

Joint State Advisory Council for Special Education (SACSE) and State Interagency Coordinating Council (SICC)

Date: March 15, 2019

Joint State Advisory Council for Special Education (SACSE) and State Interagency Coordinating Council (SICC)

AGENDA

March 15, 2019 – Oregon Department of Education

At: Multnomah Education Service District (MESD)

The SACSE advisory panel must—

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
- (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities. (Approved by the Office of Management and Budget under control number 1820-0030) (Authority: 20 U.S.C. 1412(a)(21)(D))

SACSE Members:

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

P= participated in person

GT= participated remotely via GoToMeeting

Note Taker: Nicole Garcia for Khansaa Bakri

Topic	Discussion	Action	Who/When	When Completed
Welcome (Joint)	<ul style="list-style-type: none"> • Email Jeremy or Mandy if there are questions or if more information is needed 			

	<ul style="list-style-type: none"> Legislative update is not on the agenda from ODE but in packets 			
SACSE/SICC Adopt Agenda & Approve Draft Meeting Minutes from January	<ul style="list-style-type: none"> Agenda reviewed. Minutes format have been changed to have action items be clearer. 	<ul style="list-style-type: none"> Agenda and minutes approved without opposition. 		
Constituent Reports (SACSE only)		<ul style="list-style-type: none"> Share constituent reports with Jeremy 		
Old Business: Update of South Coast SACSE Meeting (SACSE only)	<ul style="list-style-type: none"> Update on South Coast: We will have dinner as SACSE members, visit a LTCT site within a school and teachers/students from the region will present. First part of the morning will be at South Coast ESD and afternoon will conclude with site visits. Agenda should be available by the end of the month. During these traveling visits, we need to be intentional about soliciting public comment to capture local voices. We could collaborate with FACT and OFSN on this. This also provides an opportunity to the community to understand what SACSE does. Regarding the public comment from January concerning Emotional Disturbance (ED) – there is an amendment to SB 13 in the current legislature. We do not know when it is open for public comment & the policy committee will work on this. Questions on abbreviated day have been forwarded to Elliot Field, ODE Legal Specialist. Members discussed confusion surrounding if foster parents 	<ul style="list-style-type: none"> Share ideas with Jeremy about where SACSE goes next. Share additional questions on abbreviated day with Jeremy & Julie. 		

	can sign off on abbreviated day; there are federal regulations explaining who serves as a parent.			
Committee Meetings and Reports (SACSE only)	<ul style="list-style-type: none"> • Membership: Meghan is a new member from Baker. Sharon Smith from Pendleton has returned to the council. There was also discussion about a dedicated membership for OR PTI. Right now Heather is serving as a parent and FACT. The PTI membership position is a termed position • Policy: the legislative session is in full swing. The group discussed a few bills including ones related to restraint/seclusion and licensing for ABA providers. 	<ul style="list-style-type: none"> • Julie to connect with Roberta regarding membership from FACT 		
Break and Come Back Together for the Joint Meeting				
Regional Programs Update (Kara Williams, Director ODE)	<ul style="list-style-type: none"> • Kara provided an overview of what Regional Programs do across Oregon for students who experience low incidence disabilities. • Growth over time and the relationship with funding for Regional Programs was shared. Regional programs' funding trajectory declines over time while the population increases. • The Governor's current budget would be a \$6.2M reduction, which could affect over 40 specialized FTE. • There was a question/discussion surrounding districts and EI/ECSE programs responsibilities for FAPE. • Concerns were also raised about the following: losing specialized staff, rural areas that are already running 			

	with slim staffing, lack of clarity where High Cost Disability stands and lack of advocacy in the legislature for low incidence disabilities.			
SACSE Share Out (Julie Smith, Chair)	<p>Julie provided an overview of SACSE. And includes these highlights:</p> <ul style="list-style-type: none"> • SACSE has added a voice for Oregon's 9 tribes and looking to ensure there is a member who speaks a second language at all times. • SACSE is made up of 51% individuals who experience a disability or parents of individuals with a disability and there is an obligation to dissemination information. • Regional meetings are utilized to connect with communities, connect with voices that may be missed or unheard and to get the word out about what SACSE does. This year SACSE will be going to South Coast ESD. • SACSE is looking for a family representation from Washington County. 	<ul style="list-style-type: none"> • Jeremy to email out the SACSE one pager 		
SICC Share Out (Lydia Dennehy, Vice Chair)	<p>Lydia provided an overview of SICC and included these highlights:</p> <ul style="list-style-type: none"> • SICC is federally mandated to advise/assist the governor & ODE in making decisions around EI/ECSE. • Always recruiting for parents. • Have membership for tribes, behavioral health, EI/ECSE providers, districts and parents. Higher Ed also bring the voice for systems. 			

