirements for instructional time for Oregon public schools.</p> <p>ODE is using the Oregon School Discipline Advisory Council (OSDAC) as a forum to address the issue of shortened school days. The first step was the executive memorandum to raise awareness. Following steps will include webinars for school districts and identifying regions, districts, communities and schools that could benefit from targeted technical assistance. The committee recommended that the OSDAC increase their regional representation, in particular in rural parts of Oregon. The OSDAC is open to increasing their membership, and anyone interested in joining should contact John at john.english@state.or.us.</p>
Tip Line / Threat Assessment / Extended Diploma Updates – Jeremy Wells (Education Specialist)	<p>Based on feedback from the January 21, 2016 SACSE meeting, Jeremy Wells provided an update on threat assessment and the extended assessment.</p> <p>Members wanted more information on what happens to students that are not a part of the 1% of students allowed by the federal regulations to take the extended assessment but are unable to complete the standard Smarter Balanced Assessment Consortium (SBAC) assessments. There is no federal guidance explaining the 1% cap. The only guidance available for the students between the SBAC and the extended assessment is that any students not participating in the extended assessment should be expected to take the SBAC. As soon as ODE releases additional guidance, Jeremy will distribute it electronically.</p> <p>The threat assessment bill was not picked up by legislature. HB4075, the School Safety Tip Line, passed. The bill sets aside one million dollars to revive a statewide tip line where students, parents and others can report threats before they lead to violence. ODE was added as a member of the State Safety Board Commission. Jeremy is involved in the tip line and threat assessment, and is working on connecting both to work together seamlessly. Jeremy adamantly stated that threat assessment will not be about how to get a student out of the school, but how to keep them in school through preventative measures.</p>
Closing Remarks	<p>Alicia Roberts-Franks, Member at Large and Standing Chair, closed the meeting at 3:35 p.m.</p> <p>The next meeting is May 12, 2016 in Pendleton, OR. Carrie Swanson offered to provide a prison tour to anyone interested. In order to participate in the tour, personal information is required prior to visiting the prison and can be communicated through Amanda Hiaasen to ensure privacy and security.</p>