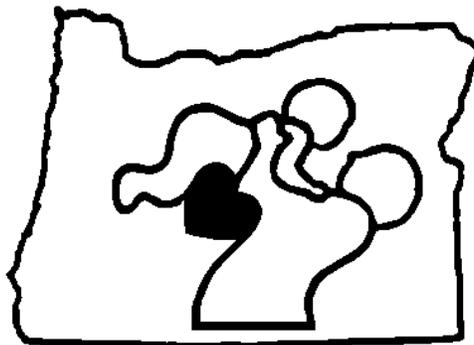


Local Interagency Coordinating Council (LICC)

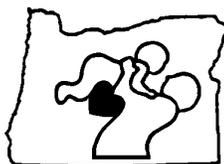


Manual

Updated September, 2013

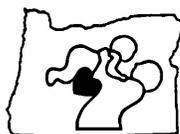
**Developed and distributed by the Oregon State Interagency Coordinating Council
for Early Intervention and Early Childhood Special Education**

This manual was updated and revised in September, 2013, for Local Interagency Coordinating Councils by the Oregon State Interagency Coordinating Council for Early Intervention and Early Childhood Special Education and the Oregon Department of Education. All materials in this manual may be freely shared, copied, and distributed.



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**State Interagency Coordinating Council
For Early Intervention and Early Childhood Special Education**

255 Capitol Street NE
Salem, OR 97310

September, 2013

Dear LICC Members,

Welcome to your Local Interagency Coordinating Council (LICC). Your participation in this group is very important. LICCs are mandated to advise and assist Early Intervention and Early Childhood Special Education (EI/ECSE) programs providing services to children ages birth to age 5 with special needs.

This LICC orientation manual (revised in the fall of 2013) has been developed by the state advisory group, which is called the State Interagency Coordinating Council (SICC). The SICC has a similar mission to advise and assist the EI/ECSE program at the state level. In addition, one of our charges is to support Oregon's LICCs.

This manual is full of useful information for you and your LICC. In addition to LICC operating guidelines, there are resources to assist you with planning, conducting, and evaluating LICC meetings. Even if your LICC leader is experienced, you will find practical information to enhance leadership skills and increase the effectiveness of your LICC.

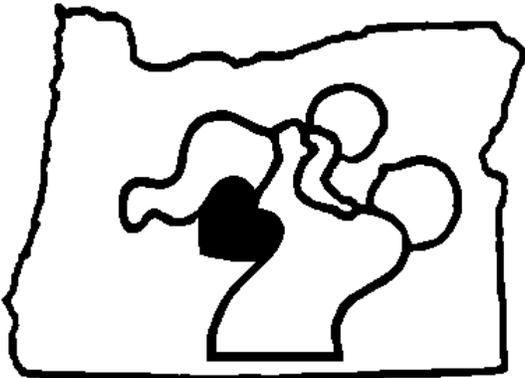
LICCs have tremendous potential to influence local programs and agencies to enhance services for young children with disabilities and their families. While there may be challenges ahead for LICCs, there will also be tremendous opportunities for meaningful change, improved services, and expanded collaboration on early childhood services in your community.

We hope you find the manual helpful and that your experience on your council is rewarding. Thank you for your investment of time and energy for our youngest children with special needs and their families.

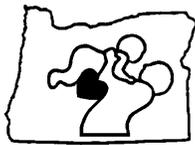
Sincerely,

*Members of the State Interagency Coordinating Council
for Early Intervention and Early Childhood Special Education Programs in Oregon*

Section 1



Membership



LICC Membership

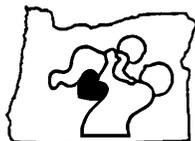
LICCs with full, active membership have the most success with their missions and goals. Effective recruitment, training, and support of members are the foundation for the success of your local Council.

Handbooks developed by LICCs for their members should include a current membership roster, including names, contact information, and the name of the position the person fills on the Council (for example, “parent of a preschool child with disabilities”). It is also suggested that each local Council include a phone or email tree in their handbook.

The following list, taken from the state law governing the membership of LICCs (ORS 343.507), provides a listing of **required** participants for LICCs. Other member positions may be added by the LICC to better represent the makeup of the local community. Membership varies greatly across the various Oregon LICCs.

LICC membership shall include the following:

- ✓ At least 20 percent parents of preschool children with disabilities;
- ✓ 20 percent providers of Early Intervention and Early Childhood Special Education services or other services to preschool children with disabilities;
- ✓ A representative of the local early learning system organization (such as an Early Learning System “Hub” (if there is one in your area) or the local Commission on Children and Families);
- ✓ Representatives from public and private agencies that serve young children and their families in the local community including, but not limited to:
 1. Head Start and Oregon Prekindergarten;
 2. Community Child Care;
 3. Local school districts (LEA) and Educational Service Districts (ESD);
 4. Department of Education Regional Services Programs;
 5. Health programs (including local Oregon Health Authority programs, WIC, etc.);
 6. DHS Child Welfare programs (CAPTA, foster care, etc.);
 7. DHS Self Sufficiency programs (SNAP, TANF, etc.);
 8. Community Mental Health Programs;
 9. Indian Education agencies;
 10. Migrant programs serving young children;
 11. Local community colleges;
 12. Community Developmental Disabilities Program.



Orientation Suggestions for New LICC Members

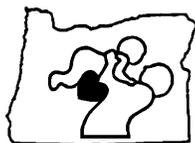
All new members should receive a systematic orientation to the operation and functions of your LICC.

Suggestions for new member orientation include:

1. The Council Chairperson and a parent meet face-to-face with the newly appointed member(s) to give a brief orientation and answer any questions;
2. Give the new members an orientation packet (see suggestions below);
3. Find a volunteer “buddy” from the Council for each new member. Buddies should be available to assist the new member in any way needed (e.g., transporting the new member to the first meeting);
4. Chairperson, “buddy”, and new member meet face-to-face again after the first Council meeting to answer any questions from the packet or the meeting itself.

Content suggestions for an orientation packet:

1. Beliefs, Vision, and Mission statements and LICC by-laws;
2. Current work plan for your Council and a list of Council’s accomplishments last year;
3. Confidentiality agreement to be signed by all Council members.
4. Current membership roster;
5. Parent and professional LICC responsibilities;
6. Listing of your Council’s subcommittees and the responsibilities of each;
7. A review of community programs relevant to the work of the LICC;
8. Any locally developed brochures, resource booklets, etc.;
9. The role of the Oregon SICC and how it relates to LICCs.



Helping Parents to Become Effective LICC Members

Family involvement has been shown to be critical in increasing the effectiveness of Early Intervention and Early Childhood special Education service delivery. In much the same manner, the Local Interagency Coordinating Council also benefits from parental involvement. Family members can give invaluable perspectives in the development of positive, appropriate service delivery systems. Parents also enhance the two-way exchange of information with the community through formal and casual parent networks.

Parenting a child with a disability frequently consumes more time than if the child were developing typically. Thus, many LICCs have found that families who have already completed EI/ECSE services are a good choice as members. The child and family have often settled into their routines, which gives the parents more time and energy to be actively involved. These parents may be more confident and comfortable with discussing their personal experiences with their children.

Please note: It is important to acknowledge and respect that sacrifices made by families that enable parents to participate in the LICC may come at a cost to the family.

What Parent Representatives Need to Know:

- ✓ The role of the LICC and how it relates to young children and their families;
- ✓ The participating agencies and their respective roles;
- ✓ LICC structure, mission statement, by-laws, rules, procedures, and goals;
- ✓ The family's role and responsibilities on the LICC, including clear expectations for participation and attendance;
- ✓ The decision making process used by the LICC;
- ✓ Jargon, acronyms, and abbreviations (see Appendix G for a list);
- ✓ How IDEA is/should be applied at the local level;
- ✓ The names of past parent representatives who could offer information and support.

And most importantly:

- ✓ That they are valuable team members representing the voice of parents.

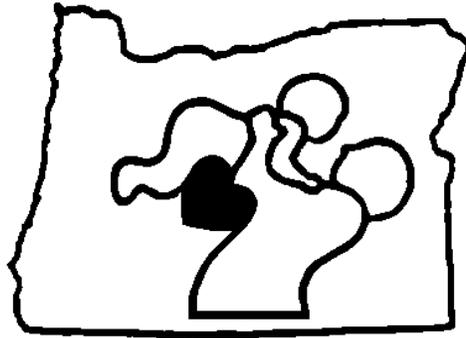
Roles and Responsibilities of Parent Representatives:

- ✓ To be available for as many LICC meetings as possible to receive information and give input;
- ✓ To assist the LICC with connections and communication to families of children with special needs from birth to five;
- ✓ To assist the LICC in the identification and expansion of resources for families of children with special needs from birth to five;
- ✓ To assist the LICC in parent support and education about IDEA and about services and resources in the program area;
- ✓ To work on specific LICC projects and committees or task forces.

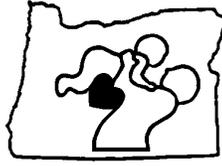
Responsibilities of the LICC to Parent Representatives:

- ✓ Set your meeting schedule at times convenient for your parent representatives;
- ✓ Broaden the pool of potential parent members to include parents whose children have already completed EI/ECSE services (e.g., parents of children who have transitioned to kindergarten);
- ✓ Provide a personal orientation before the parent's first LICC meeting (including a copy of the LICC handbook and other orientation materials in the family's preferred language);
- ✓ Offer mentoring by a veteran parent or a professional to ensure that the new member feels supported in their role;
- ✓ Include parent representatives in all LICC activities;
- ✓ Provide needed supports to enable the parent member's participation in LICC meetings and activities (e.g., child care, transportation, travel/training stipends, and accommodations for meetings, such as phone participation if needed);
- ✓ Recognize that some family members may require more support than others;
- ✓ Provide ongoing education and information regarding available programs and resources;
- ✓ During and after meetings, specifically **recognize the value of family participation.**

Section 2



Framing your LICC's Work



Framing your LICC's Work

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
- Margaret Mead, anthropologist

Beliefs, Vision, and Mission Statements and Goals

Every organization needs to have an underlying structure that will guide its members toward a shared purpose and meaningful outcomes. Beliefs, Vision, and Mission Statements are commonly used for this purpose. This section will give you information about and examples of them.

Belief Statements

Belief Statements describe the underpinnings of an organization's organization and activities. They serve as a "screen" for prioritizing objectives and activities. You, as a Local Interagency Coordinating Council (LICC) member, are charged with implementing the requirements of the Oregon Administrative Rules and the activities that your council has identified. Your belief statement should not merely be observations or statements of facts, but rather should reflect the convictions of your LICC members and community.

Example of a Belief Statement:

"The Pacific County LICC believes that:

- All EI/ECSE services must be locally driven and coordinated, and
- All EI/ECSE services must be family driven and respectful of our community's cultural and linguistic diversity."

Vision Statements

A Vision Statement describes a snapshot of where your LICC is headed, the desired future, and what you want to see happen in your community and world.

Example of a Vision Statement:

"The Pacific County LICC's vision is a local community in which every young child with developmental delays or disabilities and his or her family have maximum opportunity for participation in a safe, healthy and meaningful education and life."

Mission Statements

A Mission Statement is a broad statement describing the purpose of your LICC, including the function that the LICC will perform and the context in which it will perform it. The mission statement is a bold declaration of what your LICC will do for your community.

A mission statement not only serves as the cornerstone of your operational plan, but also as the focal point for the commitment of your energy and resources. Sometimes when an LICC has difficulty with solving a problem or making a decision, reviewing the Mission Statement will help members come back to the core purpose of their Council.

Example of a Mission Statement:

“The mission of the State Interagency Coordinating Council is to support the ongoing development of quality statewide services for young children and their families. We advise, advocate and collaborate on state, local and individual levels to maximize each child’s unique potential and ability to participate in society. We work to improve the quality of life for each family, according to that family’s value system.”

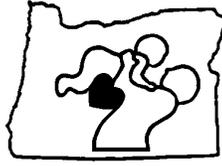
Goals

Each LICC should have goals set for the year that should reflect their needs, those of their EI/ECSE program, and those of their community. Depending on the size, resources, and energy of the members, you may have one simple goal, or you may have the capacity for a variety of more complex goals. Suggestions for developing goals include:

- ✓ Goals should be driven by the Beliefs, Vision, and/or Mission Statements your LICC has developed, should be consistent with your by-laws and statutory charge, and should be meaningful for the EI/ECSE and early childhood community;
- ✓ The development of goals should include as many stakeholders in your community as possible, but at the very least a quorum¹ of members of the LICC and a representative from the EI/ECSE program;
- ✓ Goals may be developed from a community assessment, a survey, or simply from feedback from members and stakeholders.
- ✓ Goals should be attainable in one year, or may be split into two (one biennium);
- ✓ The goals/objectives should be written in terms that produce measurable end results for the LICC. The objectives are the means by which progress toward fulfilling the mission will be monitored.
- ✓ It is acceptable to have goals that relate to the LICC itself; for example, you may have a goal to increase your parent representation on your Council;

Please see Appendix A for an example of draft LICC goals and Appendix C for draft SICC goals for 2013-14 (most current draft at this printing).

