

**Advisory Council for Special Education (SACSE)  
Meeting Minutes (Draft)  
January 25, 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))

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

Agenda Item(s)	Discussion
<p>Welcome, introduction of new ODE staff &amp; SB20 debrief: Sarah Drinkwater (Assistant Superintendent, ODE)</p>	<p>Chair Julie Smith welcomed everyone. Shannon Pugerude, Shannon Ruiz, Frances Purdy and Tracie Hightower attended the meeting remotely via GoToMeeting.</p> <p>Sarah Drinkwater, Assistant Superintendent for Student Services, welcomed the committee on behalf of The Oregon Department of Education (ODE). Nicole Garcia, Education Specialist introduced herself as a new employee at ODE.</p> <p>Sarah Drinkwater provided an overview of proposed bills:</p> <ul style="list-style-type: none"> <li>• <b>HB 4003</b> Requires certain public improvement contracts to meet certain requirements related to use of diesel engines in course of performing public improvement contract. Criteria set for use of motor vehicles powered by a diesel engine receiving grant money in connection with the Environmental Mitigation Trust Agreement.</li> <li>• <b>HB 4047</b> Prohibits education service districts from imposing high school diploma requirements that are in addition to requirements established by state law if child is enrolled in educational program under Juvenile Detention Education Program or Youth Corrections Education Program.</li> <li>• <b>HB 4067</b> Expands definition of term "child with a disability" for purposes of special education to include children who have developmental delays and who are under 10 years of age.</li> <li>• <b>HB 4130</b> Establishes grant program under which Department of Education awards grants to school districts for percentage of certain student transportation costs for which school district does not receive any amount in distributions from State School Fund.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SB 1522</b> Modifies requirements imposed on school districts for persons receiving special education who have received a modified diploma. Modifies requirements imposed on school districts for persons receiving special education who have received a modified diploma.</li> <li>• <b>SB 1547</b> Expands list of health care professionals who can provide medical release to youth athlete who is suspected of having concussion.</li> </ul>
<p>SACSE Adopt Draft Agenda &amp; Approve Draft Meeting Minutes from September</p>	<p>Changes were made to the agenda. 1:50 pm – 2:10 pm; Government-to-Government Update: Deanie Smith (SACSE Member) moved to the joint SACSE/SICC meeting on March 16, 2018.</p> <p><b>Motion/Action:</b>  <i>Sean Reinhart motioned to approve the January agenda. Roberta Dunn seconded the motion. The motion was approved unanimously.</i></p> <p><i>Sean Reinhart motioned to approve the September meeting minutes. Tracie Hightower approve electronically. Erica Gordon seconded the motion. The motion was approved unanimously.</i></p>
<p>Report Card Redesign: Jon Wiens (Accountability Manager, ODE) &amp; Kia Sorensen (ODE)</p>	<p>Jon Wiens Accountability Manager at ODE and Kia Sorensen, AIS - Scoring &amp; Reporting at ODE, provided an overview of the School and District Report Redesign Project findings. Why the report card redesign? ESSA is the reauthorization of the Elementary and Secondary Education Act; it replaces NCLB and is the largest federal education law in the country. Required all states to submit a state plan detailing components of their education system, and it requires that we add new data to the report cards.’ One opportunity in Oregon’s State Plan is to redesign Oregon’s School Report Cards. These are different from your student/child’s report card. School and district report cards have two primary purposes:</p> <ol style="list-style-type: none"> <li>I. Provide families and communities like you all with meaningful and actionable information about your school and district’s strengths and areas for improvement.</li> <li>II. Serve as a tool for continuous improvement planning by local and state policymakers.</li> </ol> <p>The current report card. As you know, it is very different from the report card you see about your child. This report card only has information about your school as a whole. It does not have information about individual children. We have received feedback from a survey that we conducted, and through other parent focus group sessions, that this RC is too difficult to read and understand.</p> <p>Feedback will serve to directly inform the design of Oregon’s school reports. Timeline for feedback is late February before the State Board meeting in March, 2018</p> <p><b>Motion/Action</b>  <i>The committee will provide input and feedback on the School Report Card prototypes to Jeremy by February 16, 2018.</i></p>

