

State Advisory Council for Special Education (SACSE)

DRAFT Minutes

January 21st, 2022 – Oregon Department of Education

At:

<https://www.zoomgov.com/j/1600885962?pwd=MTVDSnR0dE1HTVVkdXRHOXcvanBBQT09>

The advisory panel must—

(a) Advise the SEA of unmet needs within the State in the education of children with disabilities;

(b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;

(c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;

(d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and

(e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities. (Approved by the Office of Management and Budget under control number 1820-0030) (Authority: 20 U.S.C. 1412(a)(21)(D))

The State Interagency Coordinating Council 2021-2022 Goals

Goal 1: Recommend adequate funding and other resources to fully fund service levels as identified in the state funding formula for Early Intervention and Early Childhood Special Education (EI/ECSE) programs.

Goal 2: Advise and assist the Oregon Department of Education (ODE) and the Early Learning Division (ELD) in collaboration with the Oregon Health Authority (OHA) in the development of statewide systems that support children receiving EI/ECSE services.

Goal 3: Ensure that every EI/ECSE contractor and/or subcontractor has a strong and effective Local Interagency Coordinating Council (LICC) including parents and local collaborators who serve children with disabilities from birth to age five.

Goal 4: Recommend appropriate additions, deletions, and/or changes in policies for children who are eligible for EI/ECSE services and their families.

SACSE Goals 2021-2022

Membership Goal:

The Membership Committee will recruit members representing individuals who experience disabilities, members representing communities of color, traditionally marginalized individuals, and parents of children with a disability (specifically father figures) to apply to and become members of SACSE in an effort to match the diverse communities in Oregon. Additionally, the membership committee will research how to include student voice in the council. (Measurements: an increase of membership to include 51% (at a minimum, parents of children with disabilities and individuals with disabilities representing the geographic and ethnic diversity of the state documented in the membership roster, meeting minutes documenting each member's attendance at $\frac{3}{4}$ meetings per year)

Executive Goal:

The Executive Committee will increase member participation, retention, and outreach by utilizing available technology. (Measurements: an increase of constituent reports and public comment at meetings of at least one each per meeting)

Public Policy/Bylaws Goal:

The Public Policy Committee will increase feedback from the SACSE members and public stakeholders on ODE proposed rules and regulations, which address unmet needs in the education of children with disabilities. Rethink process for rule/regulation advisement to ensure SACSE fulfills the obligation to provide feedback on proposed rules, policies, and

regulations (Increase comment on rules and regulations to at least once per meeting each year documented through meeting minutes)

Group Goal:

SACSE will advise ODE regarding services for students with disabilities, especially unmet needs around the state. SACSE members will increase their outreach to their constituents in an effort to increase SACSE membership and public comment. SACSE will collaborate with other child serving organizations and advisory groups that support children in the state who experience disability. (Increase in constituent reports to include one per year from parents & parent groups, other state agencies, school administrators & teachers, etc. , increase public comment to at least one per meeting documented in the meeting minutes)

Joint goals with State Advisory Council for Special Education (SACSE)

Goal 1: By August 2021, SICC/SACSE will have researched identified and publicly reported unmet needs (eg: specific technical assistance needs etc.) of children/families of color with disabilities (both specific to the era of COVID-19, and expected to persevere beyond that period), and present specific recommendations to ODE related to addressing these unmet needs.

Goal 2: By August 2021, SICC/SACSE will provide specific policy recommendations (eg: OARs, legislative concepts, POPs, budgetary recommendations, etc.) to ODE to address the identified barriers that school districts, EI/ECSE programs. families, and communities related to expanding high quality inclusion at scale and these unmet needs.

- a. Review general education policy and practices to identify policies that perpetuate barriers to inclusion and ways that policy implementation creates/perpetuates barriers.
- b. Identify policies that relate to inclusion and possible ways to improve them.

SACSE Members:

X	Boyd, Stephanie	X	Hudson, Danielle	X	Alisha Overstreet	X	Stelzer, Catherine
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X	Dennehy, Lydia	X	Kaasa, Nicholas	X	Purdy, Frances	X	Carolyn (CJ) Webb
X	De Pry, Randall	X	Kackley, Callie	X	Salitore, Michael	X	Youncs, Jeanine
X	Fee, Kira		Matousek, Christina	X	Scruggs, Laura		
X	Fields, Stacy	X	Nilsen, Meghan	X	Shockley, Caitlin		
X	Fox, Elaine	X	Olivier, Heather (Chair)	X	Smith, Julie		ODE:
	Glover, Melissa				Smith, Sharyn	X	Cameron Morris
X	Gordon, Erica				Sherwood, Audra	X	Jeremy Wells
X	Henning, Adam					X	Eric Wells

