

State Advisory Council for Special Education (SACSE)
DRAFT AGENDA
May 18th, 2023 – Oregon Department of Education
Location: 400 E Scenic Dr #207, The Dalles, OR 97058


Zoom:

Topic: SACSE Meeting
 Time: November 17, 2022 10:00 AM Pacific Time (US and Canada)
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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))

	Heather Olivier - Chair		Erica Gordon		Stacy Fields
	Adam Henning		Fran Pearson		Stephanie Boyd
	Alisha Overstreet		Jeanine Youncs		Holly Kerns
	Bryan Cichy-Parker		Kim Brick		
	Callie Kackley		Kira Fee		ODE:
	Carrie Salehiamin		Laura Scruggs		Eric Wells
	Catherine Stelzer		Lydia Dennehy		Jeremy Wells
	Christina Matouse		Meghan Nilsen		Tenneal Wetherell
	C.J. Webb		Melissa Glover		
	Elaine Fox		Michael Salitore		

Time	Agenda Item(s)	Purpose Area
8:15 – 8:30	Central Gorge ESD: 400 E Scenic Dr #207, The Dalles, OR 97058 Social Time and Calling in Lunch Orders: (541) 298-1300	
8:30 – 8:35	Welcome: Eric Wells (Director, OESO) & Pat Sublet (Superintendent, Columbia Gorge ESD)	
8:35 – 8:40	Adopt May Draft Agenda/Approve March Minutes <ul style="list-style-type: none"> • Agenda: Lydia motioned, Kim seconded....100% • Minutes: Michael moved, Callie 2nd....100% 	Informational/Approval
8:40 – 9:00	<p>Standing Agenda</p> <ul style="list-style-type: none"> • Parent Survey: (SACSE) <ul style="list-style-type: none"> a. Jeremy Wells (ODE) gave a brief update that the contracts are signed and many new languages have been added in order to ensure that families will be able to participate fully in the process. Melissa Glover (Salem) requested that ODE spends a bit more time reaching out to affected districts so that they can help get the word out. • SICC/Other Advisory Updates (SACSE) <ul style="list-style-type: none"> a. SICC and SACSE administrative teams have been working together on two fronts. The first is finding times for next years joint meeting and TAESE training. Secondly, they are planning on rolling out 2 year joint goals with the hope that we will have more time to get them accomplished. • Dispute Resolution Committee (SACSE) <p>Dispute Resolution Council (DRC)</p> <p>Discussed at the April 5th meeting: Reviewed Legislative Updates Discussed Case Reviews: 1. 22-054-042 Newberg 2. Perez v. Sturgis Public Schools Selected a School District Attorney Representative</p> <ul style="list-style-type: none"> • Committee Updates <ul style="list-style-type: none"> a. Jeremy Wells (ODE) briefly shared the current parent roster by zone and encouraged members to reach out to friends around the state to get our numbers up. • Constituency Reports <ul style="list-style-type: none"> a. None submitted. 	Informational
9:00 – 9:05	<p>Old Business</p> <ul style="list-style-type: none"> • Approve By-Laws – Kim moved, Lydia 2nd.....100% • Legislative Update (document was emailed to team prior to the meeting) 	
9:05 – 9:15	<p>New Business</p> <ul style="list-style-type: none"> • Elections <ul style="list-style-type: none"> ○ Chair = C.J. Webb 100% ○ Vice Chair = Meghan 100% (no change) ○ Member at Large = Heather 100% • Next years dates <ul style="list-style-type: none"> ○ 9/21 ○ 11/16 TAESE/Joint tbd ○ 11/17 TAESE/Joint tbd ○ 2/15 ○ 5/16 Remote 	
9:15 – 9:30	<p>Computer Science Implementation Plan: Andrew Cronk (Computer Science Specialist)</p> <ul style="list-style-type: none"> • Slide Deck • Preliminary Recommendations • Questionnaire 	(a) Advise the SEA of unmet needs within the State in the education of children with disabilities.

