

**State Advisory Council for Special Education (SACSE)  
Meeting Minutes (Draft)  
January 15, 2015 Basement A, Salem**

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))

	<b>Members:</b>		Hinman, Martha	x	Stelzer, Catherine		
x	Acree, Susan		Koenig, Kelly	x	Swanson, Carrie		<b>Guest Speakers:</b>
	Anderson, Reyny		Leet, Angela	x	Tempel, Gary		Aazzerah, Rachel
x	Baum, Elizabeth		Macready-Santos, Dawn				Lenhardt, Brad
x	Bendix, Renae	x	Moore, Carol		<b>ODE:</b>		Maley, Mike
	Bolivar, Gabrielle		Moss, Kathleen		Hiaasen, Amanda		Rushing, Claudette
	Cañas, Adriana	x	Ozols, Keith		Wells, Jeremy		Simich, Sally
x	Colachico, Jennifer		Paul, Tammi				
	Donaldson, Neva	x	Powell, Shannon				
	Esmay, Tami	x	Roberts Frank, Alicia				
x	Hightower, Tracie		Schulte, Rebecca				

Agenda Item(s)	Discussion	Motion/Action Item	Purpose Area
Welcome/ Introductions/ Updates for the Good of the Order	<p>Chair Shannon Powell welcomed everyone. Shannon introduced the new GoToMeeting conference calling option (Alicia Roberts-Frank participated by phone). Roundtable introductions of members and guests followed. Elizabeth (Liz) Baum is a new member to SACSE. She is a farmer in Southern Oregon and a parent of a child with special needs.</p> <p>In the Office of Learning Student Services, new staff members include: Ely Sanders – Sexual Health and School Health Educator and Emily Hoffert – Support for Legal and Regional Programs, were introduced. Amanda Hiaasen, Office Specialist for Student Services, was introduced as the new SACSE support.</p> <p>The committee discussed possible agenda topics for the upcoming 2014-2015 SACSE meetings including, Autism Commission, including any changes to medical identification, Kindergarten Assessment, and Developmental Delay Eligibility.</p>		Information / Discussion
Approve Agenda	The agenda was reviewed and approved with no revisions.	Keith Ozols motioned to approve the agenda. Jennifer Colachico seconded the motion. The motion passed unanimously.	

September Minutes	The September meeting minutes were reviewed and approved with no revisions.	Keith Ozols motioned to approve the September meeting minutes. Catherine Stelzer seconded the motion. The motion passed unanimously.	
FACT	<p>Noelle Sisk, a program coordinator for Family and Community Together (FACT), discussed FACT and its' supports. FACT is Oregon's Parent Training and Information Center. FACT supports multiple programs:</p> <ul style="list-style-type: none"> <li>• Parent Training and Information Center (PTI)</li> <li>• Family Advocacy Network (FAN)</li> <li>• Parent to Parent of Oregon (P2P)</li> <li>• FACT Family Network: peer driven support.</li> </ul> <p>FACT is an ODE partner (training material and tools in multiple languages) that advocates with special education families. Engaging parents statistically increases how well students do in school. At the request of Noelle, Jeremy Wells discussed the Parent Survey that all parents are given that provides data included on the Report Card. The survey frequency has also been increased to every 2 years for school age, and every 3 years for EI/ECSE (it was previously every 6 years).FACT does an IFSP to IEP Kindergarten training session. Information about FACT is distributed to all districts and Special Education Programs and provides classified staff training, in-service trainings on their processes and they provide one page plans as a parent engagement tool. Training modules from FACT are at: <a href="http://www.factorogon.org">www.factorogon.org</a>.</p>	The FACT powerpoint will be e-mailed out to the committee by Jeremy.	A Advise on unmet needs within the State
Smarter Balance	<p>Rachel Aazzerah and Brad Lenhardt discussed Smarter Balance and Accessibility Guidelines. 2014-2015 is the first year for Smarter Balance Assessments (SBAC). Teachers are encouraged to have kids do the practice tests to ensure an adequate understanding of the test design. Practice tests include the available tools, like a pop-up glossary in multiple languages, calculator, text size, languages, masking, etc. Being familiar with the test is also recommended to increase advocating for special education needs and to help customize the tests case by case. The tutorial demonstrates how to use the tools and work with the items.</p> <p>An adult "scribe" can assist a student. The English Language Arts (ELA) assessment is only available in English, but for Math there are multiple languages. The glossary tool is available in multiple languages. Universal internet and Wi-Fi is a concern throughout Oregon. Finding on-line practice time may be a challenge.</p> <p>Terminology for the accessibilities on state assessments: Allowable Resources = universal tools. Designated Supports = identified by teachers or students for what tools. Accommodations = Accessibility Supports = IEPS / 504s.</p> <p>The Test Information Distribution Guide (TIDE) has been updated to include all of the accessibility supports and custom settings necessary to accommodate students based on their needs and testing requirements. The District Testing Coordinator, School Testing Coordinator,</p>		A Advise on unmet needs within the State

