

**Advisory Council for Special Education (SACSE)  
Meeting Minutes (Draft)  
September 14, 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))

x	Benson, Melinda	x	Hightower, Tracie		Paul, Tammi	x	Smith, Deanie
x	Colachico, Jennifer	x	Kaasa, Nicholas		Pugerude, Shannon		Smith, Julie
x	Connell, Beth	x	Middleton, Cindy- Participant	x	Purdy, Frances	x	Stelzer, Catherine
	Dahill, Laura	x	Moore, Carol- Participant	x	Reinhart, Sean	x	Whitnah, Ruth
	De Pry, Randall		Ohlde, Jordan	x	Ruiz, Shannon- Participant	x	Wilkinson, Jamie
x	Dunn, Roberta	x	Ozols, Keith	x	Shockley, Caitlin	x	Younce, Jeanine
x	Gordon, Erica						

Agenda Item(s)	Discussion
Welcome	<p>Chair Julie Smith welcomed everyone. Roundtable introductions of members and guests followed. Nicholas Kaasa , Melinda Benson , Shannon Ruiz, Shannon Pugerude are new members to SACSE. Carol Moore, Shannon Ruiz, Cindy Middleton, and Jennifer Chlachico attended the meeting remotely via GoToMeeting.</p> <p>Sarah Drinkwater, Assistant Superintendent at the Oregon Department of Education (ODE), welcomed the committee on behalf of ODE. New employees at ODE introduced themselves. Lisa Bateman, Education Program Specialist, SLP. Khansaa Bakri, Office Specialist for Student Services, was introduced as the new SACSE support.</p> <p>Sarah Drinkwater provided an overview updates of SB 20 which clarifies that students who are conferred a Modified Diploma with all rights and benefits of that diploma are considered public school graduates. These students have met the graduation requirements of the state of Oregon, similar to their non-disabled peers. With this conferrance, the student is eligible for federal financial assistance for post-secondary schools and colleges, but is no longer eligible for public education services. If a student with disabilities has a continued need for transition and other IEP services the student should not be conferred the Modified Diploma, and this decision must be made by the student and his/her IEP team. IEP/transition services can continue until the student meets his/her transition goals or at age 21, when the student would age out of public education and the Modified Diploma would be conferred at that time.</p>

<p>Approve Agenda &amp; May Minutes</p>	<p><b>Motion/Action:</b></p> <p><i>Roberta Dunn motioned to approve the September agenda. Erica Gordon seconded the motion. The motion was approved unanimously.</i></p> <p><i>Sean Reinhart motioned to approve the May meeting minutes. Tracie Hightower seconded the motion. The motion was approved unanimously with six abstention.</i></p>
<p>System of Care (Frances Purdy)</p>	<p>System of Care (SOC) is a coordinated network to support children and youth with challenges and their families in order to help them function better at home, school and life.</p> <p>Frances Purdy, Oregon Health Authority (OHA)-Health system Division, presented information on the Oregon’s System of Care. How services are developed and that it’s important for the agency to work together with the Coordinated Care Organization (CCO) and find the care and services.</p> <p>The idea of SACSE is to know how the system work and talk about the system problems. Community, family member and school need to work together and if there is a bigger issue they need to bring it to the state level.</p> <p>Possible future Special Education’s (sped) newsletter item to explain Oregon Health Plan (OHP) supplemental to access services with private insurance.</p> <p>Department services to remote, rural, and frontier communities, Remote supports as a future agenda item.</p> <p><b>Motion/Action</b></p> <p><i>Frances Purdy will send CCO chart out, send new letter to Jeremy to send it to the state.</i></p> <p><i>Jeremy invited all SACSE members to consider whether or not their regional System of Care has an education representation and if not to reach out to Jeremy directly.</i></p> <p><i>SACSE recommend OHA Presentation at Fall Conference.</i></p>
<p>Old SACSE Business</p>	<p>The members discussed the definition of Academic Disability.</p> <p>The council reviewed the updated bylaws. Jeremy Wells explained the addition of the L to the bylaws, would then make our bylaws read the same as our State’s ORS (343.287),which states that any other persons associated with or interested in the education of children with disabilities may be a representative is not currently in IDEA.</p> <p>The Annual Report was reviewed and modifications were made to the membership section of the Annual Report.</p> <p><b>Motion/Action:</b></p> <p><i>Tracie Hightower motioned to accept the revised Annual Report. The motion was approved unanimously.</i></p> <p><i>Khansaa Bakri will work with Jeremy to revise the section of Annual Report; Jeremy will send revised Annual Report to the council by email for approval.</i></p>

