

# State Advisory Council for Special Education (SACSE) Regional Meeting

Date: May 9, 2019

## State Advisory Council for Special Education (SACSE) Regional Meeting

### AGENDA

May 9, 2019 – Oregon Department of Education

At: South Coast ESD (SC ESD)

The SACSE 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))

### Members:

P	Melinda Benson		Cindy Middleton		Shannon Ruiz		Ruth Whitnah
P	Laura Dahill	P	Meghan Nilsen	P	Caitlin Shockley		Jamie Wilkinson
P	Randall De Pry	P	Heather Olivier		Leah Skipworth		Jeanine Youncs
P	Erica Gordon	P	Jamie Olsen	P	Deanie Smith		
P	Tracie Hightower	Proxy	Keith Ozols (CJ Webb)	P	Julie Smith		
P	Danielle Hudson		Frances Purdy	GT	Sharyn Smith		
P	Nicholas Kaasa	P	Sean Reinhart	P	Catherine Stelzer		

P= participated in person

GT= participated remotely via GoToMeeting

### Note Taker: Eric Wells for Khansaa Bakri

Topic	Discussion	Action	Who/When	When Completed
Welcome: Candace Pelt (Assistant Superintendent, ODE)	Introductions were made. In attendance besides SACSE: <ul style="list-style-type: none"> <li>• Lisa DeSalvio, Coos Bay</li> <li>• Kathleen Stauff, SCESD / Central Curry</li> </ul>	<ul style="list-style-type: none"> <li>• Amendment to agenda to add committee</li> </ul>	<ul style="list-style-type: none"> <li>• Motion to approve agenda by Danielle;</li> </ul>	

<p>SACSE Approve Agenda and March Minutes</p>	<ul style="list-style-type: none"> <li>• Stacy Matthews, Myrtle Point</li> <li>• Allyson McNeill, North Bend</li> <li>• Parma Roe, Reedsport</li> <li>• Largest number of travelers for SACSE yet.</li> <li>• Gratitude to SC ESD for hosting us – Coos County team has done a wonderful job.</li> <li>• Committee discussed recommendation of combining the special education and at a glance profiles, which was not captured in last meeting’s notes.</li> </ul>	<p>discussion regarding the need for a member to serve on the Dispute Resolution Committee.</p>	<p>Second by Erica; Motion Passed Unanimously</p> <ul style="list-style-type: none"> <li>• Motion to approve meeting minutes by Jamie, Second by Heather; Passed with one abstention; remainder yeas.</li> </ul>	
<p>New Business</p> <ul style="list-style-type: none"> <li>• Membership (End of terms)</li> <li>• End of Year Goals Evaluation</li> <li>• Next year’s SACSE Dates</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed membership terms: no one leaving SACSE by term ending</li> <li>• Randall and Caitlin’s terms end after this meeting, but both wish to continue serving.</li> <li>• New member applied from Washington County and was approved by membership committee, but will not join until tomorrow, if approved by Candace and Colt.</li> <li>• Goal is for every region to have two participating members and a back-up ready and willing to serve. Representation to include various perspectives and voices that represent the demographics of Oregon. Student voice missing from the table.</li> <li>• Policy council will hear the upcoming bills and support rule-making as the new bills from legislative session come forward.</li> <li>• Group goal on advisement – discussion</li> <li>• Meeting dates: SICC March 13 recommendation to SOESD, SACSE requested Hood River. SICC has requested meeting in Roseburg. SACSE’s preference would be to meet in the gorge area, as regional SACSE meetings have not recently been in that area of the state. Discussed potential agenda for SACSE/SICC meetings, specifically looking at the ability to be able to have site visits versus a straight meeting agenda. The possibility of a shorter joint meeting (until 1) with SACSE specific business and a site visit following was</li> </ul>	<ul style="list-style-type: none"> <li>• DRC membership: Heather Olivier is interested in serving on the DRC. Dispute resolution committee reviews findings and reports that ODE has put out due to disputes between parents and school districts in order to provide feedback on accuracy and appropriateness of findings.</li> <li>• EOY Goals: discussion items for goals</li> <li>• Meeting dates determined to be: <ul style="list-style-type: none"> <li>• 9/19/19</li> <li>• 1/23/20</li> <li>• 3/13/20 (joint with SICC; hopefully Hood River)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Motion for Heather to serve on the DRC from Melinda, second by Caitlin; approved unanimously</li> <li>• Motion to approve meeting dates from Jamie, second from Tracy; passed unanimously</li> </ul>	