<p>Old Business:</p> <ul style="list-style-type: none"> <li>• Review Annual Report</li> <li>• Review Annual Goals</li> <li>• Confirmation of North Coast SACSE Meeting</li> <li>• Update on TAESE bi-annual training</li> </ul>	<p>Annual Report was reviewed and the membership section was corrected. Annual Goals were reviewed. Northwest Regional Education Service District (NWRES D) cordially invites the State Advisory Council for Special Education (SACSE), to hold a May council meeting in Astoria, Clatsop County, Oregon.</p> <p>SACSE has a four year contract agreement with Technical Assistance for Excellence in Special Education (TAESE) at Utah State University to provide Oregon Advisory Council for Special Education (SACSE) and Interagency Coordinating Council (SICC)for Early Intervention and Early Childhood Education members with bi-annual training and information regarding their purpose and function under the Individual with Disabilities Act, (IDEA). The training is scheduled for March 15<sup>th</sup> in Albany, John Copenhaver from Utah State University will be the trainer.</p> <p>The Joint SACSE/SICC Meeting will be held at the Linn-Benton-Lincoln ESD in Albany on March 16<sup>th</sup>.</p>
<p>Break</p>	
<p>McKinney-Vento Review: Sean Reinhart (SACSE Member)</p>	<p>Sean Reinhart SACSE member, shared information on the education for Homeless Children and Youth (EHCY) program and Rights and Eligibility. Under the McKinney- Vento Act, the term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. And includes children and youths:</p> <ul style="list-style-type: none"> <li>• who are, sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals;</li> <li>• who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;</li> <li>• who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>• migratory children who live in one of the above circumstances.</li> </ul> <p>Research and data, including surveys of homeless and formerly homeless youths, indicate that experiencing homelessness can have significant negative impacts on children academically, socially, and emotionally. Under the McKinney-Vento Act, State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) must review and revise policies and procedures to remove barriers to a high- quality education for homeless children and youths.</p> <p>Intersections with individuals who experience disability:</p> <ul style="list-style-type: none"> <li>• Record gaps with frequent moves, need to ensure services while following legal requirements</li> <li>• Transportation across state lines for students with transportation in the IEP</li> <li>• Need for systems collaboration with mental health, DHS/Child Welfare, etc.</li> <li>• Schools are often the hub for services for families and youth experiencing disability and homelessness</li> </ul>

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	<p>SACSE had an open discussion on lack of access to transportation. The Council discussed how the SEAs could guide LEAs in meeting the requirement to provide transportation to and from the school of origin when a homeless student with a disability, whose IEP requires transportation as a related service, moves from an LEA in one State to an LEA in another State.</p> <p>More information can be found at ODE link: <a href="http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx">http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx</a></p>
<p>Update on the Autism Workgroup: Caitlin Shockley, Roberta Dunn (SACSE Member) &amp; Jeremy Wells (ODE SACSE Facilitator)</p>	<p>Caitlin Shockley, Vice Chair shared information on the proposed changes to the definition of Autism, the changes developed by a multidisciplinary workgroup. A survey that went out asking parents and educators about their student and what they saw about updating the autism eligibility definition. The survey results, they need more consistency between the medical criteria and educational criteria. The Autism Workgroup updated the definitions of Autism. Language relevant to physician such as symptoms, patient and clinical were modified to be more relevant to the educators.</p> <p>The last four State Board of Education meetings were a first reading to the updated change on Autism definition and is going to be voted as new rule on March 20<sup>th</sup>.</p> <p><b>Motion/Action</b> SACSE will develop a letter of support to the State Board of Education in regards to the new definitions around Autism.</p> <p><i>Roberta Dunn made a motion for SACSE to consider writing a letter of support to the State Board of Education in regards to the new definitions around Autism. Keith Ozols seconded the motion. Erica Gordon opposed. The motion was approved.</i></p>
<p>Constitute Reports</p>	<p>Tammi Paul SACSE member, provided a written constituent report and shared information on trainings and activities coming up:</p> <ul style="list-style-type: none"> <li>• January 10<sup>th</sup> - March 7<sup>th</sup> , 2018 - 8 Week Collaborative Problem Solving Series for Families – Clackamas</li> <li>• January 26<sup>th</sup> , 2018 - Trauma – Corvallis</li> <li>• January 8<sup>th</sup> , 15<sup>th</sup> , 22<sup>nd</sup> , &amp; 29<sup>th</sup> , 2018 - 4 Week CPS Overview for Families – Salem</li> <li>• Jan. 17, 24, 31, &amp; Feb. 7, 2018 - CPS 4 - Week Overview for Families - Lincoln County</li> <li>• March 19<sup>th</sup> - 23<sup>rd</sup> , 2018 - Peer Delivered Service (PDS) Foundations – Salem</li> <li>• May 10, 2018 - Children’s Mental Health Awareness Day- Statewide</li> <li>• June 18<sup>th</sup> - 22<sup>nd</sup> , 2018 - Peer Delivered Services (PDS) Foundations – Astoria</li> </ul>