¹ A quorum is the requisite number of members and which specific members must be present to pass a motion. What constitutes a quorum should be defined in your LICC’s bylaws.



LICC Bylaws

By-laws define procedures for the operation of your LICC, and in so doing also define the roles and responsibilities its members, giving the group a working structure.

At a minimum, the LICC's by-laws should include the following:

- ✓ Responsibilities of members for attendance and participation;
- ✓ Procedures for defining and replacing non-contributing or inactive members, or members whose attendance falls below the standards set by the bylaws;
- ✓ Time limits for serving on the LICC;
- ✓ Representative membership and required members for a quorum;
- ✓ Officers, their term lengths, and their responsibilities;
- ✓ Procedure for how decisions will be made (for example, majority vs. consensus)
- ✓ Procedure for resolving disagreements (required by OAR);
- ✓ Committee planning and evaluation procedures;
- ✓ Procedure for reporting committee activities;
- ✓ Subcommittee function, structure, and information exchange.

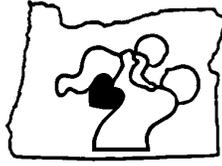
Bylaws may contain other items, depending on the needs of the LICC.

By-laws are generally organized by main headings called articles which are subdivided into sections. Bylaws should be formally adopted by the LICC, as should any changes in them.

Your LICC may want to refer to Roberts Rules of Order when establishing by-laws. See RobertsRules.org for more information.

Please see Appendix A for examples of an LICC bylaws and Appendix C for SICC bylaws² .

² SICC Bylaws were under revision at the time of this printing (9/2013). Those in Appendix C were adopted by the SICC in 2006.



Federal and State Laws, Regulations, and State Administrative Rules

Since the late 1960's, Oregon has provided services for many preschool aged children with significant disabilities through various programs offered by the Oregon Department of Education (ODE) and the Department of Human Services (DHS).

In 1983, the Oregon Legislature established a law for the provision of early intervention services to all substantially disabled children from birth-to-school age. The law mandated that these services be provided jointly and cooperatively by ODE and DHS through shared standards, staff and planning.

The law also established the State Early Intervention Coordinating Council to assure interagency coordination. The Council in turn established Local Early Intervention Advisory Councils to represent local programs, parents, and advocates to advise local Early Intervention programs on the availability and delivery of specialized services.

In 1986, the PL 99-457 was passed. This was the federal law that added early intervention services to PL 94-142, the Education for all Handicapped Children Act (EHA). Oregon then began a planning process for the establishment of future collaborative early intervention services.

The entire early intervention program moved from the DHS to the Department of Education, effective July 1, 1992, as a result of the passage of Senate Bill 1146 by the Oregon Legislature. It was then that Oregon began implementing its program for children with disabilities birth-to-school age.

In 1990, the Individuals with Disabilities Education Act (IDEA) became federal law, replacing PL 99-457. As a result of the passage of SB 898 during the 1993 Legislative session, Oregon came into full compliance with IDEA by providing Early Intervention to eligible children birth to three years of age.

The Department of Education currently contracts with 9 agencies around the state to operate our EI/ECSE programs. At the beginning of the 2013-14 school year, these contractors included: Intermountain ESD, High Desert ESD, Douglas ESD, Linn-Benton-Lincoln ESD, Willamette ESD, David Douglas School District, Lane ESD, NW Regional ESD and Clackamas ESD. Contractors either provide the services directly or subcontract with other agencies. There is one EI/ECSE program in each county in Oregon, plus one for children and families residing on the Confederated Tribes of Warm Springs Reservation.

Operationalizing LICC Laws and Regulations

Legal requirements for LICCs:

Different LICCs have chosen to operate in different ways, but what is most important is that LICCs follow state laws (Oregon Revised Statutes), regulations (Oregon Administrative Rules), and EI/ECSE contractor language that spell out LICC requirements. See ORS 343.507 and OAR 581-015-0930 at the end of this section, and ask your local contractor or subcontractor to provide your Council with current EI/ECSE contract language related to LICCs. The SICC STRONGLY recommends LICCs review these at the first meeting of the year.

Oregon Revised Statutes (ORS) and Administrative Rules (OARs) require each LICC to **“advise and assist”** their local EI/ECSE contractor and/or subcontractor on the following general topics:

- ✓ Identification of service needs;
- ✓ Coordination of service with other agency services;
- ✓ Procedures for resolving local disputes; and
- ✓ Development of local interagency agreements.

“Advise and assist”

“Advise and assist” means to provide input, comments, suggestions, recommendations, discussion, information, etc. The EI/ECSE contractor or subcontractor will ultimately make decisions after considering the LICC’s input and recommendations on specific topics.

Please see the ORS and OARs at the end of this section for specific requirements.

The LICC is charged with advising and assisting the EI/ECSE contractor and/or subcontractor. The contractor and/or subcontractor are required to consider advice from the LICC. The LICC should provide a forum in which the contractor and/or subcontractor can gather input from important stakeholders in order to enhance and improve decisions they make related to EI/ECSE services. Similarly, the LICC can also be used as a forum for other local agencies and programs that provide services and supports to children who are eligible for EI/ECSE and their families.

Examples of general topics or issues on which the LICC can advise and assist (tied to ORS/OARs):

- ✓ Assisting with local child find activities;
- ✓ Setting general **priorities** or **criteria** for services (for example, new programs, new classroom sites, locations, closing sites, etc.);
- ✓ Changes in the service delivery model (e.g., the continuum of services available, service delivery guidelines, etc.);
- ✓ Changes in the contractor, subcontractor, or any other **significant** change of service providers;
- ✓ Significant changes in the service calendar (for example, reducing the number of days, going to year round service delivery, etc.);

- ✓ Participating in the review of curriculum and instructional materials and procedures for local programs;
- ✓ Assisting in the development and the approval of the Service Area Plan by the EI/ECSE contractor (see below);
- ✓ Identifying the unmet needs for preschool children with delays and disabilities (for example, respite care, equipment, the need for approved private preschools in the community, etc.);
- ✓ Developing the LICC budget, including but not limited to the \$300 stipend from ODE. Please check with your EI/ECSE contractor or subcontractor about current rules around spending for food, hotels, etc.
- ✓ ODE requests that LICC participate in the *System Performance Review and Improvement* (“SPR&I”) process for EI/ECSE programs

Important note:

The LICC **cannot** provide advice or assistance on personnel issues or other problems related to day-to-day EI/ECSE program operations.

What responsibilities does ODE have related to LICCs?

- ✓ Review Service Area Plans from the EI/ECSE contractors/subcontractors for the LICC activities and functions specified in ORS and OAR in their contracts;
 - ✓ Resolve disputes that arise between the LICC and the contractor or subcontractor over required LICC roles and responsibilities if they cannot be resolved locally;
- Seek and consider LICC advice regarding selection of contractors;

Service Area Plans:

Each spring, every EI/ECSE contractor is required submit a Service Area Plan (“SAP”) to ODE that includes information on how they will operate their services the following school year, as well as their service (school) calendar for the next year. The SAP also must include LICC information, including activities for the past year, a membership roster, and a description of how disputes will be resolved between the LICC and the EI/ECSE program (even if that has never occurred.)

Please see an example of a Service Area Plan form which is included after the ORS and OAR information at the end of this section.

Important note:

It is the LICC’s responsibility to meet and approve the program’s SAP **before the SAP is due for submission to ODE by the contractor** (usually due in June for the upcoming year). The EI/ECSE program’s SAP cannot be approved by ODE without the approval by the LICC.

ORS (Oregon Revised Statutes)

Chapter 343 – Special Education Services

343.507 Local early intervention interagency advisory council; members; officers. (1) Each contractor for early childhood special education and early intervention services shall assist in the development of a local early intervention interagency advisory council in every county within the contractor's service area.

(2) Each local early intervention interagency advisory council shall include as members at least 20 percent parents of preschool children with disabilities, 20 percent providers of early childhood special education and early intervention services or other services to preschool children with disabilities, a representative of the State Commission on Children and Families and representatives from public and private agencies that serve young children and their families, including but not limited to Head Start and Oregon prekindergartens, community child care, the Child Care Division of the Employment Department, local school districts, education service districts, Department of Education regional special education programs, community mental health programs, community developmental disabilities programs, Department of Human Services health programs, child welfare programs and public assistance programs, Indian education agencies, migrant programs serving young children and community colleges.

(3) Each local early intervention interagency advisory council shall select its own chairperson and vice chairperson and fix the duties of its officers.

(4) The department shall establish procedures pursuant to rules of the State Board of Education for seeking and considering local council advice regarding the selection of contractors, coordination of services and procedures for local resolution of disputes. [1991 c.749 §13; 1993 c.45 §235; 1995 c.278 §42; 1999 c.989 §25; 2001 c.900 §55; 2011 c.720 §76]

The Oregon Administrative Rules (OARs) for LICCs

581-015-2715

Role of Local Interagency Coordinating Council (LICC)

(1) Each contractor, in conjunction with subcontractor(s), must solicit the advice and assistance of the local interagency coordinating council (LICC) in each county within the contractor's service area, regarding:

- (a) Identification of service needs;
- (b) Coordination of services with other agency services;
- (c) Procedures for resolving local disputes; and
- (d) Development of local interagency agreements.

(2) The recommendations from each LICC must be used by the contractor and subcontractor in developing a plan for services required by the Department. This plan will include components described in section (1) of this rule, and be presented in a format provided by the Department, and must include:

- (a) A written description of the process used in assisting each LICC in the development of their recommendations;
- (b) The contractor's and subcontractor's proposal for implementing the recommendations from the LICC in each county;
- (c) Recommendations from the LICC that the contractor and subcontractor(s) does not propose to implement, and the reason for that decision; and
- (d) A written description of the process used to resolve disagreements between the LICC and the contractor and subcontractor(s).

(3) When there is unresolved conflict over the service plan, and recommendations from the LICC the Department will:

- (a) Investigate the conflict; and
- (b) Make the final decision regarding plan approval and implementation.

(4) The contractor(s) must provide, within available funds, fiscal and other support for the LICC to perform the functions described in this rule. The LICC must submit an annual budget to the contractor(s) to demonstrate the use of the funds.

(5) The LICC must collaborate with other agencies and programs in planning and implementing services for young children and their families in the local community.

Stat. Auth.: ORS 343.475

Stats. Implemented: ORS 343.475, 343.507

Hist.: EB 23-1992, f. & cert. ef. 6-23-92; ODE 24-2000, f. & cert. ef. 10-16-00; Renumbered from 581-015-0930, ODE 10-2007, f. & cert. ef. 4-25-07

**Childhood Special Education Program
Oregon Department of Education
Contractor Service Area Plan**

2013-2014

Service Area:
Contracting Agency:

Administrator:
Address:

Phone Number:
Date Submitted:

This plan is designed to provide ODE with information about your EI/ECSE service area for the next service year. Please complete the form and provide the requested information. You are required to submit county plans for each county in your service area. **Service Area Plans are due to ODE by June 17, 2013 and will be reviewed by your ODE liaison. You should receive feedback on the Service Area Plan by July 26, 2013.** Plan reviews indicate if each section is complete or needs revision. Revisions, if needed, are due back to liaisons ASAP. The ODE Early Childhood Program Director gives final approval of the contractor and county plans by sending a signed Service Plan Approval form and an approval letter to the EI/ECSE Area Contractor.

Contractor Plan Approval

<i>ODE USE ONLY</i>		
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:	
Date reviewed:	Reviewed by:	
Early Childhood Director Signature:		
Date:	Date Emailed:	Date Mailed:

- A. The EI/ECSE contract with Oregon Department of Education specifies that the Contractor will employ or designate a Coordinator whose duties are specified in the contract.
Designated Contract Coordinator for the EI/ECSE Contract:

<i>ODE USE ONLY</i>	
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:

B. Local Interagency Agreements

Please list programs and agencies (Head Start Oregon PreKindergarten, Migrant Head Start, County Health Department, etc.) that have an interagency agreement with the EI/ECSE Service Area Contractor (other than those agreements listed in county plans). (Leave this section blank if all interagency agreements are in your county plans).

**Program/Agency
of agreement**

Termination date

<i>ODE USE ONLY</i>	
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:

C. Organizational Structure

Please attach a flowchart of the organizational structure for EI/ECSE in your Service Area, including services in each county and Regional Low Incidence services.