	SICC Members:		SICC Members:		Ad Hoc Members (non-voting)
X	Anderson, Kevin -Chair	X	Trujillo, Maarja	X	Newman, Judy
X	Cavanaugh, Patricia	X	Williams, Kara,	X	Oregon Department of Education Liaison Stanley, Mandy
	Coker, Tonya		Williams, Linda	X	Palmer, Heather
	Germano, Kelcie	X	Payton, Joel		
	Representative, Lively				Guests:
	Kennedy, Jordan			X	Meredith Villines-Oregon
	Senator Knopp				
	Maes, Margaret				Department of Education
X	McConachie, Lisa			X	Jeremy Wells, ODE/ SACSE
	McClintick, Suzanne			X	Melinda Benson, Inclusive Partners
X	Mielke, Cori- Vice Chair				
X	Reeves, Jon				
X	Rogers, Les				

X	Stelzer, Catherine				
X	Theodorou, Laurie				

Time	Agenda Item(s)	Purpose Area	Item Type
10:00 – 10:15	<p>Welcome: Tenneal Wetherell, OESO Assistant Superintendent & Eric Wells, IDEA Part B OESO Director</p> <ul style="list-style-type: none"> • Assistant Superintendent Tenneal and Director Eric Wells welcomed the two advisory groups. 	Informational	Discussion
10:15-11:00	<p>SACSE Business (Breakout Rooms)</p> <ul style="list-style-type: none"> • January Draft Agenda <ul style="list-style-type: none"> ○ Laura Scruggs moved to adopt the Shared Joint agenda. Les Rogers seconded and agenda passed. ○ Caitlin Shockley made first motion to accept SACSE Agenda with change. Lydia Dennehy seconded. • September Draft Minutes <ul style="list-style-type: none"> ○ Laura Scruggs moved to approve the minutes and Lydia Dennehy seconded. Motion passed. • Vote on bylaws update <ul style="list-style-type: none"> ○ Bylaws will be addressed by policy committee. Jeremy Wells spoke on the plan to have an annual review on the bylaws. ○ Lydia Dennehy made the motion and Michael Salitore seconded. The motion passed. • Discuss agenda for March 17th meeting <ul style="list-style-type: none"> ○ ODE staff coming to the regional meeting around EDI/SACSE and our Joint Goals <ul style="list-style-type: none"> ▪ Offices of Enhancing Student Opportunities & Equity Diversity and Inclusion 	Approval	Discussion/Action

- Constituency reports (if any)
 - Laura Scruggs had people who reached out. The first were parents at the high school level. One parent is rewriting curriculum for student who can do gen end curriculum with supports. Teacher is stretched thin so she is worried about reaching out. Concern around training for the teachers for scaffolding.
 - The second issue was students who have disabilities not being included in the student voice programs.
 - The term around how common the r-slur is coming up in schools. Specifically around Springfield.
 - Another issue brought forward was nursing care needed for students who experience disability.
 - The issue of medically fragile students and if they were receiving FAPE was also brought forward.
 - The teacher shortage was also brought forward as impacting the ability to offer FAPE.
 - Alisha Overstreet spoke, “For future considerations: Could we have a short training or refresher session on how to best complete, share and present Constituency Reports?”
 - Chair Heather Olivier and Julie Smith supported the idea.

	<ul style="list-style-type: none"> ▪ Jeremy Wells suggested training done as recording so it can be sent out to members. • Appoint a SASCE Committee to serve on the Remote Learning Team <ul style="list-style-type: none"> ○ Group would meet between now and March meeting and will meet with Kate Patterson for a listening session. Meeting one time before March and reporting in the March meeting. (The volunteers were Stacy Fields, Alisha Overstreet, Danielle Hudson, Elaine Fox) • Membership Committee needs to update its procedures (Membership Committee Operating Procedures) <ul style="list-style-type: none"> ○ Jeremy Wells proposed member of executive team drafting a piece for good conversation next meeting on work related to membership team. 		
11:00 – 12:20	<p>Goal Work: SACSE/SICC Team Leads</p> <ul style="list-style-type: none"> • Group 1 / Group 2 Share Outs <ul style="list-style-type: none"> ○ Cori Mielke and C.J. Webb shared out on Group 1/Goal 1. <ul style="list-style-type: none"> ▪ ‘If this is community specific data it really needs to be framed that way and not presented to represent all BIPOC communities. I’m saying this because I am thinking different communities have different experiences.” Amanda Mercier stated. Alisha Overstreet agreed. ▪ How do we get the survey out to 	Approval	Discussion/Action

communities? We need to meet with folks not having their needs met.