<p>Review abbreviated school day and bullying documents-Discussion</p>	<p>Jeremy wells shared the information provided from Elliot Field, Education Specialist at ODE, on abbreviated school day and bullying documents. The committee reviewed the abbreviated school day notice to the parent and acknowledgement. Beginning with the 2017-2018 school year, Oregon law requires that if a student is placed on an abbreviated (shortened) school day program, then school districts must provide parents/guardians with the notice and also obtain a signed parent/guardian acknowledgement of receiving the notice. This must occur at least once per term.</p> <p>A school district may provide an abbreviated school day program to a student with an individualized education program (“IEP”) only if the student’s IEP team takes all of the following actions:</p> <ul style="list-style-type: none"> <li>• Determines that the student should be placed on an abbreviated school day program based on the student’s needs;</li> <li>• Provides the student’s parents with an opportunity to meaningfully participate in a meeting to discuss the placement;</li> <li>• Documents in the IEP the reasons why the student was placed on an abbreviated school day; and</li> <li>• Documents that the team considered at least one option that includes appropriate supports for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school</li> </ul> <p>Each student has a presumptive right to receive the same number of hours of instruction or educational services as other students who are in the same grade within the same school.</p> <p>For parents of students with IEPs, parents have the right to request, at any time, a meeting of the IEP team to determine whether the student should no longer be placed on an abbreviated school day program.</p> <p><b>Motion/Action:</b>  <i>The committee will provide the feedback to Jeremy and Elliot via e-mail before Monday, September 18<sup>th</sup></i></p>
<p>Changes to the Report Card (Roberta Dunn)</p>	<p>Member at Large Roberta Dunn, shared information on collecting feedback on the redesign of Oregon’s School and District Report Card. This is not the student level report card but the School and District report cards. The council and their different constituency groups throughout the state have an opportunity to provide ODE with feedback in regards to the report card.</p> <p>The committee encouraged parents, advocates and stakeholders to provide their feedback on the Redesign of the Oregon School and District Report Card via these survey links.</p> <p>English version is: <a href="https://www.surveymonkey.com/r/55FTJL">https://www.surveymonkey.com/r/55FTJL</a>.</p> <p>Spanish version is: <a href="https://es.surveymonkey.com/r/8BNP3XX">https://es.surveymonkey.com/r/8BNP3XX</a>.</p> <p><i>*SACSE advised that the survey go out via e-mail to parents, advocates and stakeholders with a direct link which the committee believes would greatly increase the participation of the survey.</i></p>
<p>Working Lunch</p>	<p>The council reviewed the document provided by Jeremy wells per Linda Brown, Education Specialist at ODE, regarding Vision Impairment Eligibility form ECSE &amp; School Age Vision Impairment OAR 581-015-2180 input (2), 581-015-2180 proposed revision 8-25-17 and, Dear Colleague Letter 5-22-17.</p>