<i>ODE USE ONLY</i>	
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:

D. LICC

Please complete the following information for each county in your Service Area:

County	Is there an established and operating LICC in the county?	How often will a representative from the contracting agency attend LICC meetings in the county?	Who will attend LICC meetings for the contracting agency?
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

<i>ODE USE ONLY</i>		
Established/operating LICC in each county?	Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:
How often do contracting agency representative(s) attend LICC meetings?	Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:
Who will attend LICC meetings for contracting agency?	Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:

E. Parent Support

Please describe training that will be provided to program staff (including subcontractors) on service coordination strategies for identifying services for families with similar needs and on connecting these families:

<i>ODE USE ONLY</i>		
Information on training(s) provided to staff & subcontractors on strategies to identify services for families with similar needs and how to connect these families	Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Comments/Notes:

2013-2014 EI/ECSE CALENDAR

County _____ Service Area _____ EI ECSE (check one or both, whichever applies)

July 2013

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Total Service Days: _____

August 2013

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Total Service Days: _____

September 2013

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Total Service Days: _____

October 2013

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Total Service Days: _____

November 2013

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Total Service Days: _____

December 2013

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Total Service Days: _____

January 2014

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Total Service Days: _____

February 2014

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Total Service Days: _____

March 2014

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Total Service Days: _____

April 2014

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Total Service Days: _____

May 2014

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Total Service Days: _____

June 2014

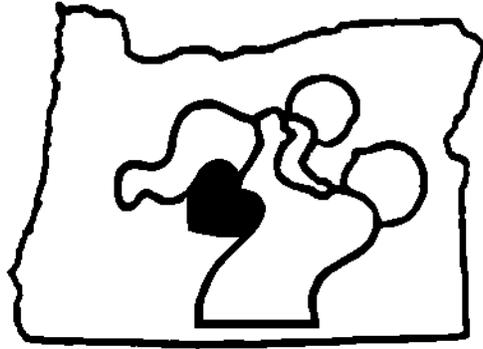
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Total Service Days: _____

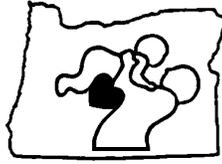
H = Holiday X = Non-Service Day I = Inservice.
 (All days left blank in calendar above are considered service days.)

Total # of service days program provide services _____
 Subcontractor Initials _____ Contractor Initials _____

Section 3



Accomplishing Your LICC's Goals



Accomplishing your LICC's Goals

Now that you have developed your LICC's membership, mission statement, bylaws, and goals, how will your LICC move on to the next steps: accomplishing its goals, maintaining the interest and active participation of its members, and setting the stage for continuation of your mission and work the following year?

Collaboration

Collaboration with community partners will assure that your plans and goals take root. Community collaboration can only be achieved through outreach to your community partners, along with the establishment of working relationships that are diverse, genuine and beneficial for all parties.

Enlisting a full complement of committed members for your LICC was the first thing you did to facilitate community collaboration. Your LICC membership roster reflects local community agencies, and as such is an excellent place to get started with meaningful work with collaborators. Even if the participation of a certain local agency is not crucial to your mission, their connections, input, and resources may benefit the EI/ECSSE program and the LICC in ways that were unanticipated.

The need for communities to collaborate is based on the following assumptions:

1. One agency cannot provide all of the services needed by young children with disabilities and their families;
2. With limited resources and specific functions, agencies must coordinate efforts to avoid waste, duplication, and service gaps;
3. Families and professionals working together can plan family-centered and responsive services;
4. A variety of programs is an advantage to the community and provides a continuum of services.

Action Plans

Action plans lay out activities and steps needed to achieve your goals. They may be drafted by the entire LICC, a subcommittee or an individual. More than one action plan may be needed to achieve a specific goal. The format of an action plan is not critical, but it is recommended that your action plan include:

- ✓ The goal and its related objectives (the “what” and the “how” of your mission);
- ✓ Actions, strategies, activities, or steps;
- ✓ Who is responsible for each item;
- ✓ Start and end dates, possibly target dates for different parts of each step;
- ✓ Evaluation strategies may be formal or informal (for example, benchmarks, outcomes, metrics, surveys, and/or verbal or written reports.)

The LICC Budget

Currently, every LICC has a subgrant of \$300 a year from ODE. This money comes to the LICC through their contractor. It is recommended that LICCs check with their contractor every summer to confirm the amount of money the LICC will have from ODE for that year.

LICC subgrant funds must be spent by June 30 of the school year, and generally must be claimed by the contractor by mid-August. Unspent funds will be returned to ODE and will not be carried forward to the next school year. How LICC funds are spent must be reported to ODE on the Service Area Plan.

The process used to develop the LICC budget and how LICC funds are spent differ from county to county. It is recommended that your LICC budget be tied to specific goals, objectives or steps on your action plan(s). This will help assure that your Council has the resources it needs to accomplish its mission.

LICCs have spent their ODE subgrants in a variety of ways, for example,

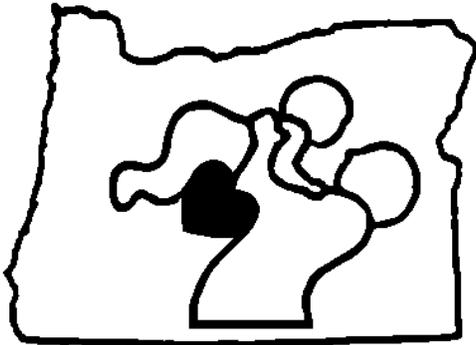
- ✓ Meeting costs (for example, materials);
- ✓ Supporting parents to attend meetings (for example, child care during meetings, or mileage to a training or conference);
- ✓ Training opportunities (for example, sending parents to classes or conferences, or sponsoring speakers for your meeting or a community event);
- ✓ Providing additional resources to the EI/ECSE program (for example, adaptive playground equipment);
- ✓ Providing additional resources to the community (for example, developing or compiling resource information for physicians or families regarding EI/ECSE);

Important note

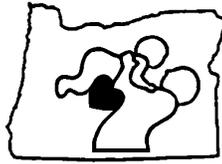
Due to federal spending restrictions, as of 7/1/2013, 2013-14 LICC subgrant funds from ODE may not be used to purchase food for meetings. Check with your contractor or ODE for periodic updates regarding the potential lifting of these restrictions.

Some LICCs have raised additional funds by sponsoring fundraising events, or have secured grants or subgrants above what they receive from ODE. Funds received from sources outside of ODE are subject only to the rules and restrictions imposed on those funds, not necessarily those imposed by ODE.

Section 4



Making LICC Meetings Work



Making LICC Meetings Work

A major component of the successful completion of your LICC's work will be the efficiency and productivity of your Council meetings. This chapter will provide you with information on how to help make your meetings move you through accomplishing your mission and goals .

Every LICC Meeting Involves:

1. Preparation

- Purpose;
- Planning;
- Logistics : Space/facility, time, and materials.

2. Meeting Management

- Strong leadership;
- Clear understanding of the members' various roles;
- An effective process.

3. Follow up

- Assignment of responsibilities & follow up activities (including minutes and the next agenda);
- Communication of information;
- Implementation of decision.

Meeting Preparation

A few general tips for good preparation:

- ✓ Develop a good agenda and vet it with other members. Budget agenda time.
 - A good agenda begins at the prior meeting with a standing item to develop the next meeting's agenda (see the example, below);
 - Send the agenda out in advance of the meeting so others can be prepared. Include a draft of accurate and concise minutes from the prior meeting for approval by the LICC;
- ✓ Make sure logistical details are covered.
 - Confirm time, meeting space etc. with the building and the LICC members so there are no last minute surprises;
 - Before the meeting, make sure each member who has responsibilities on the agenda knows what to do or bring, and see if they need any help;
 - If you are providing child care, confirm location, date and time with the child care provider;
 - If you are having a speaker, make sure that person knows where and when the meeting will be held, how many copies of materials they need to bring, and what to expect.

Building an agenda

Productive meetings begin with a concise and meaningful agenda. The agenda should include the agenda items, a space for notes about discussions, and a space for follow up actions, including a timeline and the person(s) responsible for the task(s).

Here is an *example* of an LICC meeting agenda (compressed to fit this space):

Pacific County LICC Agenda		
September 13, 2013, noon to 1:00		
Members present:		
Agenda item	Discussion	Action/Timeline/ Person Responsible
1. Introductions, announcements		
2. Approval of minutes from June meeting		
3: Housekeeping: - Discuss Family Feedback - Questionnaire Results		
4. Review results of 2012-13 goals		
5. Committee Reports - Membership - Information - Wagon Wheel		
6. Other Business - Benefit Planning		
7. Program Updates: - County EI/ECSE - Pacific Regional Program		
8. Wrap up/Next steps: - Next Meeting: October 16, noon - Agenda Items: Election of officers Finalize this year's goals Parent Night Planning		

Meeting management: Conducting your LICC meeting

Good preparation won't help much if your meeting goes off the rails.

A few general tips for good meetings:

- ✓ Set rules for how your meeting will be conducted. You may want to refer to Roberts Rules of Order for help.³
- ✓ Start and end the meeting on time;

³ See www.robertsrules.org for more information.

- ✓ Define the purpose of the meeting;
- ✓ Stick to your agenda;
- ✓ Review and/or approve prior minutes;
- ✓ Encourage/recognize completion of tasks;
- ✓ Set deadlines and delegate responsibilities to finish tasks;
- ✓ Wrap up: Summarize decisions and tie up loose ends;
- ✓ Set agenda items for the next meeting;
- ✓ Thank members for their service and participation, especially parents;
- ✓ Keep written records (minutes).

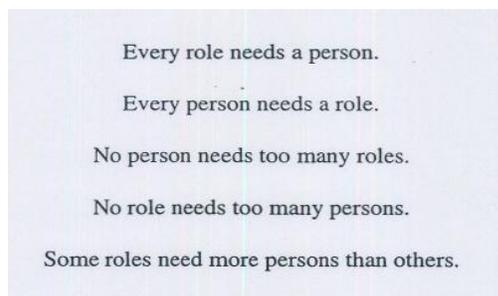
Tips for encouraging member involvement and making meetings fun:

- ✓ Encourage team building by adding a team building activity to your agenda;
- ✓ Encourage different members to run various parts of the meeting;
- ✓ Encourage socialization during and outside of meetings;
- ✓ Include all members in every discussion;
- ✓ Emphasize respect;
- ✓ Stress the importance of participation and contribution of members;
- ✓ Celebrate a successful event;
- ✓ Be a facilitating discussion leader, not a dominating one;
- ✓ Arrange seating to maximize opportunities for discussion;
- ✓ Consider having door prizes;
- ✓ Have fun!

Clarifying Meeting Roles

We suggest you clarify the respective roles of your members at your initial LICC meeting. You may want to think about:

- ✓ Are meeting roles clearly defined and assigned?
- ✓ Who needs to be there to achieve the goals of the meeting?
- ✓ What orientation or supports might participants require to attend and fully participate?
- ✓ And remember,



Decide which roles will be necessary for meetings to be successful, agree on the description on each role, and determine who will serve as the various roles. The election of officers can help with clarification of roles and responsibilities and guarantees consistent meeting quality.

Suggestions for meeting roles include:

1. Leader/Facilitator/Chair -

- ✓ Propose and coordinate group processes and problem-solving;
- ✓ Suggest ways to use the available time;
- ✓ Guide the group through the agenda and stay within allotted times;
- ✓ Keep the group focused on the task; Deviations from the agenda can be valuable, but keep the Council's energy focused on the major designated tasks of the meeting;
- ✓ Continually check the "pulse" of the group;
- ✓ Assure the opportunity for equal participation;
- ✓ Recognize the obstacles and assist the group in working through them;
- ✓ Remain neutral on issues – focus on the process;
- ✓ Give the group feedback;
- ✓ Follow up with group members outside of the meeting if needed;
- ✓ See suggestions for leaders in Appendix F for dealing with difficult members and situations during a meeting.

2. Secretary/Recorder

- ✓ Support the facilitator;
- ✓ Help collect, organize, and maintain the group's thoughts, decisions, and actions;
- ✓ Document major parts of the meeting: attendance, ideas, decisions, plans, action to be taken, etc.;
- ✓ Record exactly what is said – rather than interpreting. Ask the speaker for clarification if needed;
- ✓ Produce timely minutes that can be reviewed by the membership prior to the next meeting;
- ✓ Clarify responsibility for distribution of meeting minutes and other handouts and meeting materials.

3. Timekeeper

- Make sure that meetings begin and end on time;
- Remind the group when the time allotted for each agenda item is coming to a close.

4. General members, Committee Chairs, and special assignments

- ✓ Commit to the group and the process;
- ✓ Participate actively;
- ✓ Listen to the ideas of others;
- ✓ Remain open to new information and ideas;
- ✓ Display patience with others, process, ideas;
- ✓ Be hard on issues, soft on people;
- ✓ Share responsibility for managing the process;
- ✓ Help the facilitator and recorder stay in their roles;
- ✓ Follow-through on commitments.

5. Food Bringers

- ✓ Yum! 😊
- ✓ Thank them.

Meeting Follow up

At the end of your meeting, it may be helpful to take a few minutes to evaluate it. Suggestions for the evaluation include focus on the agenda, the flow of the meeting, the quality of information provided for decision making, time management, task equity, or the general comfort and/or satisfaction of the members. This can be done verbally or with a written evaluation, depending on the needs and comfort level of the group. Be sure to include a "safe" way for members to give suggestions for the next meeting.

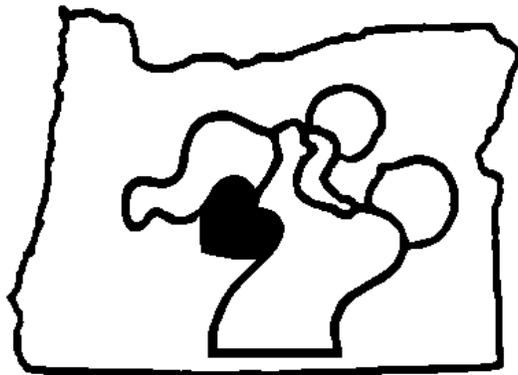
Council leadership may want to follow up with members after the meeting for various reasons. We suggest you check in about progress of responsibilities that were accepted during the meeting. Be sure to ask members if they need any help, and thank them for their contributions and service.