	<ul style="list-style-type: none"> • 3-4 goals are a focus for every 2 years. • We have state, local and partnerships with families within birth to five. • 17/18 Governor's Report is shared with the legislature and the Governor. Connect with Mandy Stanley for additional questions. 			
<p>Developmental Disabilities Council and the Oregon Self Advocacy Coalition share out (Chairs)</p>	<p>Original presenters are ill and Les, Jeremy, Alice and Melinda presented.</p> <ul style="list-style-type: none"> • Oregon Self Advocacy Coalition • “Nothing about us, without us” • Fairview Trust was highlighted & Gelser wrote an article detailing the history. • There is continued advocacy to keep the funds within community each legislative session. <p>DD Council:</p> <ul style="list-style-type: none"> • Council is unique- Inclusive Partners is a working program that work with providers in the community and most states don’t have active programs. • There are also family networks that support families for individuals transitioning and navigating the community. Family networks support families in their journey for dreaming and to work across community to build supports. • People can participate remotely • The DD network partners and university centers: This the community voice, 60% advocates and family members. • DD Council- individuals with disabilities are 			

	<ul style="list-style-type: none"> • Jeremy challenged the group to increase the youth voice across advisory groups. • Their parent advocacy training “Strong Start” is a chance for parents to learn about systems and build capacity in advocacy. • The council also has Better Together grants, \$5000 to do something to improve their community with the only stipulation to include individuals who experiences disability on the planning. 			
<p>Children’s System Advisory Council (CSAC) Share Out (Jeanne McCarty & Jeremy Wells, Executive Committee)</p>	<ul style="list-style-type: none"> • CSAC was originally a subset of AMH Planning and Advisory Council (AMHPAC) that is a federally required advisory group for OHA. The advisory group is for the children’s system within OHA. • CSAC provides oversight for children’s mental health and focus on transition age youth and young adults. • Focus on system of care values- family driven, youth guided, community based and culturally and linguistically competent. • Meets monthly with an option to call in and is an open public meeting. There are about 30-40 members that attend regularly. • The voice of education was missing and Jeremy has assisted with filling that void. • CASAC has a hard time recruiting and retaining young male adults who have gone through the system and have experience. • Applications: anyone can send Jeremy an email for more information. 			

<p>University Center for Excellence in Developmental Disabilities (Alice Miller, Oregon Health & Science University)</p>	<ul style="list-style-type: none"> • Two UCEDDs in Oregon- one at OHSU and one at UofO. • This is part of the Association of University Centers on Disabilities (AUCD) and they partner with other organizations to improve sexual health education and access to resources for individuals with I/DD within community service core function. They have completed a curricula review for accessibility, medical accuracy, and inclusivity. They are developing a resource hub to respond to the need within the community for sexual health, hopefully within the next month or so. • They are providing training within the community for professionals who work directly with individuals with I/DD. • Last year over 600 individuals were trained. • Has a robust speech language research, including one pilot with using telemedicine with special educators to do communication interventions. • Plug: listening session event for mental health, diabetes and healthy relationships for individuals with I/DD, support staff, parents and what is going on within communities. Coming up: Hillsboro, Gresham, Bend. Pendleton, Coos Bay and Grants Pass were previously included. See attachment for details. 			
--	--	--	--	--

Public Comment	Mary Mertz, Senior Director for Special Education at Portland Public Schools provided the same testimony she gave to the legislature for SB 135.	<ul style="list-style-type: none"> SACSE Policy workgroup will work with COSA on concerns. 		
Working Lunch (Facilitated Conversation Between Advisory Groups)	<ul style="list-style-type: none"> Groups discussed questions on handout and shared out. <ol style="list-style-type: none"> How can your group work better with the other groups that you heard from this morning (name the specific pieces)? Did you see any overlap between your group and any other groups (what are they)? Are there ways that my group can partner with any of the other groups (who and how)? Name 3 to 5 things that all of the groups have in common (list them)? How can your group change in the next 5 years to better serve kids (list them)? Lots of alignment with goals re: SEL and trauma informed practices. Using the networks between the two advisory groups to expand networks. We are all looking to build/expand youth voice and advocacy. 			
DD Legislative Update (Nicole Garcia, Education Specialist ODE)	<ul style="list-style-type: none"> Nicole thanked those that have been integral to the DD related work. Rep. Lively has drafted an amendment to SB 13 to better align to federal regulations and the proposed OARs are included within March's State Board meeting. The 3-9 form will follow the Board meeting. 			