<p>Vision Impairment Update (Jeremy Wels)</p>	<p>Jeremy shared the information on Vision Impairment OAR 581-015-2180 and the input from Stakeholders. On 5/22/17, ODE received a memorandum from the Office of Special Education Programs and Rehabilitative Services (OSEP) pertaining to the eligibility determination for children suspected of having a visual impairment including blindness under the Individuals with Disabilities Education Act.</p> <p>This memo indicated that it is inappropriate for states to implement a two-step process when considering the educational needs of a student/child suspected of having a vision impairment under IDEA.</p> <p>In Oregon, we currently have a two-step process, school teams first must consider a student’s residual acuity, restricted field of vision, eye disease, and/or inadequate use of residual vision; and then teams can consider the adverse impact of the student/child’s vision on their educational performance.</p> <p>Based on guidance from OSEP, school teams should simply consider the adverse impact of student/child’s vision on their educational performance. This guidance will result in Oregon making considerable revisions to OAR 581-015-2180.</p> <p>The committee discussed that, by taking 2, 2a, 2b, 2c and 2d out from OAR 581-015-2180 Vision Impairment, it creates a one step process but, the biggest potential impact is going to be on the eligibility statement under number 4 where it states "Additional assessments that are necessary to identify the student’s educational needs, including a functional assessment of the child’s residual visual acuity or field of vision" the state of Oregon has a significant shortage of vision teachers and, the vision teacher is the only one that can do the functional assessment.</p> <p><b>Motion/Action</b>  <i>The Committee will send feedback on the Impact of OAR revisions via email to Jeremy and Linda Brown. The due date for feedback is October 6<sup>th</sup>.</i></p>
<p>Public Comment</p>	<p>There was no public comment.</p>
<p>Committee Reports</p>	<p>Julie Smith SACSE Chair, opened the floor for the committees to share their discussions and update member lists.</p> <p>Keith Ozols, the Membership Committee Chair, shared that the membership committee will propose an addition to the new member application.</p> <p>Caitlin Shockley, Vice Chair shared that the Public Policy Committee, reviewed the purpose of their group. The Committee will email Jeremy asking him about the information and the department of RAC roles from the Advisory Committee. Shannon Ruiz Join the Committee.</p> <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>SACSE Executive committee include Updates:</p> <ul style="list-style-type: none"> <li>• Julie Smith-Chair</li> <li>• Roberta Dunn</li> <li>• Catlin Shockley</li> <li>• Jeremy Wells</li> </ul> <p>SACSE Membership Committee Updates:</p> <ul style="list-style-type: none"> <li>• Julie Smith-Chair</li> <li>• Roberta Dunn -Member at Large</li> <li>• Sean Reinhart</li> <li>• Keith Ozols</li> <li>• Beth Connell</li> <li>• Jordan Ohlde</li> </ul> <p>SACSE Public Policy Committee Updates:</p> <ul style="list-style-type: none"> <li>• Julie Smith-Chair</li> <li>• Caitlin Shockley -Vice Chair</li> <li>• Ruth Whitnah</li> <li>• Frances Purdy</li> <li>• Shannon Ruiz</li> <li>• Tammi Paul -Past Chair</li> <li>• Jamie Wilkinson</li> </ul>
<p>Constituent Reports ( Tracie Hightower)</p>	<p>Tracie Hightower, Oregon Youth Authority and Juvenile Corrections Agency Representative provided a written constituent report The Oregon Youth Authority is in the process of working with Oregon Department of Education to cooperate in a data share. Our Research Department at OYA would like to look at how well our schools are doing for our youth. OYA would also continue with the predictive analytics that we have been working on. This data would allow us to look at all the education data to see what in the education realm predicts a youth coming into the juvenile justice system, what are the supports that keep youth away from the juvenile justice system, and what are we doing that can predict future success when a youth leaves our custody. 30-40% of our youth are on IEP's. We have a higher percentage of special education youth than the public schools. Within this research this would be something that we would look at. Not only could this research help our special education youth who is with us, it could also help change how we work with our special education youth in public schools. The committee discussed barriers to students with accommodations. We are currently filling out the paperwork to ask and it will go to an ODE committee that will either give us permission to have the data or not.</p>

