

**Advisory Council for Special Education (SACSE)
Meeting Minutes
January 26, 2017, 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))

	Acree, Susan	x	De Pry, Randall	x	Ohlde, Jordan	x	Smith, Julie
x	Barber, Valerie	x	Dunn, Roberta	x	Ozols, Keith	x	Stelzer, Catherine
	Baum, Liz	x	Gordon, Erica		Paul, Tammi		Tempel, Gary
x	Colachico, Jennifer	x	Hightower, Tracie	x	Purdy, Frances	x	Whitnah, Ruth
x	Connell, Beth	x	Middleton, Cindy	x	Reinhart, Sean	x	Wilkinson, Jamie
x	Dahill, Laura		Moore, Carol	x	Shockley, Caitlin	x	Youncs, Jeanine

Agenda Item(s)	Discussion
<p>Welcome, Approve Agenda & September Minutes</p>	<p>Jennifer Colachico, SACSE Vice-Chair, called the meeting to order at 9:05 am. Sarah Drinkwater, Assistant Superintendent of Student Services at the Oregon Department of Education (ODE), welcomed the committee on behalf of ODE. New employees at ODE introduced themselves. Elliot Field (elliott.field@state.or.us) is an Education Specialist and will be working in the areas of school discipline and bullying. Mariana Praschnik (mariana.praschnik@state.or.us) is an education specialist supporting School Wide Integrated Framework for Transformation (SWIFT). Joanne Manning (joanne.manning@state.or.us) is the new data team support staff and is responsible for assisting with data collections related to special education. Jordan Ohlde, Beth Connell, Ruth Whitnah, Cindy Middleton, and Jamie Wilkinson attended the meeting via GoToMeeting.</p> <p>Sarah Drinkwater discussed the new ODE website and provided some information about navigate and find previous resources. The website has been met with positive feedback. Sarah Drinkwater discussed the option of including a tribal representative on the SACSE and confirmed that the tribes will be selecting the representative. Sarah Drinkwater followed up on questions the SACSE had after the September meeting.</p> <p><i>Additional information was requested from the SACSE in regards to special education students who are attending dual language schools and what supports they are receiving.</i></p> <p>Motion/Action: <i>Jennifer Colachico proposed to edit the agenda and have the meeting end at 3:00pm. Keith Ozols seconded the motion. The motion was approved unanimously. Julie Smith motioned to approve the September meeting agenda with the modification. Caitlin Shockley seconded the motion. The motion was approved unanimously.</i> <i>Julie Smith motioned to approve the May meeting minutes. Tracie Hightower seconded the motion. The motion was approved unanimously.</i></p>

Old business

SACSE members volunteered at the September meeting to discuss public comment protocols. The group is still working on protocols and plan to bring a draft to the March meeting to include a disclaimer about privacy and times.

The SACSE discussed creating a flyer or a brochure to provide information about the SACSE in an effort to increase membership around the state and to provide information to the public. Roberta Dunn volunteered to continue her assistance with the brochure. Roberta Dunn will work with Amanda Hiaasen, ODE, to get previous templates and to create a new brochure.

Stella Brown, Education Specialist at ODE, provided an update on the State Systemic Improvement Plan (SSIP). The SSIP is in its third phase, which focuses on evaluation. Though February 2020, ODE will be reporting on progress toward the SIMRs (State Identified Measurable Results) which includes results of ongoing evaluations and the extent of progress towards outcomes. ODE will also be providing revisions to the state performance plan. Phase Three is based on the data and analysis on the extent to which the State has made progress toward and/or met the state-established short-term and long-term objectives for implementation of the SSIP and its progress in achieving the State Identified Measurable Results (SIMR) for infants and toddlers with disabilities and their families.