Things to consider for your meeting evaluation might include:

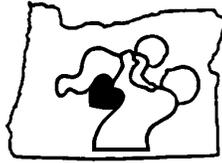
Evaluating Meetings		
Think about the organizational meetings you are most involved with, and answer the following questions by <input type="checkbox"/> the Yes or No boxes.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Do the meetings you attend start on time?
<input type="checkbox"/>	<input type="checkbox"/>	For the most part, does everyone stick to the subject?
<input type="checkbox"/>	<input type="checkbox"/>	Do you receive the meeting agenda a few days before the meeting is convened?
<input type="checkbox"/>	<input type="checkbox"/>	Does everyone have an opportunity for input of agenda items?
<input type="checkbox"/>	<input type="checkbox"/>	Do all members have an opportunity to be heard without fear of being "put down"?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a balance of task and relationship items on the agenda?
<input type="checkbox"/>	<input type="checkbox"/>	Is the agenda on newsprint and visible to all participants? Or do all participants have handouts of the agenda? (No hidden agendas.)
<input type="checkbox"/>	<input type="checkbox"/>	Is there an opportunity to get acquainted with other group members?
<input type="checkbox"/>	<input type="checkbox"/>	Are the decisions made during the meeting? (Not out in the parking lot after the meeting, or on the phone prior to the meeting.)
<input type="checkbox"/>	<input type="checkbox"/>	Does your meeting end on time?

Score Yourself:	
10 Yes:	You ought to be teaching this workshop.
6-9 Yes:	You often wonder if the cause justifies the time and energy you spend.
0-5 Yes:	Congratulations! You are truly committed to your cause when you put up with the frustrations which accompany poorly planned meetings.

Appendix A



Examples of Documentation for LICCs



Examples of Documentation for LICCs

Mission Statements

Oregon Department of Education:

"The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners."

State Interagency Coordinating Council:

"The mission of the State Interagency Coordinating Council is to support the ongoing development of quality statewide services for young children and their families. We advise, advocate and collaborate on state, local, and individual levels to maximize each child's unique potential and ability to participate in society. We work to improve the quality of life for each family, according **to that family's value system."**

Lane County LICC:

The Lane County Early Intervention Council (LICC)

Mission Statement:

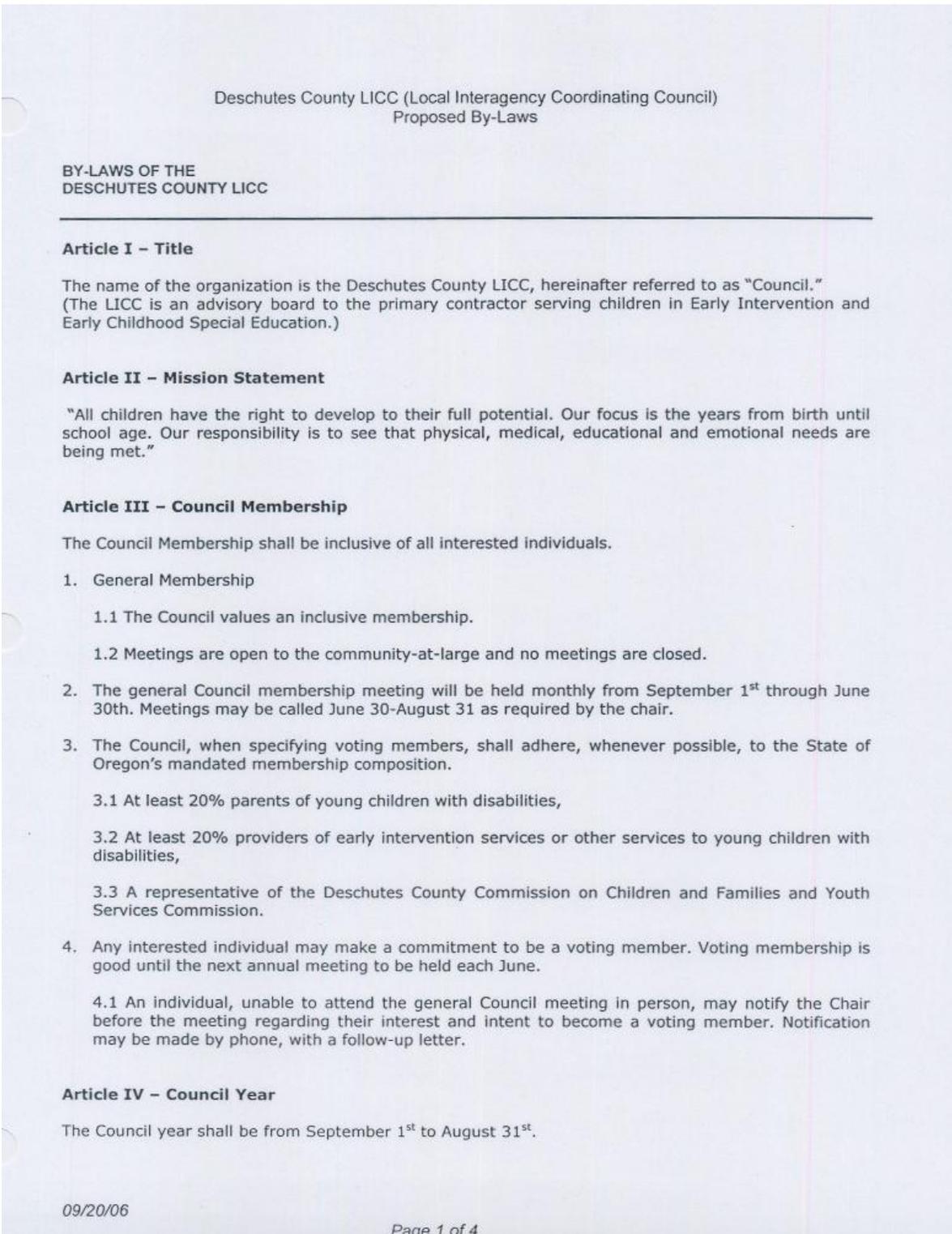
All children have the right to develop to their full potential. Our focus is the years from birth until school age. Our responsibility is to see that physical, medical, educational, and emotional needs are being met.

Bylaws

SICC:

Please see the approved SICC bylaws in Appendix C.

Deschutes County LICC (proposed):



Article V – Voting Membership

Individuals at the general Council meeting, shall commit to serve on the Council, and shall then be designated by the Chair, with the approval of the Council, as a voting member.

1. A voting member shall lose their voting privilege after missing three (consecutive unexcused) meetings during one Council year. After loss of voting rights, each member shall have the option of joining in any and all Council discussions.

Article VI – Duties and Responsibilities

1. In general, the Council shall exercise all the powers, privileges and rights of the Council, determine all policies relating to its programs and activities, interpret its programs and activities to the community, and make all necessary rules and regulations for the Council and for the guidance of its officers and staff as mandated by the Oregon Revised Statute (ORS) 343.507.
2. In addition, at any regular or special meeting, the Council may:
 - 2.1 designate all officers of the Council,
 - 2.2 obtain legal, accounting or other advice when necessary or desirable,
 - 2.3 provide reports covering the activities and finances of the Council as needed,
 - 2.4 exercise all privileges of ownership regarding such real and personal property as may be necessary or convenient for the conduct and operation of the affairs of the Council,
 - 2.5 determine and control the manner or arrangements with any other community or service group or organization or public or private entity in any manner deemed appropriate,
 - 2.6 approve budgets as needed and have responsibility for fiscal management of the Council and its projects,
 - 2.7 enter into contracts to perform the goals of the Council.

Article VII: Officers

1. The officers of the Council will be designated from the voting membership during the (June) general Council Meeting. Those officers include: a Chairperson, Vice-Chairperson, Treasurer and Recorder. In the event of the recorder's absence a substitute recorder shall be designated by the Chair.
2. All officers of the Council shall commit to serving for one year, which may be renewed annually.
3. The duties of the Chairperson shall be to preside at all meetings of the Council, act as the contact person for the State Early Intervention Interagency Coordinating Council, develop agendas, form committees, assign tasks, and sign written documents which have been approved by the Council.
4. The duties of the Vice-Chairperson shall be to assume the duties of the Chairperson in his/her absence and other duties as assigned by the Chairperson. If both the Chair and the Vice-Chair are absent, the Council shall select a Chair pro tem.
5. The Treasurer shall be responsible for monitoring the Council's funds. Assure that donations or in-kind contributions if any are properly acknowledged and be responsible for a monthly

09/20/06

financial report at the regular Council meetings and a complete report to the Council during the general Council meeting.

6. The duties of the Recorder shall be to take the minutes of each Council meeting and submit the written minutes for distribution no later than two weeks prior to the next meeting. Included with the minutes shall be any additional enclosures for the monthly mailing and the date, time and location for the next Council meeting.

6.1 Distribution List. The recorder shall keep the Council mailing list current and be responsible for the backup disk and hard copy

6.2 Archivist. The recorder shall see that the records are kept.

Article VIII – Voting Procedures

1. Each current voting member shall have one vote.
2. A quorum for the June general Council meeting shall consist of all individuals present.
 - 2.1 A quorum for all other Council meetings shall consist of a simple majority of the current voting membership.
3. Action by the Council will be by consensus of the voting members unless a consensus cannot be reached.
 - 3.1 If a consensus cannot be reached within the time frame established by the Chair or Vice chair on a given action, the Chair or Vice Chair will call for a vote.
 - 3.2 A prevailing vote shall be considered the simple majority quorum.
 - 3.3 The Chair will only vote in the event of a tie between other members present.
4. To resolve any doubts or disagreements regarding procedures of the Council not covered by these by-laws, Robert's Rules of Order may be consulted.
5. Any member of the Council, who may have a potential conflict of interest, will notify the recorder, and abstain from voting.

Article IX – Executive Committee

1. The Executive Committee shall be comprised of the Council officers and two (2) additional voting council members. At least one member of the Executive Committee shall be a parent of a birth to five (5) year old child, who is receiving Early Childhood Special Education/Early Intervention Services.
 - 1.1 Two (2) current voting members of the Council shall be designated at the general Council meeting as members of the executive committee.
 - 1.2 The Executive Committee shall take action on behalf of the Council in matters requiring immediate attention.
 - 1.3 The Executive Committee is empowered to convene special Council meetings as needed.

Article X – Committees

1. The Council shall authorize the Chair to form committees to review or address special problems or issues.

1.2 Any committees formed, shall provide a report(s) and/or recommendation(s) to the Council.

1.3 Committee members may include non-voting Council members.

1.4 The committee Chair may be a non-voting member of the Council.

Article XI – Meetings

General meetings shall be set for a designated time and place each month. This decision as to day and time will be made by the Council. Notice of meetings shall be delivered prior to any meetings. Special meetings may be set by the chair, the Council during the meeting, or by the request of any group of five members to the chair.

Minutes of the meeting shall be kept by a designated secretary and distributed to the members at or before the following meeting. All activities shall conform to Oregon's public meeting law. The agenda for any meeting shall be determined by the chair, allowing room for other concerns of the group members as needed.

A portion of the September meeting shall be set aside for orientation and in-service regarding the operation of the Council including a review of the bylaws and Roberts Rule of Order.

Article XII – Changes and Amendment to the By-Laws

2. These by-laws may be changed or amended by a two-thirds (2/3) vote of the current Council's voting membership.

1.1 Proposed by-law amendments or revisions shall be included on the upcoming Council's meeting agenda. During this meeting, the Council will present the proposed changes or revisions, and the Council will discuss the proposals.

1.2 By-law amendments or revisions shall be voted on at the subsequent Council meeting, following their introduction and discussion.

1.3 These by-laws may be changed or amended by the current voting membership of the Council at a regular or special meeting of the Council.

Goals

SICC:

Please see the draft of the SICC goals for 2013-14 in Appendix C.

Multnomah County LICC (not current):

Multnomah Local Interagency Coordinating council (LICC)

Adopted Goals for the Multnomah LICC For School year 2005-2006

- To promote the performance goals towards natural settings for birth to three year olds and typical settings for 3 to 5 year olds.
- To advise and assist the Multnomah Early Childhood Program (MECP) on Child Find efforts.
- To ensure parent involvement throughout Multnomah Early Childhood Program (MECP) and on the LICC.
- To provide a viable Interagency and parent forum that develops and implements a collaborative and integrated system for EI/ECSE.
- Improve the stability of the LICC as an evolving coordinating council for Multnomah Early Childhood Program.

Interagency Agreements

Klamath Early Childhood Intervention and Oregon Child Development Coalition (not current):

**INTERAGENCY AGREEMENT BETWEEN
EARLY CHILDHOOD INTERVENTION (ECI)
And OREGON CHILD DEVELOPMENT COALITION (OCDC)
August 21, 2000**

1. Child Find and Identification

ECI will:

1. Refer children from ECI programs that might be eligible for Migrant Head Start.
2. Provide information about Migrant Head Start within the service area with assistance from OCDC staff.

