

**Advisory Council for Special Education (SACSE)  
Meeting Minutes (Draft)  
May 17, 2018 – 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))

*SACSE Members:*

<input checked="" type="checkbox"/>	Benson, Melinda	<input checked="" type="checkbox"/>	Hightower, Tracie - Participant	<input checked="" type="checkbox"/>	Paul, Tammi	<input checked="" type="checkbox"/>	Smith, Deanie
<input checked="" type="checkbox"/>	Colachico, Jennifer- Participant		Kaasa, Nicholas		Pugerude, Shannon	<input checked="" type="checkbox"/>	Smith, Julie
	Connell, Beth		Middleton, Cindy	<input checked="" type="checkbox"/>	Purdy, Frances	<input checked="" type="checkbox"/>	Stelzer, Catherine
<input checked="" type="checkbox"/>	Dahill, Laura - Participant		Ohlde, Jordan	<input checked="" type="checkbox"/>	Reinhart, Sean	<input checked="" type="checkbox"/>	Whitnah, Ruth
<input checked="" type="checkbox"/>	De Pry, Randall	<input checked="" type="checkbox"/>	Olivier, Heather	<input checked="" type="checkbox"/>	Ruiz, Shannon- Participant		Wilkinson, Jamie
	Dunn, Roberta	<input checked="" type="checkbox"/>	Olsen, Jamie	<input checked="" type="checkbox"/>	Shockley, Caitlin	<input checked="" type="checkbox"/>	YOUNCS, Jeanine
<input checked="" type="checkbox"/>	Gordon, Erica		Ozols, Keith	<input checked="" type="checkbox"/>	Skipworth, Leah		

<b>Agenda Item(s)</b>	<b>Discussion</b>
<p>Welcome: Sarah Drinkwater (Assistant Superintendent) SACSE Adopt Agenda Approve Draft March Meeting Minutes</p>	<p>Jeremy Wells, Oregon Department of Education (ODE) welcomed everyone, and thanked to George and Elizabeth from NWRESA for helping setup this meeting, the collaboration with Elizabeth was phenomenal. Northwest Education Service District (NWESD) team welcomed everyone. Jennifer Colachico, Laura Dahill, Tracie Hightower, Shannon Ruiz and Khansaa Bakri attended the meeting remotely via GoToMeeting</p> <p>The Committee reviewed the draft May agenda and the draft March Minutes.</p> <p><b>Motion/Action:</b> <i>Sean Reinhart motioned to approve May agenda. Erica Gordon seconded the motion. The motion was approved unanimously.</i></p>

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*Sean Reinhart motioned to approve March meeting minutes. Erica Gordon seconded the motion. The motion was approved unanimously.*

**New Business**

- Membership (End of terms)
- End of Year Goals Evaluation
- Election of Member at Large (1 year)
- By-Laws Review
- Flyer/brochure/Procedural Safeguards
- Next year's SACSE Dates

Chair Julie Smith handed out a Certificate of Appreciation to departing SACSE members and expressed appreciation for their service and important work on this Committee.

**End of membership term**

Jennifer Colachico ended her second term  
Roberta Dunn ended her second term  
Tammi Paul ended her second term  
Jordan Ohlde ended his first term

**End of Year Goals Evaluation**

The Committee reviewed the end of year goals and measurements.

**Membership Goal:**

The Membership Committee will increase membership, specifically with parents of children with disabilities and individuals with disabilities with consideration to regional needs and diversity of the group.

The committee met the Membership goal. Jeremy added that he would like to have an extra application on file, in the event that a member could no longer serve.

**Executive Goal:**

The Executive Committee will increase member participation, retention, and outreach by utilizing available technology.

The Committee met this goal by making GoToMeeting available to all Council members. The council discussed using the video feature of Go To Meeting and setting norms for including online participants in the discussion.

**Public Policy Goal:**

The Public Policy Committee will increase feedback from the SACSE members and public stakeholders on ODE proposed rules and regulations, which address unmet needs in the education of children with disabilities.

The council discussed inviting other policy groups working on policies for children with disabilities to one of our meetings, possibly September.

SACSE will advise ODE regarding services for students with disabilities, especially unmet needs around the State. SACSE members will increase their outreach to their constituents in an effort to increase SACSE membership and public comment.

Frances Purdy will develop list of unmet needs as identified by OHA and send to Jeremy and Julie.

***Action/Motion:***

SACSE will revise the goals and bring the proposal at the next meeting of the 2018-2019 year.