Working Lunch (Committee Meetings)	The Council had the Committee Meetings during lunch.
Public Comment	<p>Soren Metzger Government Relations Specialist/Oregon School Employees Association (OSEA), provided brief introduction on OSEA, OSEA is a labor union that represents 22,000 educational employees.</p> <p>Paulina Larenas, parent, provided a written statement; My name is Paulina Larenas. I am a parent of a 5 years old. We live in Clackamas and he attends an immersion school in North Clackamas School District.</p> <p>My son started Kindergarten this year. At the beginning of the school year, I got a couple of phone calls from his teachers about behaviors in the classroom about not following directions. I went to school, met with the teachers and tried to support them with some ideas on how to support my son who experiences ADHD. After these meetings, everything was better, still challenging some days, but much better as per her teacher reported to me.</p> <p>On December 5th. I received a phone call from the school principal regarding my son, kicking another student during recess. We talked about talking to him on how this is not right, and making sure he understood that using his words instead of hitting would be the right thing to do. I thought that was the end of the conversation.</p> <p>On December 7th. I received a “Notice of Disciplinary Action” from the school, stating: “Incident Comment: the student hit another student in the privates, and push them again” and listed as a behavior: “Assault”. I was shocked that “assault” would even be considered to address a behavior issue for a Kindergartener or any other student. The “Incidents comments” were so out of context, and not telling the whole story. What happened before, what happened after, who was there, who saw what happened, if nobody saw it what was done to know the whole story, etc.</p> <p>I talked to the principal and she was willing to change the behavior to “aggression” which still seems to be excessive language, but better than assault. I talked to a person at the District and she mentioned that this language comes from ODE, which is even more shocking that we are still using language that doesn’t promote any support for the student, but labels them in a very negative manner.</p> <p>My concerns:</p> <ul style="list-style-type: none"> <li>• This terminology/language is very criminalizing.</li> <li>• This terminology that criminalizes students is used every day, starting in Kindergarten.</li> <li>• This terminology sets the students up for low expectations, and labels them as behavior/aggressive children when they are not.</li> <li>• The personnel writing the reports are not trained to do this. They are not aware that what they are writing in the incident reports will follow the students they entire life.</li> <li>• Using this language is setting the students with experiencing behaviors up for failure, at the beginning of their school life.</li> <li>• These experiences can affect the self-esteem of the students we are educating, and lower the expectation for them to be successful.</li> <li>• Districts are encouraged to use and promote programs and curriculums like “Grown mindset and social emotional learning”, but those don’t align at all with the way we identify and write about the students when incidents happen.</li> <li>• This language is profiling students who experiences behavior, when what they need is support.</li> </ul>