OCDC will:

1. Actively work to locate and identify 6 week to school age children with suspected disabilities.
2. Screen all children using the ESI, Denver II, ASQ, TASL (Articulation Screening) within thirty (30) calendar days enrollment.

JOINTLY:

1. OCDC will share enrollment rosters to ECI for the purpose of review.

2. Referral and Evaluation

ECI will:

1. Accept referrals made to the ECI program. ECI will obtain permission to evaluate.
2. Complete evaluations and determine eligibility based on Oregon Administrative Rules 581-15-900 and federal requirements for children 0-5 years of age.
3. Provide a written report detailing assessment information as well as an eligibility statement with appropriate signatures of evaluators.
4. Provide OCDC with regular status reports on the progress of referrals, screenings, and evaluation upon phone call initiated by OCDC.
5. Meet with family and OCDC representative to discuss the evaluation results.

OCDC will:

1. Ensure that all children with suspected disabilities are referred to ECI.
2. Provide copy of the permission to exchange information (in parents native language) form.
3. Provide support to families to include interpreters or transportation to meetings as needed.
4. Share screening results, health histories, classroom observations and other pertinent information when the formal referral is made to ECI.

3. Procedures for IFSP and Placement

ECI will:

1. ECI staff will set up IFSP, transition meetings, and appropriate reviews for eligible EI/ECSE children to include OCDC staff as appropriate.
2. Develop and assist in implementation of IFSP in cooperation with the family and OCDC staff.
3. Provide on-going consultation and supervision of EI/ECSE services specified in the IFSP.

OCDC will:

1. Provide input in the development of the IFSP and discussion of placement considerations through participation in IFSP and placement meetings.

JOINTLY:

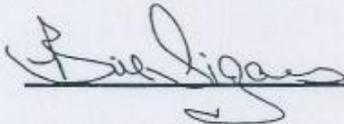
1. ECI and OCDC will recommend the most appropriate placements for eligible EI/ECSE children considering all options available.

4. Provision of ECI Services

ECI will:

1. Provide the Early Intervention or Early Childhood Special Education services needed for each child to include related services such as speech-language therapy, physical and occupational therapy as indicated on the IFSP.
2. Provide copies of any appropriate information to both the OCDC classroom teacher and supervisor.
3. Include OCDC staff in IFSP reviews, and on-going consultation related to IFSP implementation and progress. Explanation of appropriate programming and materials used per specific student will be provided to OCDC.
4. Additional supportive services will be provided as appropriate per IFSP.

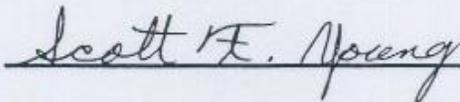
This agreement will be reviewed annually and shall remain in effect unless modified, terminated or renegotiated by either party, with adequate notice.



8/21/00

Bill Sigars
Supervisor of Special Programs
Klamath Falls City Schools
Early Childhood Intervention

Date



8.21.00

Scott Young
Director
Oregon Child Development Coalition

Date

parents regarding screening, identification, referral, assessment, eligibility, service delivery, inclusion, transition, and IFSP development.

2. Invite OCDC staff and parents to appropriate training provided through ECI.
3. Recommend training opportunities available through other agencies.

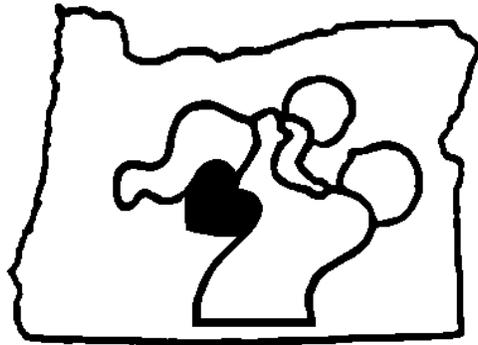
OCDC will:

1. Support staff and parents in participating in training.
2. Invite ECI staff to appropriate Head Start training.
3. Provide translation services as needed.

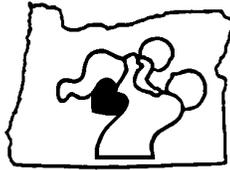
JOINTLY:

6. ECI and OCDC will provide information on federal and state requirements for serving preschool age children with disabilities to the other agency.

Appendix B



Oregon's Early Intervention and Early Childhood Special Education Program



Oregon's Early Intervention and Early Childhood Special Education Program

Oregon's Early Intervention and Early Childhood Special Education (EI/ECSE) program provides special services to young children with disabilities and their families to help improve the children's development. Families can get EI/ECSE services for their children who qualify no matter where they live in Oregon. Each child in the EI/ECSE program will have his/her own unique plan for services that is based on what that child and his/her family need.

EI/ECSE services in Oregon are meant to build on the family's strengths to meet the special needs of their child. EI/ECSE specialists give family members, preschool teachers and caregivers ideas and help with working with and teaching the child. This is done in the places where the child usually spends time learning every day.

Examples of EI/ECSE services:

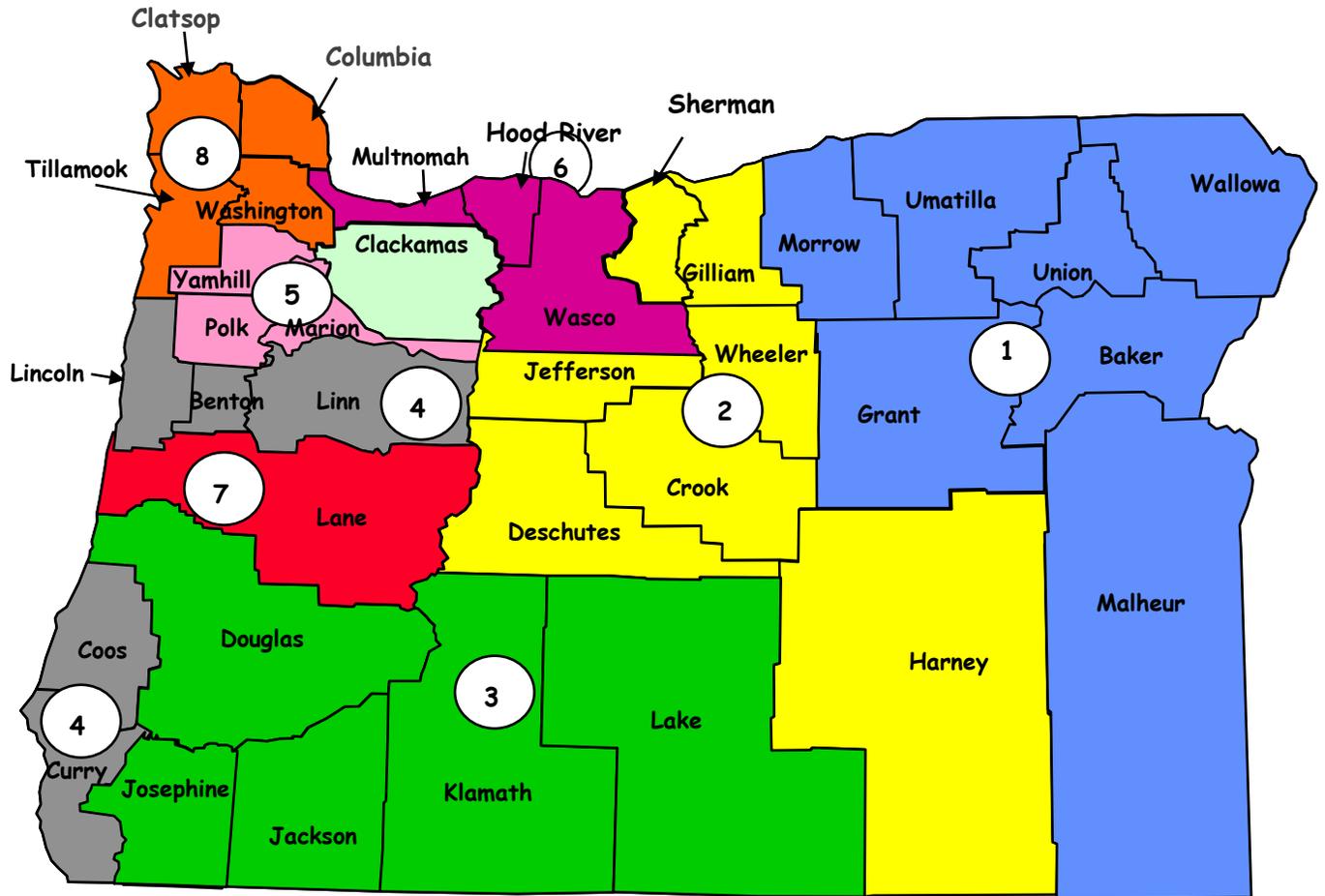
- Giving the family information about their own child's special needs;
- Showing the family how to meet their child's needs at home;
- Helping the family learn how other people and agencies can help them;
- Helping the family learn how to teach the child new skills.

The Oregon Department of Education contracts with 9 public educational agencies to provide a seamless statewide system of EI/ECSE services for young children with developmental delays and disabilities and their families. There is no cost to the families whose children are eligible for services. Each contractor provides an EI/ECSE program for each county, plus one for the Confederated Tribes of Warm Springs (35 in all.)

Although they are treated as a single program in Oregon, EI and ECSE programs and services differ in their mandates, focus and locations. Specifically,

- Early Intervention (EI)--For children birth to three and support for parents to help them learn how to enhance their child's physical, cognitive, communication, social or emotional and/or adaptive development. EI services are usually provided in the family's home.
- Early Childhood Special Education (ECSE)--Specially designed instruction for children ages 3 to the age of public school eligibility including physical, speech/language, mobility, social or emotional, and others. These services are typically provided in educational settings, for example, Head Start classrooms.

Oregon EI/ECSE Program Map – 9/2013



This information was current as of 9/13/13. Please check with your EI/ECSE program to confirm its accuracy.

<p>Area 1 Tamie Prociw Umatilla/Morrow ESD 541-966-4605 Email: Tamie.Prociw@umesd.k12.or.us</p>	<p>Area 4 Debbie McPheeters Lila Kuykendall Linn-Benton-Lincoln ESD 541-812-2702 Email: debbie.mcpheeters@lblesd.k12.or.us Email: lila.kuykendall@lblesd.k12.or.us</p>	<p>Area 7 Sue Mathisen Lane ESD 541-461-8374 Email: smathisen@lane.k12.or.us</p>
<p>Area 2 Diane Tipton High Desert ESD 541-693-5685 Email: diane.tipton@hdesd.org</p>	<p>Area 5 Willamette ESD Stacy Sibley 503-540-4487 Email: stacey.sibley@wesd.org</p>	<p>Area 8 Nancy Ford Northwest Regional ESD 503-614-1251 Email: nancyf@nwresd.k12.or.us</p>
<p>Area 3 Susan Graham Douglas ESD 541-440-4792 Email: su-san.graham@douglasesd.k12.or.us</p>	<p>Area 6 David Douglas School District Nancy Anderson 503-252-2900 Email: Nancy_anderson@ddouglas.k12.or.us</p>	<p>Area 9 Barbara Bolstad Clackamas ESD 503-675-4095 Email: bbolstad@clackesd.k12.or.us</p> <p>Oregon Department of Education EI/ECSE Program Nancy Johnson-Dorn 503-947-5703 Nancy.Johnson-Dorn@state.or.us</p>

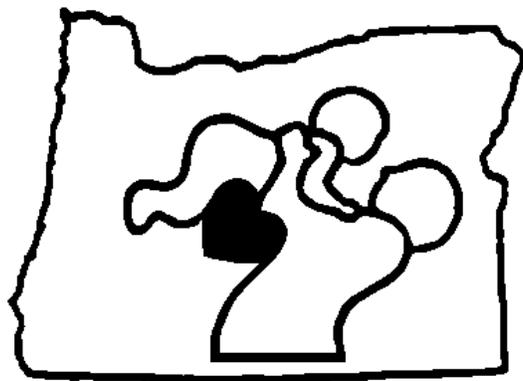
EI/ECSE Guiding Values and Policy Statements

Oregon's EI/ECSE program is a seamless system for children birth to 5 years old designed to minimize transitions for eligible children and families. This is reflected in laws, rules and policies.