- Amanda Mercier said, “If we have enough time I can support outreach to Native serving agencies in Portland Area and the Confederated Tribes of Grand Ronde and reach out through my contacts to other Oregon tribes.”
- Caitlin Shockley said, “I can share with the ODHS Office of Equity and Multicultural Services and the ODHS Black Employee Support Team who could share with the groups they/their members are connected to.”
- Heather Olivier and Lisa McConachie presented on Group 2/Goal 2.
 - [Initiative](#) tied to Goal 2.
 - [Joint goal link](#)---Goal 2.
 - Joel Payton asked, “So, private and parochial schools are exempt?”
 - Director Eric Wells said we encourage private schools to but ODE doesn’t have much of a say over private schools versus public.
 - Michael Salitore said that a lot of private schools don’t see the same values as public schools around equity and how even now the public school

	<p>boards are having fights around this.</p> <ul style="list-style-type: none"> • Many SACSE and SICC members thanked Michael for bringing that forward. • Review Joint Goals <ul style="list-style-type: none"> ○ Members of SICC and SACSE broke up into 3 groups. Group 1, Group 2A and Group 2B with a facilitator and notetaker. 		
12:20 – 12:50	Lunch Break		
12:50 – 1:20	<p>Public Comment</p> <ul style="list-style-type: none"> • Finish Goal Work after Public Comment <ul style="list-style-type: none"> ○ Les Rogers spoke as a citizen and concerned parent not as a member of SICC on Article 9 section 14 clashes with the guaranteed funding of education. Oregon’s flat funding doesn’t keep up with inflation. Oregon has had a special education shortage for 25 years. Consistent issue parents were bringing forward to Les. 		
1:20 – 1:50	<p>Regional Services Update: Kara Williams (ODE, Director)</p> <ul style="list-style-type: none"> • Director Kara Williams gave an update on Regional Inclusive Services. <ul style="list-style-type: none"> ○ Funding was a major issue at the stakeholder sessions. ○ Defining low-instance disability was also discussed in the stakeholder meeting around autism being defined as a low-instance disability. <ul style="list-style-type: none"> ▪ Laurie Theodorou asked, “Is Autism a low incidence disability?” <ul style="list-style-type: none"> • Director Kara Williams said it is. ▪ Joel Payton asked what the scope of autism was? <ul style="list-style-type: none"> • Director Kara Williams spoke on 	Discussion	Discussion

defining the severity in regards to how it relates to low-instance.

- How can we make sure students are receiving adequate service levels? What would cost be for adequate service levels?
- Staffing recruitment and retention was also a major issue especially in specialist areas like speech-language pathology and deaf-hard of hearing.
- Roles of Education Services Districts and what the roles of all the entities involved in services are.
- Are there additional meetings and surveys we can have around engagement and what the state of service provision is.
- April 1st will be providing a report to the legislature around this information and the research that was done around this work for a new formula.
- Director Kara Williams spoke on the 16 EI/ECSE session with communities around the state. The results are in the report.
 - [EI/ECSE Community Engagement Report](#)
 - Create clear intake, referral and service delivery to families.
 - Increase awareness around services with community partners.
 - How do we come to the table in supporting individualized needs.
 - [ELD's January Update Report](#)
 - Report said Regional Inclusive Services needs to work with Early Learning Division. Was included on HB 3373. Will be part of a greater conversation

	<p>with SICC and the State Board on Inclusion.</p> <ul style="list-style-type: none"> ○ Frances Purdy asked, “Have you thought about using Family Support Specialists (Peer Delivered Services) to support families and assist in their navigating-communicating with the providers?” <ul style="list-style-type: none"> ▪ Director Kara Williams said they should work together on this. ○ Community services was brought up as another aspect of support and if we can overlap more of the education and health system we might be able to meet more needs. ○ Les Rogers said, “I would love to know more about the program to increase Speech Therapists through PSU that Director Kara Williams shared before. Maybe at our next meeting? PSU College of Ed Link Project Kite.” ○ Director Kara Williams said, “We could invite PSU to come to SICC?” 		
1:50 – 2:20	<p>SSIP Work: Sarah Soltz (ODE Educational Specialist)</p> <ul style="list-style-type: none"> • Sarah Soltz presented the SSIP Powerpoint showing the work ODE is doing. • SSIP Indicators and State Plan. • Alisha Overstreet asked, “Is there a similar SSIP for middle school/high school/transition age students?” • SACSE and SICC members advised on different ways to improve the SSIP Indicator, which has remained flat such as early learning programs and programs that stimulate movement along with learning. 	Discussion	Discussion
2:20 – 2:30	<p>Wrap Up</p> <ul style="list-style-type: none"> • SICC Chair Kevin Anderson closed out the Joint Meeting. SICC members 		

stayed for Efred Zumudia who was reporting out from the Governor's office.

- Efred Zamudia presented and thanked the new appointees and that he will be looking for time for SICC to present the Governor's report to the governor.
- Governor's office should reach out for new term for those with SICC terms coming to an end.
- Joel Payton asked how long appoints are? SICC Chair Kevin Anderson said 3 years but Mandy Stanley said he was appointed to Evergreen position so as long as he wants to be a part of SICC.

Saved [Zoom Chat](#).

Next meeting March 17, 2022