	<p>Deanie Smith, Government to Government and, Education Tribal Cluster Representative, provided information about the tribal community and how the students are missing school due to placement in juvenile court.</p> <p><i>*SACSE advisement to student services at ODE to send a letter of support for the OYA research project.</i></p> <p><b>Motion/Action</b></p> <p><i>Erica Gordon motioned to approve the Data Sharing with OYA research project. Beth Connell second the motion. The motion was approved unanimously</i>  <i>Julie Smith will be sending the letter of support for the Oregon Youth Authority research project</i>  <i>All voted, apposed, no abstentions. passed unanimously.</i></p>
<p>New SACSE Business</p>	<p>SACSE Chair Julie Smith moved to appoint Melinda Benson as the SICC/SACSE representative. Melinda Benson accepted the nomination for SICC/SACSE representative. The appointment was approved unanimously.</p> <p>Jeremy Wells provided the council with information about the TAESE bi-annual training. A full day joint training allows the committee more working time with SICC members and better understanding of each other, the joint meeting is scheduled for March 16<sup>th</sup> at 8:45 am in Albany.</p> <p>Julie Smith shared that the Northwest Regional Education Service District (NWRES D) invited the State Advisory Council for Special Education (SACSE), to hold the May meeting in Astoria, Oregon. Julie Smith sent the invitation to the committee via email.</p> <p><b>Motion/Action</b></p> <p><i>Ruth Whitnah motioned to accept the May meeting beheld in Astoria. Caitlin Shockley seconded the motion. The motion was approved unanimously.</i></p>
<p>Project Able (Kaellen Hesse)</p>	<p>A slide presentation was presented by Kaellen Hessel on Oregon Able Saving Plan and SB 777 Oregon’s ABLE Act is a qualified savings account that receives preferred federal and state tax treatment, enable eligible individuals and their families to save for disability related expenses without losing their benefits. Currently over 23 states have launched ABLE plans including Oregon. The individual who meets disability requirements for SSI or SSDI and, those with an onset of disabilities before the age of 26 are qualified for the Oregon Able Saving Plan.</p> <p>The State Advisory Council for Special Education was hoping to have the information Oregon ABLE Saving Plan spread out the State.</p>
<p>Legislative Update (2017 Session)</p>	<p>Emily Nazarov, ODE, provided an update on changes that took place during the 2017 legislative session that pertain to special education.</p> <ul style="list-style-type: none"> <li>• SB 263- Limits a school district’s ability to require students to participate in an abbreviated school day program. A school district may not unilaterally place a student on an abbreviated school day program. A school district may provide an abbreviated school</li> </ul>

	<p>day program to a student only if the student’s individualized education program team determines that the student should be placed on an abbreviated school day program based on the student’s needs and after the opportunity for the student’s parents to meaningfully participate in a meeting to discuss the placement and after the team considered at least one option that included appropriate supports for the student that would enable the student a full day’s instruction. If a student is placed on an abbreviated school day program, at least once a term the school shall</p> <ul style="list-style-type: none"> <li>• HB 4329 Allows a parent or legal guardian of a six-year-old child to delay enrolling their child in a public full-time school for one year if that delay better meets the child’s needs for cognition, social, or physical development.</li> <li>• HB 3412 The task force shall analyze and recommend a framework for assessing deaf and hard-of-hearing children to determine the children’s competencies in language and literacy skills for the purpose of ensuring the children are able to successfully access the kindergarten curriculum in an equitable manner.</li> <li>• HB 3318 Relating to special education procedures related to behavior- Directs school districts to conduct a functional behavioral assessment for every student who has an individualized education program or a 504 Plan and behaved in such a way that put the student, other students, or staff at imminent risk of serious bodily injury.</li> <li>• SB111 Related to school nursing services.</li> <li>• SB1003 Dyslexia-Requires school districts ensure that at least one teacher in K-5 at each school has received training in identifying dyslexia in students beginning with the 2018-19 school year. Directs school districts to ensure that every student is screened for dyslexia in kindergarten or first grade, whenever the student first enrolls in public school.</li> <li>• SB 182 Relating to professional development for educators in early learning through grade 12 -Amends the Network of Quality Teaching and Learning to allow the funding of professional development to educators on strategies that decrease rates of school absenteeism using trauma-informed approaches.</li> <li>• HB 2246 Related to Measure 98 Implementation.</li> </ul> <p><b>Motion/Action:</b></p> <p><i>Emily will add the SACSE Members to the distribution list.</i>  <i>Emily Nazarov will send out a summary of legislation that effected ODE to Jeremy to distribute to the committee.</i></p>
Closing Remarks	The meeting adjourned at 3:30pm. The next meeting will be on January 25 <sup>th</sup> , 2017 in Salem at the Public Service Building in room 251 A/B.