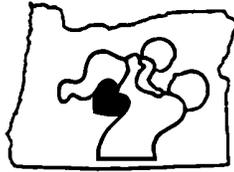
Policy 343.465 on services to preschool children with disabilities

- (1) It is the policy of this state to respect the unique nature of each child, family and community with particular attention to cultural and linguistic diversity and to support a system of services for preschool children with disabilities and their families that:
 - (a) Recognizes the importance of the child's family, supports and builds on each family's strengths and respects family decision-making and input regarding service options and public policy.
 - (b) Identifies, evaluates and refers services for preschool children with disabilities at the earliest possible time.
 - (c) Uses specialized services and all other community services and programs for children, including community preschools, Head Start programs, community health clinics, family support programs and other child-oriented agencies.
 - (d) Uses a variety of funding sources for preschool children with disabilities and their families, including public and private funding, insurance and family resources.
 - (e) Assists families in utilizing necessary services in the most cost-effective and efficient manner possible by using a coordinated planning and implementation process.
 - (f) Insures that all children and their families, regardless of disability, risk factors or cultural or linguistic differences, are able to utilize services for which they would otherwise be qualified.
 - (g) Encourages services and supports for preschool children with disabilities and their families in their home communities and in settings with children without disabilities.
 - (h) Recognizes the importance of developing and supporting well-trained and competent personnel to provide services to preschool children with disabilities, and their families.
 - (i) Evaluates the system's impact on the child and family, including child progress, service quality, family satisfaction, transition into public schooling, longitudinal and cumulative reporting over several biennia and interagency coordination at both the state and local level.
 - (j) Reports information described in paragraph (i) of this subsection to the State Interagency Coordinating Council, the Governor, the Superintendent of Public Instruction, the State Board of Education and the Legislative Assembly each biennium.
- (2) In carrying out the provisions of subsection (1) of this section, the Department of Education, the Department of Human Resources and the Department of Higher Education shall coordinate services to preschool children with disabilities, or who are at risk of developing disabling conditions, and their families. All program planning, standards for service, policies regarding services delivery and budget development for services for preschool children with disabilities, and their families shall reflect the policy outlined in subsection (1) of this section and elaborated through rules and agreements. [1991 c.749 s.7; 1995 c.79 s.187]

Appendix C



The State Interagency Coordinating Council



The State Interagency Coordinating Council

The State Interagency Coordinating Council (SICC) was established to ensure interagency coordination and to support the ongoing development of quality statewide services for young children and their families (by authority of IDEA and ORS 343.499.) We advise, advocate and collaborate on state, local and individual levels to maximize each child's unique potential and ability to participate in society. We work to improve the quality of life, according to each family's value system.

The SICC's membership includes parents of children with disabilities under the age of 12 years receiving EI/ECSE services; public or private providers of early intervention and early childhood special education services; one member of the Legislative Assembly; a representative from higher education personnel preparation; representatives from state agencies involved in the provision of services for preschool children with disabilities including the Department of Education, Office of Family Health, Seniors and People with Disabilities, a representative from Head Start, the Employment Department Childcare Division, Department of Consumer and Business Services Insurance Division the Child Development and Rehabilitation Center of the Oregon Health Sciences University; a representative from the State Advisory Council for Special Education, the ODE State Coordinator for Homeless Education, Oregon Health Authority including Children's Mental Health and Addiction Services, State Medicaid Program, and Office of Medical Assistance Programs.

Responsibilities include advising appropriate agencies on unmet needs in early childhood special education and early intervention programs for children with disabilities; reviewing and commenting publicly on any rules proposed by the State Department of Education and the distribution of funds for the services; assisting in developing and reporting data on and evaluation of the programs and services; assist in the development and implementation of policies that constitute a statewide system; assist all appropriate agencies in achieving full participation, coordination, and cooperation for implementation of statewide system; ensure provision of interagency agreements are carried out; review and comment on services and policies regarding services to assure cost-effective and efficient use of resources; and assist the department in the resolution of disputes.

Statutory Charge of the SICC

The SICC's responsibilities as stated in Oregon Statute (ORS 343.499) are:

(4) The State Interagency Coordinating Council shall:

- (a) Advise the Superintendent of Public Instruction and the State Board of Education on unmet needs in the early childhood special education and early intervention programs for preschool children with disabilities, review and comment publicly on any rules proposed by the State Board of Education and the distribution of funds for the programs and assist the state in developing and reporting data on and evaluations of the programs and services.
- (b) Advise and assist the represented public agencies regarding the services and programs they provide to preschool children with disabilities and their families, including public comments on any proposed rules affecting the target population and the distribution of funds for such services, and assist each agency in developing services that reflect the overall goals for the target population as adopted by the council.
- (c) Advise and assist the Department of Education and other state agencies in the development and implementation of the policies that constitute the statewide system.
- (d) Assist all appropriate public agencies in achieving the full participation, coordination and cooperation for implementation of a statewide system that includes but is not limited to:

Seeking information from service providers, service coordinators, parents and others about any federal, state or local policies that impede timely service delivery; and

Taking steps to ensure that any policy problems identified under subparagraph (A) of this paragraph are resolved.
- (e) Advise and assist the Department of Education in identifying the sources of fiscal and other support for preschool services, assigning financial responsibility to the appropriate agencies and ensuring that the provisions of interagency agreements under ORS 343.511 are carried out.
- (f) Review and comment on each agency's services and policies regarding services for preschool children with disabilities, or preschool children who are at risk of developing disabling conditions, and their families to the maximum extent possible to assure cost-effective and efficient use of resources.
- (g) To the extent appropriate, assist the Department of Education in the resolution of disputes.
- (h) Advise and assist the Department of Education in the preparation of applications and amendments thereto.
- (i) Advise and assist the Department of Education regarding the transition of preschool children with disabilities.
- (j) Prepare and submit an annual report to the Governor and to the United States Secretary of Education on the status of early intervention programs operated within this state.

DRAFT SICC Proposed Goals for 2013-14 (revised 8/15/13)

Goal 1: Assure there are adequate resources and appropriate policies in place for children who are eligible for EI/ECSE services and their families.

- A. Support full funding of EI/ECSE services using the most current funding formula developed by ODE in order to adequately serve eligible children and ensure they make progress. (monitor outcomes in addition)
- B. The Legislative Sub Committee from the SICC will work with Oregon Council on Developmental Disabilities (OCDD) and the AEI coordinator to develop and implement a plan to advocate and educate policy makers about EI/ECSE programs and needs.
 - a. Connect with, educate and collaborate with key allies and advocates for young children such as Children's Institute, Stand for Children, Children First. Continue to coordinate efforts with Head Start Oregon Prekindergarten and DEC;
 - b. Assist in the organization of grassroots participation through the LICCs and other networks.

Goal 2: Engage EI/ECSE Stakeholders to develop recommendations for the report regarding the role of the SICC in Oregon Administrative Rule adoption that is required to be presented to the interim legislative committee on education. (HB 3234, Section 36)

- A. Develop a process to identify the key issues and ways to engage key stakeholders in the conversation through regional forums, electronic survey, LICC retreat and SICC meetings, and other methods as determined effective. Stakeholder feedback will be considered and recommendations finalized in the report.
- B. Advise and assist ODE in implementing the recommendations made by the SICC and Early Learning Council process related to EI and ECSE services and engage in additional conversations about coordination as they arise.
- C. Help identify strengths, needs and gaps in EI/ECSE providers around the work to increase inclusive preschools. This is a cross program goal and requires coordination and collaboration. The SICC will help facilitate this and participate with groups working to make this happen.

Goal 3: Ensure that strong and effective LICCs and other local supports exist for every EI/ECSE contractor and/or subcontractor.

- A. Hold an LICC Retreat in late September 2013.
- B. Make a plan of how to effectively connect with each county/region.

Goal 4: Support and assist ODE with child find efforts in the context of the new Early Childhood system.

Goal 5: Work with ODE to ensure that EI/ECSE programs have high quality services and personnel trained in evidence based practice that meets the demand (capacity).

State Interagency Coordinating Council
for Early Intervention and Early Childhood
Special Education
State of Oregon
BYLAWS⁴
December 2000
(Revision – March 2006)

⁴ As of this printing, the SICC bylaws had been revised, but not approved by the Council.

Article 1

Name

Section A - Name

The name of the organization shall be the State Interagency Coordinating Council (SICC) for Early Intervention and Early Childhood Special Education (EI/ECSE).

Section B - Authority

The State Interagency Coordinating Council exists by the Executive Order of the Governor of the State of Oregon, by the authority of IDEA, and by the authority of ORS 343.499.

Article II

Purpose

Section A – Mission

The mission of the State Interagency Coordinating Council is to support the ongoing development of quality statewide services for young children and their families. We advise, advocate and collaborate on state, local, and individual levels to maximize each child's unique potential and ability to participate in society. We work to improve the quality of life for each family, according to that family's value system.

Duties

Section B – Duties

As stated in ORS 343.499 the duties of the Council include:

- a. Advise the Superintendent of Public Instruction and the State Board of Education on unmet needs in the early childhood special education and early intervention programs for preschool children with disabilities, review and comment publicly on any rules proposed by the State Board of Education and the distribution of funds for the programs and assist the state in developing and reporting data on and evaluations of the programs and services.
- b. Advise and assist the represented public agencies regarding the services and programs they provide to preschool children with disabilities and their families, including public comments on any proposed rules affecting the target population and the distribution of funds for such services, and assist each agency in developing services that reflect the overall goals for the target population as adopted by the council.
- c. Advise and assist the Department of Education and other state agencies in the development and implementation of the policies that constitute the statewide system.
- d. Assist all appropriate public agencies in achieving the full participation, coordination and cooperation for implementation of a statewide system that includes but is not limited to:
 - (1) seeking information from service providers, service coordinators, parents and others about any federal, state or local policies that impede timely service delivery; and,
 - (2) taking steps to insure that any policy problems identified under subparagraph (1) of this paragraph are resolved.
- e. Insure that the provisions of interagency agreements under ORS 343.511 are carried out.
- f. Review and comment on each agency's services and policies regarding services for preschool children with disabilities, or preschool children who are at risk of developing disabling conditions, and their families to the maximum extent possible to assure cost-effective and efficient use of resources.
- g. To the extent appropriate, assist the department in the resolution of disputes.
- h. The Council may also advise and assist, at their discretion, other appropriate agencies in the State with respect to the integration of services for at risk infants and toddlers with disabilities and their families, who are not eligible for, nor receiving early intervention services.
- i. Advise and assist the lead agency regarding the transition of toddlers with disabilities to services provided under Part B of the Act, to the extent those services are appropriate, as well as transition of non-eligible children to other appropriate services.
- j. Prepare and submit an annual report to the Governor and to the United States Secretary of Education on the status of early intervention programs for infants and toddlers with disabilities and their families operated within the State.

Article III

Membership

Section A - Appointments

The State Interagency Coordinating Council consists of members appointed by the governor from a list of eligible appointees provided by the council and other state agencies that are involved in the provision of or payment for services for preschool children with disabilities and their families.

Section B - Composition

The membership of the council shall be composed as follows:

1. **PARENTS**—Not less than 20 percent of the members shall be parents, including minority parents, of preschool children with disabilities or of children with disabilities who are 12 years of age or younger who have knowledge of or experience with programs for infants and toddlers with disabilities. Not less than 1 such member shall be a parent of an infant or toddler with a disability or a child with a disability aged 6 or younger. The parent members should represent diversity in the services received and the delivery areas in which they are served.
2. **SERVICE PROVIDERS**—Not less than 20 percent shall be public or private providers of early intervention and early childhood special education services. Providers should represent a diversity of services and delivery areas, which includes sources of funding.
3. **STATE LEGISLATURE**—Not less than one member shall be a member of the Legislative Assembly.
4. **PERSONNEL PREPARATION**—Not less than one member shall be involved in the training of and preparation of personnel for employment in early intervention and early childhood special education.
- 4
5. **AGENCY FOR EARLY INTERVENTION AND PRESCHOOL SERVICES**—Not less than one member shall represent each of the state agencies that are involved in the provision of or payment for services for preschool children with disabilities and their families and shall have sufficient authority to engage in policy planning and implementation on behalf of the following agencies, including but not limited to:
 - a. Not less than 1 member shall represent the Department of Education.
 - b. Not less than 1 member shall represent the Department of Human Services (DHS) including members from the following DHS Offices:
 - 1) Office of Seniors and People with Disabilities
 - 2) Office of Family Health
 - c. Oregon Pre-K Program
 - d. Commission on Children and Families
 - e. Medical clinical services provider for children with specific developmental needs.
 - f. Title V program for children with specific health needs.
6. **STATE MEDICAID AGENCY**—Not less than 1 member shall represent the DHS Office of Medical Assistance Programs.
7. **HEAD START AGENCY**—Not less than one member shall represent each of the following programs or services:
 - a. Head Start
 - b. Migrant Head Start, and
 - c. Early Head Start
8. **CHILD CARE AGENCY**—Not less than one member shall be from the Child Care Division of the Department of Employment.
9. **AGENCY FOR HEALTH INSURANCE**—Not less than one member shall be from the insurance unit of the Department of Consumer and Business Services.
10. **OFFICE OF THE COORDINATOR OF EDUCATION OF HOMELESS CHILDREN AND YOUTH**—Not less than one member shall be a representative designated by the Oregon Department of Education.
11. **STATE FOSTER CARE REPRESENTATIVE**—Not less than one member shall represent the Office of Children, Adults and Families in the Department of Human Services who is

responsible for foster care.

12. MENTAL HEALTH AGENCY—Not less than one member shall represent the Office of Mental Health and Addiction Services of the Department of Human Services.

13. Not less than one member shall be a member of the State Advisory Council for Special Education.

14. OTHER MEMBERS—the council may include other members appointed by the Governor, including but not limited to:

a. Tribal representatives:

- 1) one representative from the U.S. Bureau of Indian Affairs, or
- 2) where there is no school operated or funded by the bureau, from the Indian Health Service or the Tribe or Tribal Council.
- 3) a member of one of the nine federally recognized tribes in Oregon, and
- 4) a member of a Tribal Head Start program (Region 11).