Election of Member at Large (1 year):

A Member at Large is the third administrative committee member on SACSE, part of the Executive Committee, and performs the duties of the SACSE Chair and Co-chair in their absence.

Member at Large has is required to be a Council member for at least one year, and may serve no more than two consecutive terms.

Member at Large elections were held.

***Motion/Action:***

Sean Reinhart made a motion to nominate Catherine Stelze to be Member at Large. Erica Gordon seconded the nomination. All approved. Catherine Stelze accepted and was elected unanimously.

By-Laws Review:

It was noted that, SACSE Bylaws shall be reviewed by the Council at the beginning of every formal Oregon legislative session. SACSE Bylaws will be reviewed during the summer by the Executive Committee prior to the first meeting of the 2018-2019 year.

***Motion/Action***

The Council will review the Bylaws and make the revision, the proposed amendments will be sent out to the Committee to be reviewed prior to the first meeting of the 2018-2019 year. Proposed amendments will be discussed at the first meeting and voted on at the second meeting.

	<p>Flyer/brochure/Procedural Safeguards:</p> <p>Roberta Dunn, SACSE Member at Large, sent the SACSE brochure electronically to the Council for review and feedback. The Council will review and send proposed changes with items attached to Jeremy Wells to make the final version and route to Sarah Drinkwater for approval to get it published and translated.</p> <p>Next year's SACSE dates:</p> <p>The Committee approved the following dates and locations for 2018-2019 SACSE Meetings:</p> <ul style="list-style-type: none"> <li>• Thursday, September 13, 2018 at Oregon Department of Education</li> <li>• Thursday, January 24, 2019 at Oregon Department of Education</li> <li>• Friday, March 15, 2019 location to be determined</li> <li>• Thursday, May 9, 2019 at South Coast ESD/Tribe (Tentative)</li> </ul>
<p>Clatsop Behavioral Healthcare presentation: Meghan McKee – Child and Family Therapist (South County Schools) &amp; Brenda Karr – Child and Family Therapist (Central/South County Schools)</p>	<p>Meghan McKee, Child and Family Therapist (South County Schools) and Brenda Karr, Child and Family Therapist (Central/South County Schools) presented on Clatsop Behavioral Healthcare. The team works to remove barriers that clients and families may experience when they are trying to access care. Clatsop County has clinicians located throughout the community, which is helpful to the people served. School is a big part of children's lives, our teamwork with school staff, teachers, coaches, mentors, aids etc. to provide collaborative care and address issues in multiple environments in our clients' lives. Our whole team works from a system lens, meaning we address the child's mental health holistically, including all family members and environmental factors.</p> <p>The therapeutic relationship is important and we work to make sure clients are assigned to the most appropriate helper. Our entire team is trauma-informed.</p> <p>The team provides additional services such as wrap around, crisis response, parenting group, mental health summer school, psychiatric services, Head Start mental health consultation, family skills training, drug and alcohol treatment and the Happy Happy Baby Project.</p> <p>Our team is working hard to shift the way our community thinks about and understands children's mental health. Most mental health issues are not inherent or genetic illness, meaning they usually are caused by exposure to detrimental influencers, related to damaging environments and/or connected to lagging/absent skills. We are community focus and we work to keep kids in the community with their families and natural supports. We wish everybody was trauma informed, understood that children who have experienced trauma may have</p>

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	<p>unique needs, behaviors, and/or challenges. It also means we as adults need to make appropriate accommodations for a child in every aspect of their lives to ensure they are receiving healthy, compassionate support.</p>
<p>Care Oregon (Call into GoToMeeting)</p>	<p>Unexpected absence from Care Oregon.</p> <p>The Council had an open discussion on public and private health insurance, and students with disabilities who are not covered by Oregon Health Authority (OHA) and unable to access services due to insurance barriers.</p> <p><b><i>Motion/Action</i></b></p> <p>SACSE will develop a draft letter on unmet needs to OHA describing barriers and unmet needs for students with disabilities in accessing services due to insurance barriers</p> <p>Erica Gordon made a motion for SACSE to draft a letter on unmet needs to OHA in regards to public versus private health insurance. Jamie Olsen seconded the motion. The motion was approved.</p>
<p>Break</p>	
<p>FACT Oregon: Julie Chick (FACT Oregon, Regional Program Coordinator)</p>	<p>Caitlin Shockley, SACSE Vice Chair and Julie Chick, a Regional Program Coordinator for FACT, discussed FACT Oregon and its' supports. FACT is Oregon's Parent Training and Information Center. We have multiple state wide programs that, train families and professionals on topics such as, IEP process, advocacy, communication, behavior, we do special education training across the state using webinars and a state wide help line. We have 2 family networks, Portland Metro, West George includes, Multnomah, Clackamas, Washington Counties, and we have the Columbia and Coastal communities including, Columbia, Clatsop, Tillamook, and Lincoln counties.</p> <p>The Family Network programs in Columbia, Clatsop, Tillamook and Lincoln Counties on the Coast. These programs have offered opportunities such as Parent Coffees, Family Pizza Night, Bonfires, and other similar networking venues. These provide a time for families to meet each other and share information regarding local resources and supports. Additionally discussed were the coastal trainings such as 'Understanding the IEP' and 'It Starts with a Dream: Person Centered Planning'. These workshops allow parents to easily understand the processes and their role in their child's IEP to help ensure success for the child, the team. The presence of</p>