The SIMR for Part C (birth to 3) is to increase the percentage of infants, toddlers and preschoolers with disabilities demonstrating growth in social-emotional and approaches to learning skills. ODE supported practices for increasing these skills are Collaborative Problem Solving (CPS) and Early Childhood Positive Behavior Interventions and Supports (EcPBIS). The SIMR for Part B (3-21) is to increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessment. ODE will provide professional development, technical assistance, coaching, and financial support to a cadre of nine local education agencies (LEAs) utilizing implementation science principles to implement the Multi-Tiered System of Supports (MTSS) for literacy and behavior using: implementation of School Wide Integrated Framework for Transformation (SWIFT) Framework in eight elementary schools/k-8 schools in the current four SWIFT LEAs; scale up SWIFT Framework in four new LEAs, in eight elementary/k-12 schools; and provide Tier 3 level of assistance to one LEA, in one elementary school that previously attempted to implement MTSS, but did not sustain.

Measurement of the SIMR will include an outside evaluation calibration with national evidence-based tools, and reporting out and soliciting feedback at various stages to a variety of stakeholders.

The SACSE requested additional information about the communication plan from ODE on the reasoning behind and implementation of the kindergarten assessment and the inclusion of special education. The SACSE requested information on the timeline for the results of the assessment.

Carrie Thomas-Beck, ODE Education Specialist, updated the committee on House Bill 2412 and Senate Bill 612.

House Bill 2412 requires that educator preparation programs for early childhood education, elementary education, special education or reading provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia. The current rules proposed by the Teacher Standards and Practices Commission (TSPC) for standards for dyslexia instruction are that the candidates must demonstrate the ability to:

- Identify the characteristics that may predict or are associated with dyslexia;
- Understand how to provide evidence based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia;
- Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and

	<ul style="list-style-type: none"> • Apply dyslexia assessment and instruction knowledge to pedagogy practice. • The proposal for these rules is on the consent agenda at the TSPC meeting scheduled for January 27, 2017. <p>Senate Bill 612 requires that the Department of Education annually develop a list of training opportunities related to dyslexia. The Department must collaborate with the TSPC to ensure training opportunities on the list satisfy professional development requirements for teachers. SB 612 states that the list must include at least one opportunity that can be provided entirely online, and that the training opportunities must comply with the International Dyslexia Association (IDA) Knowledge and Practice Standards, enable the teacher to understand and recognize dyslexia, and enable the teacher to implement instruction that is systematic, explicit and evidence-based to meet the education needs of students with dyslexia.</p> <p>OARs related to dyslexia training were presented to the State Board of Education for a first read at their December meeting and are on the agenda for possible adoption at the January meeting. Once the OARs have been adopted by the Board, the Department can begin the vetting process for dyslexia-related training opportunities.</p> <p><i>The SACSE requested information on possible funding sources that districts could use to pay for the required training. The committee recommended that ODE communicate with Superintendents to clarify that SB 612 is a general education initiative and to request that ESDs play a role in the teacher training.</i></p>
Legislative Update	<p>Emily Nazarov, ODE, updated the committee on the current legislative session. ODE is currently tracking 217 bills with 4 special education bills.</p> <p>The bills related to Special Education are: SB 262: Establishes timelines by which evaluations must be completed to determine eligibility for special education. SB 263: Limits school district's ability to require students to participate in abbreviated school day program. SB 264: Requires school districts to ensure that all students of school district have equal access to educational facilities. SB 293: Requires school district to allow persons who provide special education or related services to child to participate in meetings regarding development, review or revision of individualized education program for child and to have access to current individualized education program.</p> <p>One bill pertaining to school nursing is being followed by the Office of Student Services. SB 111 establishes grant program to assist school districts in complying with school nursing service requirements.</p>
Working Lunch/ Committee Meetings	<p>Members of the SACSE sub-committees (Executive, Membership, and Public Comment) met to discuss their current goals and the progress towards achieving them. Members not a part of any subcommittee were urged to sit in on any committee they were interested in possibly participating in.</p> <p>The Membership Committee discussed the current need for a second parent or individual with a disability in zones 1, 4, 6, and 7 where there is only one parent or individual with a disability currently. More parents in those zones would better allow the committee to maintain the requirement of having parent or individual with a disability representation at 50% or more of the overall SACSE membership. The membership committee suggested that for every new agency representation suggestion there be two parents or individuals be added. Jeremy Wells will reach out to Special Education Directors in an attempt to improve parental representation.</p> <p>The Public Policy Committee discussed creating a space on the SACSE Google Drive for committee members to share updates about current legislation. The new folder is labeled Policy/Legislative.</p>