	<p>Please feel free to contact me if you have any questions. Sincerely, Paulina Larenas <a href="mailto:pauli_lar@hotmail.com">pauli_lar@hotmail.com</a> - 503-329-3890</p> <p>The Committee discussed the use of the words "assault", profiling and criminalizing.</p>
Committee Reports	<p>Members of the SACSE sub-committees (Executive, Membership, and Policy) met to discuss their current projects and the progress towards achieving them.</p> <p>Policy Committee discussed the Developmental Delay Legislation. Membership Committee discussed the marketing a brochure for SACSE, and how to engage families, organizations, and regional sped directors. Roberta Dunn, Member at Large, is going to regional mini conferences and visiting eight locations with FACT.</p> <p>The Committee discussed SACSE membership by zones.</p> <p>Julie Smith led the council in a discussion about creating a Council Committee (small work group) to develop unified questions for the presenters consideration in relation to the anticipated shortened school day discussion in March.</p> <p>Tammi Paul, Shannon Pugerude, Caitlin Shockley, Catherine Stelzer, Frances Purdy, Laura Dahill, volunteered to be on the committee and met during a break to develop the questions.</p> <p>Questions to be provided by the Council Committee (small work group) at the next meeting:</p> <ol style="list-style-type: none"> <li>1. Discuss the shortened school day toolkit and how it is being implemented.</li> <li>2. What tracking data is collected or available to ODE related to shortened school day?</li> <li>3. What tracking data, outside of special education, is available that looks at general education students who are experiencing a shortened day/suspension/expulsion?</li> <li>4. Discuss the relationship between discipline and shortened school days.</li> <li>5. What data is available related to truancy and absenteeism which could include tracking shortened school day for students identified in special education?</li> <li>6. Can we get data that indicates the average number of days of a suspension? Is that data available by district?</li> <li>7. Is there a way that districts currently report to ODE the number of IEP's that include a shortened school day as an accommodation, discipline or behavior plan?</li> <li>8. Discuss the use of language to 'label' students and/or behavior as predator, victim, assault, etc.</li> </ol>

<p>Homeless/Special Education/School of Origin: Catherine Stelzer (DHS SACSE Member) &amp; Jeremy Wells (ODE SACSE Facilitator)</p>	<p>Catherine Stelzer DHS SACSE member presented information on Every Student Succeeds Act (ESSA) and Foster Care. “Foster Care” means substitute care for children placed by the Department of Human Services or a tribal child welfare agency away from their parents and for whom the department or agency has placement and care responsibility, including placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. This does not include; Developmental Delay only placements (with no child welfare custody) and, does not include Trial Home visits.</p> <p>Old Law, ORS 339.133 stated, foster students could only stay in their school of origin, if a juvenile court made a best interest finding to allow them to stay. New Law, ORS 339.133 states, foster students automatically get to stay in their school of origin. They now need a best interest finding to move to their school of residence. She spoke about the Foster Care Points of Contact. School Districts must designate a foster care point of contact (FC/POC). Roles of the FC/POC may include:</p> <ul style="list-style-type: none"> <li>• Coordinating with the corresponding DHS Child Welfare Case Worker on the implementation of foster care provisions;</li> <li>• Facilitating the transfer of records and immediate enrollment;</li> <li>• Facilitating data sharing with DHS Child Welfare, consistent with FERPA and other privacy protocols;</li> <li>• Developing and coordinating school district/school of origin transportation procedures; and,</li> <li>• Ensuring that students in foster care are enrolled in and regularly attending school.</li> <li>• A district’s McKinney-Vento liaison may also serve as the FC/POC. However, no funds from McKinney-Vento or Title IA.</li> <li>• Homeless set-aside may be used for the FC/POC position. Further, it is essential that the designated FC/POCs have sufficient capacity and necessary resources to fulfill their duties, considering the roles and responsibilities of the FC/POC to facilitate the implementation foster care provisions.</li> </ul> <p>Student in foster care be enrolled on the day the foster parent initiates enrollment for the foster student in the new school district. Transportation to/from school of origin DHS and School District responsibilities were discussed. The foster care provisions of McKinney-Vento have been removed. There may be occasional circumstances where a student in DHS, child welfare care and custody also qualifies for McKinney-Vento. Examples: Student is designated as McKinney-Vento for school year, and then enters foster care. The McKinney-Vento status is retained for the remainder of the academic year; student is in care and custody of DHS, child welfare, but on runaway status and student is in DHS, child welfare custody and living in a homeless shelter. Child Welfare can access school records under two circumstances: CPS Investigation (no child welfare custody) under the FERPA health and safety exception and when DHS has custody (temporary/voluntary/permanent), we can access records under the Uninterrupted Scholars Act (USA). Tracking Achievement Data for Foster Students, will be done at the statewide level through data sharing agreements.</p> <p>SACSE addressed concerned with the overall homeless and foster student (23,000 homeless youth in Oregon and 8,000 youth Foster Care) and specifically how that affects children and the families of children experiencing homeless concerns</p>
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Government-to-Government Update: Deanie Smith (SACSE Member)	Moved to Joint SACSE/SICC Meeting in March
Break	
Developmental Delay Legislation: Roberta Dunn & Melinda Benson (SACSE Members)	<p>Member at Large Roberta Dunn &amp; Melinda Benson SACSE member, shared information on developmental delay legislation. The transition to kindergarten is a crucial time for kids. The early years of life are critical for brain development and it is essential that kids are supported in this period of their most profound cognitive, social, and emotional growth. For children who experience delays and disabilities, the transition to kindergarten can be challenging. They need timely and appropriate supports to ensure they have the most fulfilling educational experience possible.</p> <p>Developmental delay is an eligibility category for Early Childhood Special Education (ECSE) that is not recognized as an eligibility category for K-12 special education services in Oregon. This lack of continuity between ECSE and K-12 can be detrimental for children who were served under the eligibility category in preschool and still need services in kindergarten. Extending the developmental delay eligibility category through third grade ensures that children experiencing delays get the supports they need to thrive and succeed in kindergarten and throughout their academic careers. It can be difficult to determine an underlying disability in the early years because young brains are developing at such a rapid pace. Children who did not receive Early Intervention and Early Childhood Special Education (EI/ECSE) services, but express a developmental delay in kindergarten, they can be shortchanged by the lack of a developmental delay category in K-12.</p> <p>Many children who lose developmental delay eligibility upon kindergarten entry are forced to struggle in challenging academic environments before they qualify for services again. Approximately 200 children in Oregon are in this challenging situation. Without supports, these children are left to fail and fall further behind their peers and ultimately miss third grade benchmarks and the enriching education all children deserve.</p> <p>Often, children of color and children from low-income families and those experiencing poverty have delayed diagnoses. Without supports in kindergarten and beyond they face significant educational barriers to success.</p> <p>Oregon can create stronger educational experiences for students by extending the developmental delay eligibility category until third grade. Gaps in service hurt kids' ability to learn and fully participate in their own education. The states that have extended the developmental delay category have not experienced an increase in the number of children in Special Education. There is some evidence in Oregon that children who were eligible for Early Childhood Special Education and entered kindergarten with a school-age eligibility for special education were twice as likely to exit special education by third-grade than children who lost their eligibility at kindergarten entry and were re-identified for special education by third-grade.</p> <p>The Council had an open discussion on developmental delay eligibility and extending the developmental delay category to third grade.</p>