15. A temporary appointment to fill a vacant Council position may be made by allowing the

retiring member to continue in the position until a replacement is appointed. Temporary appointees will:

- a. assume the duties and responsibilities of all SICCC Council members during the interim between the temporary appointment and official appointment by the Governor;
- b. have their Council related expenses reimbursed by ODE according to Article VI, Section A, number 1b.
- c. be allowed to vote on Council decisions.

16. AD HOC members may be appointed each year, by a majority vote of the SICCC, to fulfill a special function or represent a special content or interest area. Each year, SICCC members will determine the need for any ad hoc representatives. An ad hoc member may be re-elected by the group for a second term. An ad hoc member will not be a voting member and will not be included in the final count of members.

Section C - Term of Membership

1. The term of office for council members shall be three years, except that:

- a. The representatives from state agencies and the representative from the Legislative Assembly shall not be restricted to term limits.
- b. The term of office shall be from August 1 – July 31.
- c. Appointments shall be staggered terms of office to insure that new appointments do not exceed more than one-third of all non-agency members.
- d. Members may be reappointed for a second term.

Section D – Meetings

The council shall meet, at a minimum, on a quarterly basis, and in such places as the council determines necessary. The meetings shall be publicly announced and shall be open and accessible to the general public. Time shall be allocated at meetings for public comment.

Section E - Attendance

1. Council members may request an excused absence from a Council meeting in which case he/she would be expected to follow the procedure laid out in Article V, Section C -Proxies.
2. A Council member with two (2) consecutive unexcused absences in a year, without just cause, may be called for review by the Council for possible recommendations to the Governor for appointment of a different person to the Council.

Article IV

Chairperson, Vice-chair and Committees

Section A - Chairperson

1. The Governor shall designate one member of the council to serve as the chairperson.
2. If the Governor chooses not to name a chairperson, the council may elect one of its members to serve as chairperson; however, any member of the council who represents the Department of Education may not serve as the chairperson of the council. The chairperson shall be elected by the membership with a majority vote of those present at the June meeting

3. The term of office shall be two years. September 1st to August 31. No officer shall serve more than 2 consecutive terms in the same office.

4. The duties of the Chairperson shall include the following:

- a. to call and preside over the Council meetings;
- b. to chair the Executive committee;
- c. to submit reports, as necessary, to appropriate state or federal agencies;
- d. to serve as official spokesperson for the Council;
- e. to establish and dissolve task force groups or committees as necessary;
- f. to sign all documents on behalf of the Council

Section B - Vice Chair

1. The Council shall select one of its members to serve as the Vice Chair. If the Chairperson of the Council is not the parent of a child with disabilities, then the vice chair must be a parent of a child with a disability.

2. The Vice Chair shall be elected by the membership with a majority vote of those present at the June meeting.

3. The term of office shall be two years. September 1st to August 31. No officer shall serve more than 2 consecutive terms in the same office.

4. The duties of the Vice Chair shall include the following:

- a. in the absence of the Chairperson, to call and preside over the Council meetings and to carry out all duties of the Chairperson as contained in Section A;
- b. to participate on the Executive Committee;
- c. coordinate membership in collaboration with ODE staff

Section C - Executive Committee

1. The Executive Committee shall:

- a. include the Chairperson of the Council, the Vice Chair, the current past Chairperson, goal group leaders, and at least one ODE staff member from the EI/ECSE section;
- b. meet at the call of the Chairperson to conduct and discuss appropriate business for the Council;
- c. act on behalf of the Council when the Council is not convened;
- d. serve as the Budget committee for the Council;
- e. review bylaws annually and recommend revisions to full council;

Section D - Goal Groups

1. Goal groups may be formed related to current goals of the SICC for the purpose of fulfilling the mission and duties of the SICC.

2. A task force may be formed to study a specific issue and provide information and a recommendation to the Council.

- a. The Council Chairperson will establish a task force.
- b. A task force will be time-limited.
- c. A Council member will serve as chairperson of a task force.
- d. Members appointed to a task force may come from outside the Council.

Article V

Decision Making

Section A – Quorum

1. A quorum will be constituted by a simple majority of appointed members, but must include two (2) parent members.

2. If a quorum is not met at a meeting where a vote must be taken the chair may accept a vote by
7
e-mail.

Section B – Consensus

1. Action by the Council will be by consensus of the voting members.

2. In the event that the Council concurs that a decision must be made, but it cannot reach a consensus on the issue, the Chairperson may call for a roll call vote. A simple majority (50% +1) will carry the vote and the minority position will be recorded in the minutes.

Section C –Conflict of Interest

1. No member of the council shall cast a vote on any matter that is likely to provide a direct financial benefit to that member or otherwise give the appearance of a conflict of interest under State law.

Section D - Proxies

1. When an appointed Council member is unable to attend a meeting, he/she may follow one of two options:

- a. designate a proxy to participate in discussions with no voting privilege;
- b. send a written message which declares their position on a given issue.

2. If an appointed Council member is unable to attend regularly scheduled meetings for an extended period of time, he/she may assign his/her proxy voting privileges. In the event a member chooses to do so, the Council chair shall be advised in writing, stating the name of the designee and term of representation.

Article VI

Budget

Section A - Use of Funds

1. The function of the Council is supported through federal funds appropriated for this purpose and available to the Council to:

- a. Conduct hearings and forums;
- b. Reimburse non-agency council members pursuant to ORS 292.495 for attending council meetings, for performing council duties, and for necessary expenses, including child care for parent members.
- c. Pay compensation to a council member if the member is not employed or if the member must forfeit wages from other employment when performing official council business; and
- d. Hire staff.
- e. To obtain the services of such professional, technical, and clerical personnel as may be necessary to carry out its functions under this part.

2. Except as provided in subsection (1) of this section, council members shall serve without compensation.

3. The Department of Education and the Executive Committee shall annually prepare a Council budget for approval by the Council and submission to the Department of Education for inclusion in the application for federal funds.

4. The department shall provide clerical and administrative support, including staff, to the Council to carry out the performance of the council's function.

8

Article VII

State ICC Liaison Role with local ICC's

1. The Council shall maintain a liaison role with local ICCs for the purpose of facilitating communication and sharing of information.

2. The nature and details of that relationship will be determined by needs expressed from local ICCs.

Article VIII

Amendments

These Bylaws may be amended or repealed by the Council as follows:

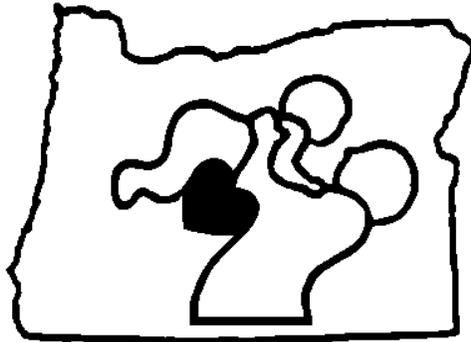
1. A Council member may submit a proposed amendment, in writing, to the Chairperson of the Council at any time for discussion on a future SICC agenda.

2. Amendments to these Bylaws will be determined by consensus of the voting members;

3. The executive committee will review annually and make recommendations for revisions if needed to the Council.

4. Bylaw revisions will be reviewed by the Governor's office to ensure consistency with policies of that office.

Appendix D



The Oregon Department of Education



The Oregon Department of Education

The Oregon Department of Education was created in 1859 to oversee a system of common schools. Much has changed in 154 years, including the number of schools and students the agency now serves, but our mission is much the same:

“The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners.”

The State Superintendent of Public Instruction

Rob Saxton was appointed Deputy Superintendent of Public Instruction by Governor John Kitzhaber in July of 2012 and was formally confirmed by the Oregon Senate on September 14, 2012. Rob is serving as Oregon’s first appointed head of the Oregon Department of Education following 2011 legislation that made the Governor the Superintendent of Schools with the authority to appoint a Deputy to run the Department.

In his role as Deputy Superintendent, Rob oversees the education of more than a half-million students in over 1,200 public and charter schools. He is working closely with Oregon’s Chief Education Officer⁵ on implementing changes to the state’s education system to better align services, supports, and funding from pre-kindergarten through higher education to help the state reach its 40-40-20 goal:

- ✓ 40% of adult Oregonians have earned a bachelor's degree or higher;
- ✓ 40% of adult Oregonians have earned an associate’s degree or postsecondary credential as their highest level of educational attainment; and
- ✓ 20 % of all adult Oregonians have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.

In addition to the education reform efforts currently in place, key education priorities include implementation of the Common Core State Standards and the new common assessment, ensuring students enter school ready to learn, a continued focus on literacy and closing the achievement gap, and ensuring Oregon graduates leave our schools college- and career-ready.

Rob came to ODE after years working in Oregon schools and districts. For seven years, he served as the superintendent of the Tigard-Tualatin School District which has been recognized as a state leader in success with student outcomes in reading, math, science, and graduation rates. The district has provided leadership to other districts in the state in areas such as Re-

⁵ As of September, 2013, this position is being filled on an interim basis by Nancy Golden.

sponse to Intervention (RTI) and an intentional focus on closing the achievement gap. Rob has also served as superintendent of the Sherwood School District, principal of McMinnville High School, and an assistant principal, teacher, and coach in the Greater Albany School District.

The State Board of Education

The Oregon State Board of Education works to ensure that every Oregon public school student has equal access to high quality educational services that promote lifelong learning and prepare students for their next steps following high school graduation including college, work, and citizenship. The State Board of Education is charged with establishing policy for the administration and operation of the public preschool, elementary and secondary schools and public community colleges in the State of Oregon.

The Oregon Legislature created the State Board of Education in 1951 to oversee the state's schools and community colleges. The board sets educational policies and standards for Oregon's 197 public school districts, 17 community college districts, and 20 educational service districts. All of these agencies have separate governing bodies responsible for transacting business within their own jurisdiction.

The Oregon State Board of Education is comprised of seven members appointed by the Governor and confirmed by the State Senate. Five members represent Oregon's five congressional districts, and two members represent the state at large.

The Early Learning Division

The Early Learning Division of the Oregon Department of Education is the result of the Governor's initiative to organize, unify, and eliminate duplication in early childhood programs funded by the state of Oregon. The EI/ECSE program is not organizationally a part of the Early Learning Division (ELD), although it works closely with its programs, especially Head Start and Child Care.

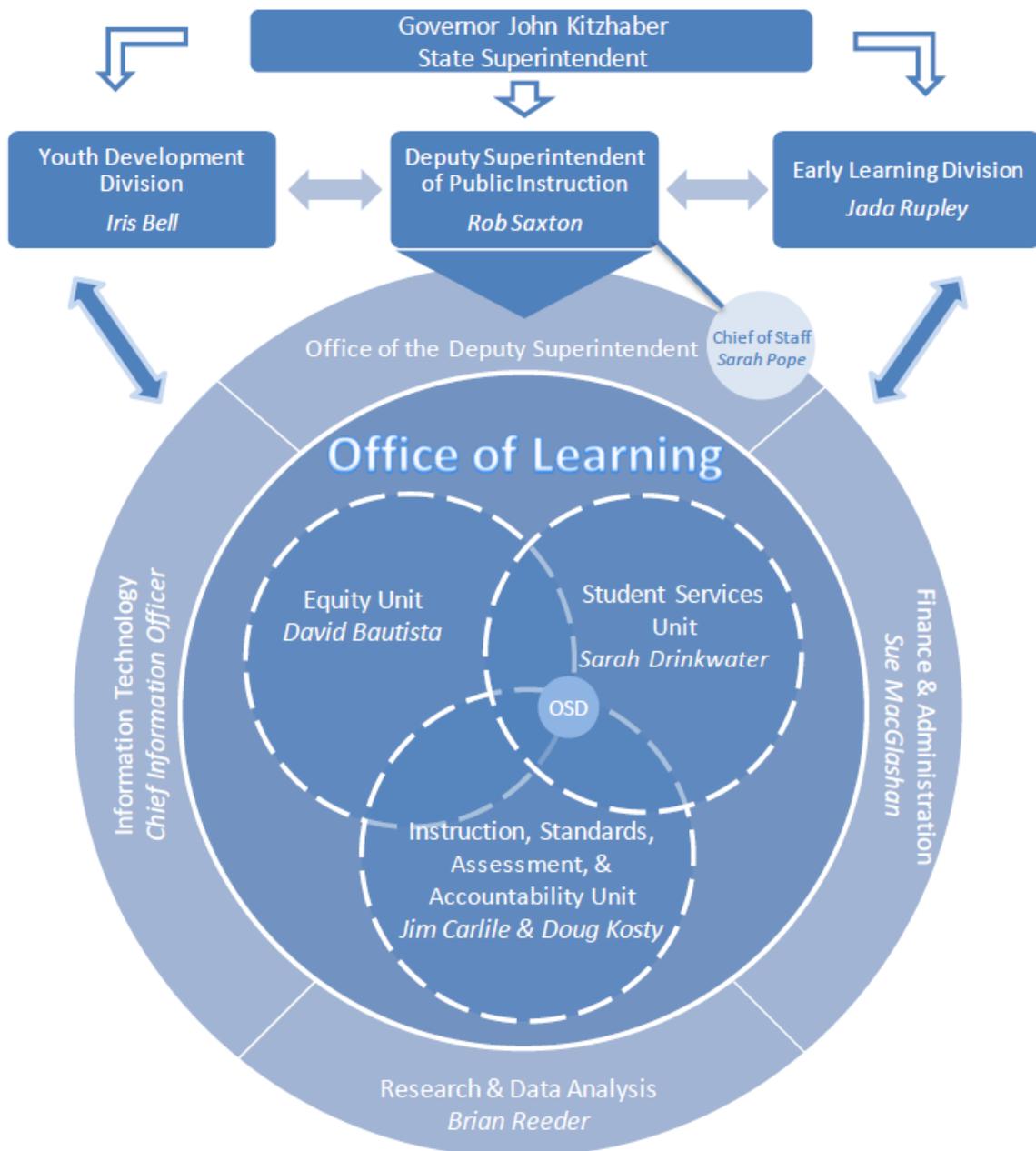
The EI/ECSE program staff work closely with ELD staff on many matters that impact a broad range of early childhood stakeholders, especially the Early Childhood Race to the Top grant, the Quality Rating Improvement System (QRIS) and home visiting. The Early Learning Council which advises and assists the ELD in their mission.