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	<p>The Executive Committee will be meeting with the SICC Executive Committee to discuss topics for the March meeting.</p> <p>Committee members that attended the annual stakeholder meeting in November discussed their thoughts about the meeting. Many appreciated the opportunity to provide feedback on ESSA, SSIP, and other current topics.</p>
Public Comment	<p>There was no public comment.</p>
Committee and Constituent Reports	<p>Caitlin Shockley, SACSE Parent Representative, provided a constituent report from FACT on shortened school days related to behavior. 12.5% of FACT's helpline calls since January 1, 2016 have been from parents whose children have been placed on shortened or reduced school days related to behavior. Of the 12.5%, 27% of the children being placed on shortened school days are under the age of 7. These reduced school days are putting a severe strain on Oregon families experiencing these issues.</p> <p>Caitlin Shockley asked of the council to:</p> <ul style="list-style-type: none"> • Recommend ODE re-release the Executive Memorandum 009-2015-16 to all Oregon LEAs. • Recommend ODE identify and implement data collection strategies on shortened school days, to get an accurate picture of prevalence. • Recommend ODE offer training and technical assistance for LEAs clarifying Memorandum 009-2015-16. • Recommend ODE offer LEAs additional training and technical assistance on completing function behavior assessments (FBAs) and writing positive behavior support plans (BSPs/BIPs). <p><i>The SACSE agreed to move forward with the requests from the FACT constituent report. The committee suggestion ODE respond to the committee in regards to the receipt and response to the Dear Colleague letter from August 1, 2016 provided by the US Department of Education.</i></p> <p>Motion/Action: <i>Catherine Stelzer motioned to approve submitting the proposed recommendations from the FACT Constituent Report to ODE. Laura Dahill seconded the motion. The motion was approved unanimously.</i> <i>Roberta Dunn motioned to approve the committee recommendation to ODE in regards to the Dear Colleague letter. Catherine Stelzer seconded the motion. The motion was approved unanimously.</i></p> <p>Sean Reinhart, SACSE McKinney-Vento Representative, shared a letter that was drafted on behalf of Special Education Directors around the state that are trying to find a strategy to compel their community partners to support the schools in regards to mental health, dysregulation and challenging behaviors.</p> <p><i>The SACSE requests that ODE communicate with Special Education Directors about what they're doing in relation to improving mental health for students and request that Special Education Directors are included in the conversations in relationship to letters that ODE has received in regards to mental health concerns. The SACSE has requested that this topic be included in the March meeting as an agenda item.</i></p> <p>Motion/Action: <i>Roberta Dunn motioned to approve the recommendation for ODE to communicate with Special Education Directors about what they are doing in relation to improving mental health for students. Erica Gordon seconded the motion. The motion was approved unanimously.</i></p>

New Business	Jennifer Colachico shared the current ideas for topics to be presented at the March SACSE/SICC meeting and asked for additional ideas and opinions. The committee provided the suggestions of: kindergarten assessment, mental health concerns and wraparound services for school districts, and information or a status update about EIECSE budget cuts. The committee discussed and agreed on proposing a 9:00am to 1:00pm meeting time with the SICC due to the high volume of desired topics.
Charter/Private Schools and Special Education	<p>Rae Ann Ray, ODE Education Specialist, updated the committee on Charter and Private Schools and Special Education. Oregon legislature intended that “..public charter schools, be created as a legitimate avenue for parents, educators, and community members to take responsible risks to create new, innovated and more flexible ways of educating children within the public school system.” (ORS 338.115) In Oregon, charter schools are part of the school district in which they are located. The district that includes the charter is responsible for ensuring that children in charter schools receive services.</p> <p>Rae Ann Ray can be contacted via e-mail for additional questions at raeann.ray@state.or.us.</p>
Closing Remarks	The meeting adjourned at 3:08pm. The next meeting is with the SICC and will be on Thursday, March 9, 2017 at the OCDC building in Wilsonville at 9:00.