	<p>FACT Oregon in these rural coastal counties has been effective in offering support to parents seeking resources, information and training regarding Special Education and local services.</p>
<p>Public Comment</p>	<p>No public comment was received.</p> <p>Laura Dahill, Council member, parent and Director of The Arc Families Connected, provided a written constituent report on Parent concerns about reduction in education assistants in the Eugene 4J School District.</p> <p>The Eugene 4J School District plans to reduce the number of and reassign educational assistants for the 2018-19 school year. A number of reasons have been given for this, including the need to improve its high school graduation rates and a need stabilize the budget for educational assistants.</p> <p>The district website reports “Special education EA staffing has been added in recent years as a temporary measure, much of it in response to student behaviors, using one-time dollars without an ongoing funding source. These funds have been expended and the temporary increase in staffing is not sustainable. The proposed budget dedicates general fund contingency dollars next year to maintain some of the added educational assistant positions, mitigate sudden significant reductions in staffing at schools, and avoid most employee layoffs. EA staffing will be sloped down over time, as program changes and more effective systems to address behavior are brought online, rather than returning to a more standard and sustainable staffing level all at once.”</p> <p>Families are very concerned about the district’s proposal to realign educational assistants for the next school year.</p> <p>Currently, my son has an educational assistant who helps him access the general education classrooms at his middle school, which affords my son the opportunity to learn rich and diverse curricula alongside his peers. Presently, there are seven EAs at my son’s middle school; next year, there will only be three. I don’t know how it will be feasible for my son to access his general education classes and electives for the next school year when there are only three EAs for more than 20 students on his teacher’s caseload.</p> <p>Simply fulfilling general education minutes on a student’s IEP with time spent at lunch, library, recess and PE, is not affording students the same, rich educational material as their peers, nor is it helping students reach their full potential.</p> <p>A few months ago, I attended a school board meeting where Dr. Linder, the district’s director of education support services, addressed what the district was doing to address challenging behaviors. Dr. Linder shared the</p>

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same material at the Equity Committee meeting, of which I am also a member. At both these meetings, there was a need expressed for more supports and services — not less.

The district has created and implemented an equity lens tool. The tool states, “In every decision we [the district] make, it is important for us [the district] to consider equity and the impact on all students and families, especially those in underserved demographic groups and protected classes.” I do not feel the district considered its equity lens tool when making the decision to reduce its educational assistants.

Many families throughout the district are concerned about their student’s federal rights to access the least restrictive environment under IDEA.

Requests of the Council:

I would like to bring this matter to the attention of SACSE and respectfully ask SACSE to consider this dilemma that is occurring in the Eugene 4j School District. I would also like to gain better understanding of how different districts around the state fund their educational assistants. Is this a funding challenge specific to the Eugene school district, or are other districts “using one-time dollars without an ongoing funding source”?

Council feedback

The council offered several possibilities for this change that Laura can follow up with 4J on.

Dan Gaffney (NW Oregon Preschool Feasibility Project Director)

Dan Gaffney, NW Oregon Preschool Feasibility Project Director, shared a finding on a U.S. Dept. of Ed. funded study that explores expansion of high-quality preschool for children near poverty and/or learning English as a second language, via pay for success. The working group holds bi-weekly meetings through the life of the project to share findings, develop analysis and manage work stream.

Our cost-benefit analysis ultimately shows a positive return on investment—the public value of improving outcomes for kids outweighs the cost of providing high-quality preschool. However, fiscal value is dispersed across different public entities over a long time frame, with most fiscal value being realized by the federal government. This means at a local level we need stakeholders who are motivated by the cross-cutting, long-term value of providing preschool in order to improve outcomes for students, schools and the community.