	<ul style="list-style-type: none"> • A crosswalk between IFSP and IEPs focused on the 5 developmental domains was shared. Early Learning Standards are embedded into the crosswalk. • There was consensus the crosswalk would be helpful. 			
<p>Credible History Interview/Traumatic Brain Injury (Linda Brown, ODE Education Specialist)</p>	<ul style="list-style-type: none"> • Linda shared March is Traumatic Brain Injury Month. • A barrier to eligibility in Oregon has been lack of medical information. • This Video clip was viewed. • Please respond to the School psy survey and Educator Survey link • We are gaining insight before determining if we go to the state board for credible history. A highly skilled staff member conducts credible history interview. The interview would clearly delineate between how the student functioned before and after the traumatic event. • We are not trying to over identify students with TBI. • IDEA does not require a medical statement. • There was also discussion about what other states do and how CBIRT is an international expert and in our backyard. 			
<p>Oregon Infant Mental Health Endorsement (Sherri Alderman, Oregon Infant Mental Health Association) <i>“Public Comment”</i></p>	<ul style="list-style-type: none"> • Oregon Infant Mental Health Association (ORIMHA): Promote awareness for early nurturing relationships; inform policy makers about infant mental health principles and build Oregon’s capacity to support 			

	<p>emotional health and wellbeing across systems.</p> <ul style="list-style-type: none"> • This is cross sector and interdisciplinary membership of all professionals working with or on behalf of infants, toddlers, their families & communities. • Activities: professional development, networking, early childhood expertise & endorsement. • Endorsement is not a certification, license or degree. It recognizes experiences that lead to competency. Endorsement is work, education, in service training and reflective supervision. • There are four categories of endorsement that are intended to reflect the core sector aspect of endorsement. Endorsement began in Oregon in 2016. There are 36 core competencies. 			
<p>TSPC Update (Mandy Stanley, Education Specialist ODE)</p>	<ul style="list-style-type: none"> • Mandy provided a historical overview of how EI/ECSE teams can • SACSE and SICC addressed this issue about 3 years ago. • Endorsement shifted to specialization for birth to five. Standards were also added to support specialization and identifying what needs these specific roles might have. • A workgroup provided the standards that were adopted in February. TSPC's website has this information. • SICC is requesting the endorsement to potentially come back birth to age eight. 			

	<ul style="list-style-type: none"> • Division for Early Childhood is also looking at personnel prep standards; these will be nationally known standards. 			
<p>ODE Report Cards (Amelia Vargas, Reporting Team Lead Analyst ODE)</p>	<ul style="list-style-type: none"> • Amelia and Elyse requested feedback during a collaborative discussion on At-A-Glance profiles. • This time next year, mock-ups will be available. • Participants identified potential improvements in the following areas: potential for parents to drill down to specific data points they are interested in, interest in seeing CTE information and the inclusion of students with disabilities in CTE, are there definitions included, dropout rate, is it being designed to be printed on paper or to be interactive on the web, make it mobile friendly, we might want grade level differentiation, and include averages for the state to see where districts stand. • By separating the At-A-Glance and SPED reports cards - it is confusing. • The following recommendations were provided: A disclaimer about marginal changes and statistical significance was shared; web-based utility with flexibility for districts to navigate and use the data; requested to look at data three dimensionally; look at leaning indicators to intervene with students; use newer data always. • Stakeholder Engagement Opportunities 	<ul style="list-style-type: none"> • Send any additional feedback to Jeremy or Mandy. 		

Closing Comments and Adjourn	<ul style="list-style-type: none">• Jeremy shared his update on Safe & Effective Schools to support district in developing plans for natural and man-made emergencies.• Group adjourned			
------------------------------	--	--	--	--