	<p>discussed. Committee discussed the dates for next year's meetings. For September, 9/5, 9/19, or 9/26 were provided as possibilities. For January, 1/16, 1/23, and 1/30 were provided as possibilities. Request to not have a meeting around May 7 due to scheduled events associated with mental health awareness week.</p>	<ul style="list-style-type: none"> <li>• 5/14/20</li> </ul>		
<p>Paths 2 the Future: Michelle Prudden, Youth Transition Coordinator, Brookings-Harbor High School &amp; Brookings Harbor Student(s)</p>	<ul style="list-style-type: none"> <li>• Discussed background of curriculum; designed out of U of O and being piloted in California and several Oregon districts.</li> <li>• Students shared the impact of this course/curriculum on their educational experience. Notably, they discussed the importance of learning about rights afforded to people with disabilities, the ability to effectively self-advocate, and the power and importance of authentic, positive relationships with others.</li> </ul>			
<p>Assistive Technology: Jayna Tomac, Speech Language Pathologist and District Assistive Technology Coordinator, Coos Bay School District &amp; Coos Bay Student(s)</p>	<ul style="list-style-type: none"> <li>• Jayna introduced herself; SLP and special education; AT coordinator</li> <li>• Launched AT efforts with Google 4-5 years ago with a Universal Design mindset: what can we do for all students and their learning?</li> <li>• Every student was given a Google Account to use when this was rolled out, with access to other programs as well.</li> <li>• Google, Read and Write, and Snapverter are widely used by all students (both those in general education and those in special education). Students don't have to leave the classroom to access their instruction. Snapverter changes any physical document into a readable/writeable digital version.</li> <li>• Demoed Read and Write with everyone having their own Chromebook and google account.</li> <li>• Student shared how this technology changed his life. At the outset, it was a separating process (would have to leave regular class to get things scanned and editable), then went to Dropbox, but that was extra work for teachers. Current program is easy for everyone. He uses AT every day, at school and at work (as a metal fabricator).</li> </ul>	<ul style="list-style-type: none"> <li>• Connect ODE with Coos Bay School District for purposes of ensuring use of these programs as accessibility supports for assessments.</li> </ul>		

	<ul style="list-style-type: none"> <li>• District emphasized that there is a strong focus on teaching all students how to use technology as a learning tool starting in early grades. Technology use does not identify their students as “special education students.” The district is very close to 1:1 where everyone has their own computer.</li> <li>• Discussion on how to be able to use read/write on state testing. District reports that it is possible using the desktop version of the program in Windows, but it is challenging to set up in a way that makes it usable. Multiple participants noted the ongoing difficulties of getting access to familiar AT during testing periods. Student reports that it would have been “awesome” to be able to use his current program while testing instead of the programs that they could make work.</li> <li>• Most of the training being done is with general education teachers. 4A funds were noted as a possible source for districts to acquire such technology.</li> <li>• Recommendation to make it for everyone, otherwise it becomes a “sped thing and everyone looks the other way”. When it’s for everyone, it becomes “the way of doing business”. It needs to make the switch from being for all students instead of being for special education.</li> </ul>			
<p>Mental Health Journey in Douglas County Bryan Hinson, Special Education Director, Douglas Education Service District</p> <p>AND</p> <p>Lessons Learned in Special Education: Rick Burton, Director of Student Services,</p>	<ul style="list-style-type: none"> <li>• Discussion on therapeutic learning classrooms and integration of county based mental health services into schools</li> <li>• History of mental health in Douglas County: there was a county mental health provider, but the county disbanded it in a huge blow to the county; privatized system emerged in 2014 and cut roughly half of the staff and the medication provider (psychiatrist); this wreaked havoc on the schools.</li> <li>• Noticed that, in the lack of a CHA, public schools ended up provided mental health supports. Schools and ESD took on challenge of providing mental health supports with a cross sector team (DHS, mental health providers, and school district representatives). Conversation was around developing coordinated system of care.</li> </ul>	<ul style="list-style-type: none"> <li>• ODE will connect with Bryan Hinson to get a one page summary of Ready, Set, Learn program.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Roseburg Public Schools