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<p>New Business:</p> <ul style="list-style-type: none"> <li>• Topics for Joint SACSE/SICC Meeting</li> <li>• Appoint State Leadership Team Member</li> </ul>	<p>Topics for Joint SACSE/SICC Meeting in March 16, 2018.</p> <ul style="list-style-type: none"> <li>• Vision/TBI OAR Update: Linda Brown (ODE, Education Specialist)</li> <li>• Behavior/Shortened Day: Lisa Bateman &amp; Elliot Field (ODE, Education Specialists)</li> <li>• School Nursing/Sexual Education/Medicaid: Ely Sanders &amp; Sasha Grenier (ODE, Education Specialists)</li> <li>• Overview of Disproportionality: James Foutch (ODE, Research Analyst)</li> <li>• Inclusive Placements / Kindergarten Transitions: Group Discussion</li> <li>• Government-to-Government Update: Deanie Smith (SACSE Member)</li> <li>• Legislative Update: Handout from ODE</li> <li>• Oregon Technology Access Program: Debra Fitzgibbons (OTAP, Coordinator)</li> </ul> <p>The Leadership Team meeting will be held on May 21, 2018. SACSE requested Colt Gill to attend the Leadership Meeting.  Roberta Dunn SACSE Member at Large was appointed as a State Leadership Team Member.</p>
<p>Closing Comments and Adjourn</p>	<p>The meeting adjourned at 3:30 pm. The next meeting will be on March 16, 2018, at the Linn-Benton-Lincoln ESD in Albany room CR2/CR3.</p>