Occasionally, the Oregon Legislature will charge the SICC to will work directly with members of the ELC and ELD to clarify respective roles and responsibilities. Examples of this have included defining the unique complexities of the EI/ECSE system and making recommendations, and defining the role of the SICC in the adoption of Oregon Administrative Rules related to EI/ECSE.

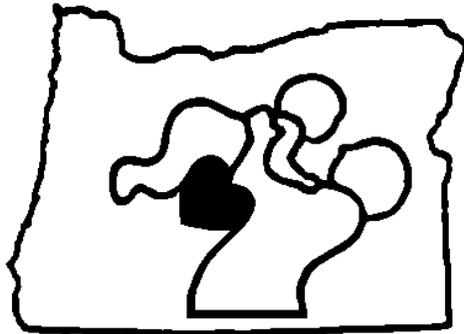
ODE Organizational Chart

ODE's organizational structure was completely redesigned in 2013. This reorganization will lead to more efficiency and better communication and will assist the Department in achieving the Governor's 40-40-20 Goal and his Strategic Initiatives. The Early Intervention and Early Childhood Special Education Program is now located in the Student Services Unit.

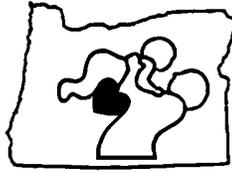
2013 ODE Organizational Chart:



Appendix F



For LICC Leaders: Suggestions for Working with Challenges to Effective and Productive Meetings



For LICC Leaders:

Suggestions for Working with Challenges to Effective and Productive Meetings

“Leaders have to be there...and help people find the way.” Robinson, Lloyd, & Rowe, 2008

Sometimes, an individual LICC member can present challenges to the productivity of a meeting. There are methods by which leaders and other members can help alleviate these challenges. A few examples of difficult member behavior and strategies leaders can use to address them are summarized below:

1. Aggressive behavior

Description:	This behavior may be confrontational, challenging, varied, and complex. The person may be very direct with boisterous verbal behavior, aggressive or belligerent verbal statements, and argumentative behavior or may be more subtle with passive-aggressive behaviors such as constant, but apparently supportive, criticism of others’ perceived ineffective leadership behaviors. This behavior may be brief and temporary, unrelenting, or sporadic. The reason for the resistive behavior may be the member’s need to win every exchange, the member’s wish to be the leader of the group, or the member’s attempt to control the group.
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Strategies for leaders:

1. Remain calm and objective – behave differently than the aggressive person to provide a model for him/her and other members;
2. Give the person time to exhaust his/ her comments on the issue(s);
3. Ask the person to explain or clarify the statement or issue of concern for the council. This may generate feedback to him/her by other Council members;
4. Speak only for yourself concerning the issue at hand or seek comments on the issue from other Council members;

5. Redirect the conversation from an attack on a person to an analysis of the issue or concern;
6. Avoid creating a situation in which there must be a winner and a loser. The Council must behave as a team and reach consensus on tough problem, rather than identify individual members as winners or losers. *The children and families served by the Council should always be the winners;*
7. Step into the exchange between the aggressor and the member being targeted. Model behavior that permits and considers differences of perception and opinion in appropriate and constructive ways;
8. Use humor to reduce tension and stress;
9. Be friendly and keep the meeting relaxed.

2. Isolation of a member

Description:	An isolated member attends but does not participate actively in council meetings. He/ she may be a new member who waits for others to speak, is gaining a sense of the group, or who is anxious about speaking. He/she may be afraid to commit to change because of potential negative consequences, or may feel insecure in working with other members.
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Strategies for leaders:

1. Create situations for interaction among the Council members to build the person's self-confidence;
2. Actively recognize and/or praise all members' participation in Council activities;
3. Ask the person to work with other Council members on specifically assigned tasks;
4. Seek comments from the person based on the coordinator's knowledge of that person's areas of expertise;
5. Work personally with him/her to explore ideas, and ask the person if they would like assistance with presenting ideas or information to the Council;
6. Ask questions that require more than a "yes" or "no" answer;
7. Be persistent and supportive in expressing a positive expectation and value of all members' participation on the Council.

3. Negativism

Description:	A Council member may have limited success, little motivation, or respond negatively with both verbal and body language to new ideas. This person may make negative comments, but not participate positively in constructive problem resolution.
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Strategies for leaders:

1. Do not accept the negativism, but reflect on the person's responsibility to be a part of the work;
2. State your perception of the situation in a positive, non-argumentative way and seek input from all Council members;
3. Ask what the worst-case scenario is for a proposed action and encourage Council members to respond with their perceptions;
4. Do not attempt to resolve the problem for this person;
5. Redirect analysis of the person's problem or issue by asking the Council brainstorm methods to resolve it;
6. Build experiences for all Council members that demonstrate skills they can use to solve difficult problems creatively by using a team approach.

4. Monopolizing the meeting

Description:	A member who monopolizes usually has something to say about every issue and takes excessive time to provide information and detail. This member may resist problem solving by diverging and presenting tangential information and points of view. He/ she may interrupt or try to speak first, rather than listen to others.
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Strategies for leaders:

1. Monitor Council members' participation and ensure that all members have the opportunity to speak;
2. Encourage Council members to provide feedback to each other in positive, professional ways;

3. Provide a time limit for comments on particular issues so that all who wish to comment may do so;
4. Use a planned rotation approach to ensure that every Council member provides a perception;
5. Stress the relevance of comments and focus for council meetings as a wise use of time for all members. Encourage members to meet with each other before or after a meeting to share personal information;
6. Use a sense of humor in indicating that the person is taking everyone else's time and others might have valid points of view;
7. Be sincere but directive in allowing all members the opportunity to participate.

5. Pretending to possess expertise

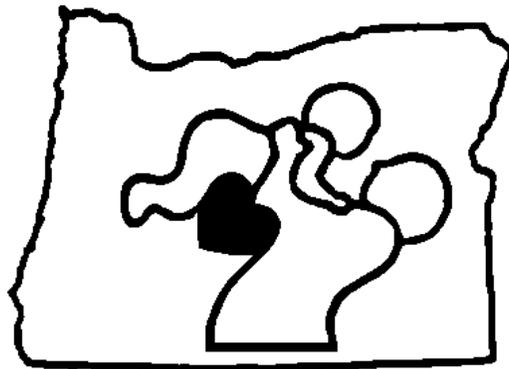
Description:	Sometimes a member may feel that he/she possesses expertise, but may not make a real contribution. This situation is problematic only if he/she is given responsibility as an expert. This person may have ideas are useful, and can often contribute effectively to brainstorming activities. He/she generally may seek respect and admiration from colleagues. Although this person has strengths, he/she may not be able to complete tasks.
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Strategies for leaders:

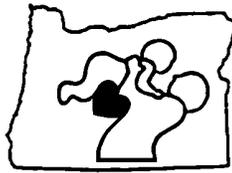
1. Restate the facts of the situation and explore with the Council the specific expertise required to complete the task.
2. Give the person the opportunity to save face by reflecting on his/ her multiple commitments.
3. Seek the views of all members on all issues.
4. Redirect the person's efforts to other tasks to which he/she can contribute effectively.

Adapted From: "Collaborating for Comprehensive Services for Young Children and Their Families: The Local Interagency Coordinating Council" by William w. Swan & Janet L. Morgan, 1993 Paul H. Brookes Publishing.

Appendix G



Acronyms and Abbreviations Glossary for LICC members



Acronyms and Abbreviations Glossary for LICC members

ABA	Applied Behavior Analysis
AAIDD	American Association on Intellectual and Developmental Disabilities
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AEPS	Assessment Evaluation Program System
APR	Annual Performance Review
ARC	Formerly the Association for Retarded Citizens, now known as the “Arc”
ASD	Autism Spectrum Disorder
ASQ	Ages and Stages Questionnaire
AT	Assistive Technology
CAPTA	Child Abuse Protection and Treatment Act
CC	Child Care
CCR&R	Childcare Resource and Referral
CD	Communication Disorder
CDRC	Child Development and Rehabilitation Center
CEC	Council for Exceptional Children
CFS	Child and Family Services (Oregon)
CDDP	Community Developmental Disabilities Program
CMS	Center for Medicare and Medicaid Services (federal)
COIT	CDRC/ODE Identification Team
COTA	Certified Occupational Therapy Assistant
CP	Cerebral Palsy
CRB	Citizen Review Board
DD	Developmental Disability
DDS	Disability Determination Services
DEC	Division of Early Childhood (part of CEC)
DHS	Department of Human Services (Oregon or federal)
DMAP	Division of Medical Assistance Programs (Oregon)
DRC	Dispute Resolution Committee
DRO	Disability Rights Oregon
DSO	Disabilities Services Office (Part of DHS)
E Board	Legislative Emergency Board

EC	Early Childhood
ECC	Early Childhood Council
EHDI	Early Hearing Detection and Intervention (program)
EHS	Early Hearing Screening
EI	Early Intervention
ECSE	Early Childhood Special Education
ED	Emotionally Disturbed
ELC	Early Learning Council
ELD	Early Learning Division
EPSDT	Early and Periodic Screening, Diagnostic and Treatment
ESD	Education Service District
FACT	Family and Community Together (Oregon's PTI provider)
FAPE	Free and Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
HB	House Bill (usually followed by a number, e.g., HB 3000)
HI	Hearing Impairment
HS	Head Start
HIPAA	Health Insurance Portability and Accountability Act
ICWA	Indian Child Welfare Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
IQ	Intelligence Quotient
LEA	Local Education Agency
LICC	Local Interagency Coordinating Council
LFO	Legislative Fiscal Office
LPTA	Licensed Physical Therapy Assistant
LRE	Least Restrictive Environment
MH	Mental Health
ID	Intellectual Disability
ID/DD	Intellectual Disability/Developmental Disability
M/SHS	Migrant/Seasonal Head Start
MCH	Maternal and Child Health
NAYA	Native American Youth Association
NECTAC	National Early Childhood Technical Assistance Center
NICHCY	National Information Center for Children and Youth with Disabilities
OAC	Oregon Advocacy Center, now known as "Disability Rights Oregon"
OAR	Oregon Administrative Rule
OBE	Oregon Board of Education
OCCYSHN	Oregon Center for Children and Youth with Special Health Needs (CDRC)
ODE	Oregon Department of Education
OEIB	Oregon Educational Investment Board
OHI	Other Hearing Impaired
OHS	Office of Head Start (federal)
OHP	Oregon Health Plan

OHSU	Oregon Health Sciences University
OI	Orthopedically Impaired
OMHAS	Office of Mental Health and Addiction Services
OPK	Oregon Pre-Kindergarten
ORS	Oregon Revised Statute
OSD	Oregon School for the Deaf
OSEP	Office of Special Education Programs (federal)
OSERS	Office of Special Education and Rehabilitative Services (federal)
OT	Occupational Therapy
Part B	Program under IDEA for children with disabilities age 3 to school age
Part C	Program under IDEA for children with disabilities birth through age 2
PBIS	Positive Behavior Instruction and Support
PCR	Procedural Compliance Review (see SPR&I)
PT	Physical Therapy
PTI	Parent Training Initiative (IDEA)
QRIS	Quality Rating Improvement Scale
RP	Regional Services Program
RTI/R&R	Response to Intervention/Recognition and Response
RTT EC	Race to the Top Early Childhood
SACSE	State Advisory Council for Special Education (school age)
SB	Senate Bill (usually followed by a number, e.g., SB 219)
SECC	Special Education Child Count (ODE)
SICC	State Interagency Coordinating Council
SLD	Specific Learning Disability
SPD	Seniors and People with Disabilities (Oregon)
SPP	State Performance Plan (ODE)
SPR&I	Special Education Performance Review and Information (ODE system)
SLP	Speech Language Pathologist
SS	Social Security (federal)
SSA	Social Security Act (federal)
SSID	Secure Student Identification Number (ODE)
SSN	Social Security number (federal)
TANF	Temporary Assistance to Needy Families (federal)
TBI	Traumatic Brain Injury
THS	Tribal Head Start
TR	Teaching Research (Western Oregon University)
TSPC	Teachers Standards and Practices Commission (Oregon)
VI	Vision Impaired
WIC	Women Infants and Children (Federal)