- Douglas County had an acute need; TLC in county had a waitlist, was limited in who was eligible to attend, and was very expensive. Schools needed an alternative to that that was open to all students. They developed Ready, Set, Learn program (RSL) which is driven on how to develop and teach competency (reteaching and preteaching skills). Goal is to create the capacity to meet mental health needs so kids are not kicked out of school in a way that is cost effective.
- In 2016, Adapt bought the rights to provide mental health services for the county and has done a good job rebuilding capacity and partnering with schools.
- Emphasis was on involving parents in the process and mirroring the experience between home and school. Family involvement is a key component, often missing, in behavior programs. Part of this includes connecting families to resources (e.g., parent training, housing, bill pay support) as needed. This means treating parents as the experts in their children.
- Emphasized meeting first hour needs (work of Larry Tobin) to proactively mitigate barriers keeping students from being behaviorally successful. A lot of times, these needs existed outside of the school and required supports provided to families.
- PD for staff on recognizing personal bias, generational poverty, and trauma was critical.
- RSL has helped meet ODE expectations (e.g., LRE) and reduce the number of students on home instruction or shortened school day. Unfortunately, it is not a very self-sustaining program; there is a cost to districts to maintain the program.
- Additional grant was received to extend RSL to ECSE.
- Partnered with Compass to bring therapists into schools. Seed money was used to establish program. Subsequently, non-licensed therapists can bill OHP; licensed therapists can bill private insurance. By the end of the year, seed money should be recouped if billing is done well.

	<ul style="list-style-type: none"> <li>• Lessons Learned: (1) It's good to pre-meet and review kids who would benefit most from services if services were available in a school. (2) Don't just assume that the mental health treatment is effective – it needs to be monitored. (3) Value the role of the therapist as part of the school team. 55% of the time in the building needs to be billed, but the other time can be used for professional collaboration. (4) Therapists need to be trained on how to work in schools if they are going to work in schools (e.g., don't pull kids from crucial instruction). (5) Plan for billing in advance; make sure the sessions are scheduled long enough to be billed and that billing is accurate.</li> <li>• No one entity knows everything. Use the power of community; don't run alone.</li> <li>• Discussion on need to be prevention focused, and that much of the mental health need in our schools is among the general education student population, not among students with identified disabilities.</li> </ul>			
Public Comment	<ul style="list-style-type: none"> <li>• No public comment attendees.</li> <li>• Jeremy will be meeting with all CCO directors on Monday and would be willing to share a letter if SACSE wants to provide one.</li> <li>• Kathleen offered to share the person-first language graphic and the commitment to equity graphic. Jayna also shared resources related to earlier presentation. Jeremy will forward that information to committee members.</li> </ul>	•	•	•
Lunch (working lunch) <ul style="list-style-type: none"> <li>• Committee Reports</li> <li>• Constituent Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Committee discussed the need for quality PD opportunities for paraprofessionals. SACSE identified this as an emerging issue to consider more deeply at a future meeting. How can IDEA enhancement dollars be utilized towards this end?</li> <li>• Survey sent to SACSE members related to prioritizing ODE efforts given reduction in funds due to Maintenance of Effort (MOE) concerns. MOE funds will be paid back to OSEP over the next two years.</li> <li>• Assurances sent to school districts look different due to review of practices for funding regional programs. Monies</li> </ul>	<ul style="list-style-type: none"> <li>• Subsequent SACSE meeting agenda to include item related to paraprofessional qualifications and PD.</li> <li>• SACSE to connect with YEAA to seek input on what meaningful youth</li> </ul>	•	•