	<p>and Testing Administrator have access to the TIDE settings.</p> <p>SACSE advised removing the “Approve All” button on TIDE due to concerns over students not having their supports in place, which isn’t an option for this current year. If an error was made the student will have a re-try option. SBAC information can be found in the 2014-2015 Test Administrators Manual, located at: <a href="http://www.ode.state.or.us/search/page/?=486">http://www.ode.state.or.us/search/page/?=486</a>. This manual is used for both Smarter Balance testing and the Extended Assessment.</p>		
<p>Extended Assessment Update</p>	<p>Brad Lenhardt talked about Extended Assessment. The Extended Assessment is an alternate assessment based on Alternate Achievement Standards. The IEP team decides who participates in the Extended Assessment and which assessments will be included. 1% of the students who are found proficient can count towards the state annual measurable objective.. Using any unapproved accommodation in the accessibility manual invalidates the student’s tests for reporting purposes.</p> <p>Testing Windows 2014-2015:</p> <ul style="list-style-type: none"> <li>• February 18, 2015 – Assessment window: assessment materials are available one week prior to the assessment window.</li> <li>• February 19, 2015 to 5PM May 8, 2015 – Data Entry for grades 3-8 and 11. Performance scores are available July 10, 2015.</li> <li>• February 19, 2015 to 5PM April 25, 2015 – Grade 12 retake window. Performance scores are available May 22, 2015.</li> </ul> <p>The “New” Extended Assessment in ELA and Math will be tied to a vertical scale in grades 3-8, with students completing at least 20 questions.</p> <p>Changes: Content includes ELA, Math, and Science. ELA and Math are linked to Common Core Standards. Science is linked to the current Oregon Science Standards and the Next Generation Science Standards. Will count for participation and performance if 20 items are answered. The students’ Level of Independence will not be assessed this year but training is still happening on how to proctor (Qualified Trainers and Qualified Assessors) the assessment.</p> <p>This year’s assessment requires students to participate on questions with all three difficulty levels (vertical scaling). 2015-2016 will include a Level of Independence. Students will take a placement test that will determine which form is most appropriate. The placement test (15 questions). The amount of overall testing, including placement testing, would be similar to previous years. The testing window with not likely be extended to accommodate the placement test and level of independence.</p>		<p>E Advise on developing and implementing policies</p>
<p>Lunch &amp; Public Comment</p>	<p>There was no Public Comment.</p>		

<p>Instructional Time</p>	<p>Carrie Swanson, representative to the Dispute Resolution Committee (DRT), offered some insight on the proposed changes to OAR 581-022-1620, Instructional Time, because she attended the DRT meeting 1/14/15. A third reading for the changes is scheduled for January 22, 2015.</p> <p>There was a lot of discussion of what counts for instructional time. If students are receiving instruction, by a registered teacher, the time counts towards the required instruction time. If someone is from the district, the hours count towards the requirement; things like retail job experience would not count towards the hours because there is no educational assistance. Virtual instruction counts towards instructional time, only if there is a teacher “on the ready”, not just parental supervision.</p> <p>There will be a 3 year phase in period. Districts want evidence that students are meeting the instructional time requirement. If 90% of the district meets the requirement, then the district has met its instructional hours obligation.</p> <p>Most of what is being changed is just clarification about what is already expected.</p> <p>Revisions are attempting to clarify current expectations to the rule. The new rule would combine k-8. 60 hours of recess is included. Transition programs may not fall in the k-12 requirements.</p> <p>SACSE has the opportunity to provide input to the state board regarding instructional time.</p>	<p>Jeremy will forward concerns about section 5 part 2 to Emily Nazarov.</p>	<p>B Public comment on rule proposal</p>
<p>Extended Diploma</p>	<p>Sally Simich, Education Specialist at ODE, updated the committee on the Extended Diploma changes. As of July 2013, there was a house bill to remove some barriers for students using extended diploma. 51-57 students received the Extended Diploma last year.</p> <p>Districts are to provide information about the Extended Diploma annually. The information can be written somewhere or in documents, like in the IEPs or permanent file.</p> <p>Information including a FAQ about Extended Diploma is available at:  <a href="http://www.ode.state.or.us/search/page/?id=2047">http://www.ode.state.or.us/search/page/?id=2047</a>.</p>		<p>E Advise on developing and implementing policies</p>