	<p>Michael Salitore (David Douglas) asked and wanted to know how in the future can this work ensure that students with disabilities are inherently build into the conversation....because, historically they are either not included or an afterthought.</p>	
<p>9:30 – 11:00</p>	<p>Regional Presentations (Columbia Gorge ESD)</p> <ul style="list-style-type: none"> • 9:30 – 10:30 = School Safety & Emergency Management (Clair Ranit, Emergency Preparedness Consultant) <div style="text-align: center;">  <p>SACSE_SSEM slide deck.pptx</p> </div> <ul style="list-style-type: none"> • 10:30 – 11:00 Kara Robbins = Regional Updates (North Central ESD, Special Education Director) <ul style="list-style-type: none"> ○ 30 total staff, they do 100% of the Special Education services for their 6 small/rural districts. Arlington, Condon, Sherman, Fossil (charter school...big), Spray and Mitchel. 5 special education teacher, 1 slp, contracts with HDESD for services, contracting for virtual school psychologist. Housing issues. Strong partnership with CGESD. Behavior has been an increasing issue. 	
<p>11:00 – 11:30</p>	<ul style="list-style-type: none"> • Public Comment <p>Public comment number 1:</p> <p>Most families that I speak to - as well as my own experience with my (now adult) sister who lives with Downs Syndrome - say they feel less supported by the system in regards to really achieving a good balance for their kids who live with disabilities.</p> <p>For instance, a neighbor of mine has two boys, in 5th and 3rd grade. Both live with ADHD. SHe feels neither is ready to move on to the next grade but also feels the staff and support are simply not there at the school level to actually help her boys.</p> <hr/> <p>Cate Brooks</p> <p>Public Comment number 2:</p> <p>This past year has been a nightmare. My child is autistic with a speech delay. Relies on an speech device and their limited verbal capabilities. They can get violent because they are learning to voice their needs. We were told in November that if we wouldn't agree to cut their hours to 2 a day they would be removed from their school and placed in a different one where they would be in a classroom by themselves, but the staff didn't want to do that because they loved them so much. We didn't know we had to agree to an alterative placement. We didn't know that hours couldn't be cut without a behavioral assessment and plan in place. Neither which had been done. We gave in. We later found out that those thing were required and brought that to the schools attention. We were able to expand our child to getting 3 hours of school a day. No one ever came to do an assessment. It was done by her special education teacher and they said the behavioral plan is what they were doing already so it was backdated to October. We didn't get any kind of say in the plan. We asked and were told we had no say. They said they wanted an alternative placement and we had no say in where my child would be going to school. We were not allowed to visit the school. we had things that we'd agreed upon such as summer EKT removed from her IEP for not complying. We had fought to get her and independant aid to help with her behavior issue and monitor her and</p>	

	<p>would at first told there were no funds for such a thing. When we requested that in writing we were told that the district felt an aid would limit her independence. Yet we no longer could get summer EKT because there wasn't enough people to monitor her safely. We were kicked out of her school for two weeks and had to fight to get her moved to a different school. We got her hours extended t 4 a day. We have finally reached a compromise with the district. My child is going to have alternative placement, but she will still be in a classroom with other kids and will get the aid I have been trying to get all year. We will get summer coverage for her. In this time my child is no longer doing work at her current school. She barely uses her communication device she was becoming adept at during school our at home. I can only hope that she is able to make up all the groundwork she had previously.</p> <p>Hope Cooper Hermens</p> <ul style="list-style-type: none"> ○ Holly made the motion, Kim 2nd, passed...for the Executive team will develop a draft letter of an area of need around abbreviated day, exclusionary practices along with parental informed consent around those practices. The executive team will develop a draft and share it with the team. <ul style="list-style-type: none"> ● Close Meeting ● Head to Lunch 	
<p>11:30 – 12:00</p>	<p>Lunch break Spookies</p>	
<p>12:00– 1:45</p>	<p>Travel to Site Visits</p> <ul style="list-style-type: none"> ● 12-12:35pm = Location A: North Wasco County School District (High School Transitions) 3601 West 10th Street ● Travel to Hood River ● 1 – 1:45pm = Location B: Westside Elementary School (Hood River School District) 3685 Belmont Dr, Hood River, OR 97031 	
<p>1:45 – 2:00</p>	<p>Wrap up and travel home</p>	

State Advisory Council for Special Education (SACSE) 2022-2023 Meeting Schedule

All Meetings are Zoom Meetings

Date	Time
Thursday, September 22, 2022	10:00 am – 2:30 pm
Friday, October 21, 2022 – Joint Training (Optional) From – Technical Assistance for Excellence in Special Education (TAESE) To – State Advisory Council for Special Education (SACSE) and the State Interagency Coordinating Council (SICC)	9:30 am – 12:00 pm
Followed by: Individual Council Breakouts (Optional)	1:00 pm -2:30 pm
Thursday, November 17, 2022	10:00 am – 2:30 pm
Thursday, January 19, 2023	10:00 am – 2:30 pm
Thursday, March 9, 2023 – Joint SACSE/SICC Meeting	10:00 am – 2:30 pm
Thursday, May 18, 2023	10:00 am – 2:30 pm

Topics:

17 indicators

Annual Performance Report

- Shared SICC/SACSE goal transition

Constituency Reports

- Social media
 - Updated bylaws?

Onsite Review