	<p>have to go to districts first prior to being sent to ESDs for regional programs. These changes in assurances are not related to MOE concerns.</p> <ul style="list-style-type: none"> <li>• Committee discussed membership concerns with focus on underrepresented voices as part of SACSE. Among the groups noted were: students who experience disability, dads, people of color, and representatives from multiple tribes. Pending legislation (SB12), if passed in its current form, would require the establishment of the Oregon Student Policy Advisory Network. SACSE should keep aware of that legislation's development as they consider including student voice.</li> <li>• Committee reviewed constituent report provided by CJ Webb. There is now a full year's worth of data on transition services and it's been fascinating to watch the data improve. Note that the fax number on the referral form for Pre-ETS should be <u>947</u>, not 945.</li> </ul>	engagement with SACSE would look like.		
<p>North Bend Adult Transition Work: Brook Schwenninger, Transition Teacher, North Bend School District; Kurt Nichols, Educational Assistant, North Bend School District &amp; North Bend Student(s)</p>	<ul style="list-style-type: none"> <li>• Focus is on practicing adaptive life skills in real world environments.</li> <li>• Student discussed how transition program helped grow his skills to be used with his passion for cars to work at Ken Ware Chevrolet dealership. He is working on getting a license in the hopes of securing full time competitive employment there. He has been hired part time there for the summer.</li> </ul>			
<p>LTCT Partnership: Allyson McNeill, Director of Special Education, North Bend School District &amp; Carolyn Acker, Director of Kairos</p>	<ul style="list-style-type: none"> <li>• Long-Term Care and Treatment Programs are therapeutic environments designed to help students build the skills to be successful in a non-institutional environment. The focus is on protecting the health and safety of the LTCT students and others while those skills are built.</li> <li>• In North Bend, Kairos is the mental health provider.</li> <li>• LTCT is a county wide program, but North Bend hosts it. Resident district is responsible for transportation.</li> <li>• Very few (3) LTCT programs are based in public schools.</li> </ul>	•	•	•

	<ul style="list-style-type: none"> <li>• Strong value is placed on the student and family voice in the treatment process.</li> <li>• Target is youth who are struggling in multiple settings, at risk of losing home or school placement, and working on emotional regulation, social skills, executive functioning, cognitive flexibility and communication skills. Youth and family must commit fully to the program.</li> <li>• LTCT school days are 5 hours because students cannot handle longer days. This length also allows for additional planning time for the staff to provide coordinated care efforts while students are present.</li> <li>• Concern about the impact on established programs of making LTCT program funding competitive: what happens if an established program does not get awarded the LTCT funding?</li> <li>• Not all students in LTCT are students in special education.</li> <li>• Discussion on the medical necessity of treatment and some students not qualifying for the program versus the zero reject expectation public schools operate under.</li> </ul>			
Closing Comments at ESD	<ul style="list-style-type: none"> <li>• Turn in reimbursement forms to Jeremy.</li> <li>• Reviewed 5 year \$3.5 million federal grant for helping to create high quality emergency operations plans. State partnerships are going to be critical in order for this grant to be successful. Grant will be supported through 5 ESDs. May 20, 2019 is the due date for applications for ESDs to act in that capacity. OAESD and ODE will be making the determination as to the 5 ESDs to support this grant.</li> </ul>			
Travel to North Bend High School				
North Bend Transition Program (Coffee Shop @ North Bend HS)				
Closing Comments / Adjournment				