<p>Dispute Resolutions</p>	<p>Claudette Rushing, Education Specialist at ODE, provided information regarding dispute resolution. There are specific rules for Dispute Resolution under IDEA. Noncompliance has a year to be fixed.</p> <p>In four years, no funds have been withheld due to finding a district out of compliance. Only complaints that meet the requirements under OAR 581.015.2030 are required to be investigated.</p> <p>Dispute Resolution professionals investigate complaints in different ways, including interviewing and only investigating what is in the complaint. ODE looks at what is in writing and looks into the process, remaining neutral, while investigating only what is alleged. ODE is very transparent and upfront. Some states will investigate everything while out in the field, even if it's not part of the actual complaint.</p> <p>Under IDEA, we only have jurisdiction related to the IDEA regulations. Non IDEA needs to go through the district.</p> <p>In regards to the handout of four cases, in the case about a charter school, why wasn't the district asked to step in? The district wasn't part of the discussion.</p> <p>Courts have changed to say that Students have rights under the ADA and 504 as well as the IDEA rights and individual preferences will be taken into account. There is a concern that Title II (Title II of the Americans with Disabilities Act, regarding specific regulatory requirements for effective communication) will have deeper implications in the future. No other circuits (a region of the country; Oregon is the ninth circuit) have had Title II come up, so far, but it is expected to come up in the future. There's federal guidance about Title II available. See: <a href="http://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf">http://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf</a>.</p>	<p>Jeremy was asked to e-mail out a powerpoint from Claudette with the percentage of allegations that are found to be true.</p>	<p>Advisory</p>
<p>Employment First Update</p>	<p>Mike Maley, the State Wide Employment First Coordinator for Human Services, and Mitch Kruska of ODE shared an update on Employment First.</p> <p>Employment First is a policy that relates to individuals with intellectual and developmental disabilities in terms of employment. Executive order 1304 relates to Employment First, focusing on addressing employment. The impact is that the Department of Education and the Department of Human Services are partners in achieving the required outcomes of Employment First. It's been recognized that a lot of the services pushed by the executive order are really beneficial to all students on an IEP.</p> <p>The working relationship, communication, and planning between the Department of Education and Department of Human Services is better than it has ever been before. The success of two committees working together fluidly for a common cause has opened the door for other agencies with similar interests to work together and share the responsibilities of common goals, blending the resources to create a unified group. The impact of multiple agencies conveying a</p>	<p>Employment First documents will be sent to Jeremy to distribute to the committee.</p>	<p>A Advise on unmet needs within the State</p>

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	<p>common ownership has been incredible.</p> <p>Two important parts are creating a seamless transition, and creating employment talk at younger ages. People need to start looking towards the future sooner. Parents and students need to believe their children can have a future with employment. There is a lot of myth busting.</p> <p>There are now part time transition network facilitators round the state. Their job is to create and foster communications about what are barriers and how to get over those barriers. ODE hired a transition liaison.</p> <p>Current work:</p> <ul style="list-style-type: none"> <li>• Workforce Innovation and Opportunities Act (WIOA): vocational rehab centered, much was also related to transition services. New expectations and definitions. The goal is to get VR working closer with ODE.</li> <li>• The Department of Human Services is to adopt integrated employment. This revision is going to include metrics for key strategies, including a school employment services. Looking to increase partnerships. Increased information available through FACT. Increased experiences and opportunities for students.</li> <li>• Legislative session is starting, and the Governor has submitted his budget. One Policy Option Package was accepted which includes a budget around Employment First initiatives. One is for VR to hire additional specialized councilors (approximate 6 more). Also a position to focus more on transition services, a liaison between all of the services.</li> <li>• There's a seamless transition pilot project that is targeting making sure that people are working together and what those tricks of the trade really are for working together.</li> </ul> <p>Going around the state in regional forums to Special Education Directors, Managers of local DD facilities, talking about expectations, etc. Things might not work the same all over the state. Local leadership is crucial.</p>		
<p>Committee Groups Information and SACSE Business</p>	<p>Chair Shannon Powell explained the purpose of each SACSE subcommittee and what committees have unmet membership needs.</p> <ul style="list-style-type: none"> <li>• The Executive Committee is comprised of the Chair, Vice Chair, and Member at Large.</li> <li>• The Public Policy Committee learns the rules, laws, and public policies in relation to how they affect special education. Chair Shannon Powell said that this is a good committee for new members, to get them up to speed with current laws and legislature.</li> <li>• The Membership Committee oversees new member applications, reference calls, and general membership questions and information.</li> </ul> <p>Members that are interested in joining the Membership or Public Policy committees should share their interest with the respective committee chair person. Membership recruits should be directed to Jeremy.</p> <p>A discussion about conferencing options included:</p>	<p>Conferencing options will be explored before the next meeting.</p> <p>Jeremy was asked by the committee to learn how the Public Policy Committee can be informed about current bills.</p>	

	<ul style="list-style-type: none"> <li>• Place holders at the table for those on the phone.</li> <li>• Web conference allowing the telecommuter to see the presentation in real time.</li> <li>• Present members identifying themselves prior to commenting.</li> </ul> <p>New members will receive an updated SACSE Information folder at the next meeting.</p>		
Adjourn	The next meeting is scheduled for March 12, 2015 and will be a joint meeting with SICC. The location of the meeting is being discussed. Information about the location for the March 12, 2015 meeting will be communicated to the committee as soon as it is confirmed.		