NW Oregon Preschool Feasibility Study >>[Link](#)<<

<p>Pathways from Developmental Screening to Services Project Update: Dorothy Spence (Early Learning Education Specialist, Hub Director) &amp; Colleen Reuland (Director of Oregon Pediatric Improvement Partnership)</p>	<p>Dorothy Spence, Early Learning Education Specialist, Hub Director and Colleen Reuland, Director of Oregon Pediatric Improvement Partnership presented on Pathways from Developmental Screening to Services. Early Learning Hubs support underserved children and families in their region to learn and thrive by making resources and supports more available, more accessible and more effective.</p> <p>Hub functions are to identify the populations of children most at risk of arriving at kindergarten unprepared for school, identify the needs of these children and their families, work across sectors to connect children and families to services and supports that will meet their needs and account for outcomes collectively across the system.</p> <p>Hubs are not direct providers of services. Currently there are sixteen Hubs across the Oregon. Northwest Early Learning Hub Mission is to work collaboratively to support coordinated systems that are child-centered, family-friendly, culturally and linguistically appropriate, and community-based to meet the needs of the populations and communities of Clatsop, Columbia, and Tillamook Counties. We are educators, health care providers, community advocates, program providers and businesses who believe we can do more for our communities together than we can on our own.</p> <p>Increased focus on developmental screening across the state for children under three within primary care, home visiting, and childcare. Goals of screening is to identify children at risk for developmental, social, and/or behavioral delays, for those children identified, that can further evaluate and address delays. Why we need to focus on follow-up developmental screening that is the best match for the child and family? There are multiple factors including, referral rates to Early Intervention (EI) that have increased, but not proportional to screening rates, number of children served by EI also did not increase in away aligned with early identification through screening. There are increases in screening, most children identified at-risk are not receiving follow-up aligned with recommendations, primary care provider are not referring children identified at-risk.</p> <p>Pathways from Developmental Screening to Services Project, is led by Northwest Early Learning Hub in collaboration with the Oregon Pediatric Improvement Partnership (OPIP) in Columbia, Clatsop and Tillamook Counties. The 2 years project, August 2017- July 2019, is funded by Columbia Pacific Coordinated Care Organization (CPCCO).The aim of the project is to improve the receipt of services for young children who are identified at-risk for developmental and behavioral delays.</p> <p>Northwest Early Learning Hub (NWELH) included OPIP has a key partner in this project to support the stakeholder engagement, evaluation data collection, support the improvement pilots within primary care clinics.</p> <p>OPIP Contract Lead: Colleen Reuland: <a href="mailto:reulandc@ohsu.edu">reulandc@ohsu.edu</a>. Ph.503-494-0456. <a href="http://www.oregon-pip.org">www.oregon-pip.org</a>  NWELH Lead: Dorothy Spence: <a href="mailto:dspence@nwresd.k12.or.us">dspence@nwresd.k12.or.us</a>. Ph. 503-614-1682 (office). 410-227-8090 (cell)</p>
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	Pathways from Developmental Screening to Services Presentation >> <a href="#">Link</a> <<
Working Lunch: Lunch and travel	<p>Tammi Paul, SACSE member, provided a written Sub-Committee Report on COSA Social Determinants of Health and Education. The COSA Social Determinants of Health and Education Workgroup has met twice (March 2 and May 13). Three sub committees were formed and I am participating on the Social Emotional Well-Being work group which is charged with developing policy proposals to encourage healthcare organizations, CCOs, county health programs and health-focused nonprofits to partner with school districts to meet the social, emotional, mental and physical health needs of Oregon students and families.</p> <p>On March 2, the focus of the meeting was reviewing the Oregon Healthy Teens Survey data and an overview of Adverse Childhood Experiences information.</p> <p>On May 13, the focus was an overview of Oregon's Mental Health Landscape, Mental Health and Oregon Schools, a report out from the workgroup on Children and Youth with Specialized Needs and a presentation regarding Tillamook School Districts journey towards trauma informed practices and social emotional learning.</p> <p>The committee is doing alot of listening to presentations to gather an understanding of the current data available and work that is being piloted around the state related to Social Emotional Learning.</p>
Gearhart Elementary Wellness Rooms Tour: 1002 Pacific Way, Gearhart 97138	
Travel	
The Heights Elementary Wellness Rooms Tour: 2000 Spruce Drive, Seaside 97138	
Adjourn	The meeting adjourned at 3:00 p.m. The next meeting is scheduled for September 13, 2018 at 8:30 a.m. in the Public Service Building in room 251A/B.

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