

State Advisory Committee (SAC) for Children with Disabilities
Advising the New Hampshire Department Education per RSA 186-C:3-b

Annual Retreat Meeting Notes
Hybrid

September 15, 2021

In Attendance:

Rep. Glen Cordelli, Rep. Sue Mullen, Senator J. Kahn, Alicia Houston, Alyson Eberhardt, Bonnie Dunham (Co-Chair), Dale Boyle, Donna Curtin, Esther Kennedy, Gregory Magoon, Jennifer Blagriff, Jill Hartman, Joanne Grobecker, Karen Rosenberg, Kari Grimes, Kevin Cushing, Lisa Beaudoin (Chair), Marissa Chan, Maureen Shields, Maureen Tracy, Melissa McKeon, Moira Ryan, Thomas Ryan, Tracy Walbridge

Guests:

Rebecca Fredette, Administrator, Bureau of Student Support

Department of Education staff: Bridget Pare, Elizabeth Graichen, Mary Ellen Hamilton, Lisa Hinson-Hatz

Absent:

Anna Barrows, Becky Owen, Christopher O'Reilly, Gordon Muench, Janet Reed, Jason Henry, Kerri-Lynn Kimner, Leah Lucier-Pike, Lewis Bellows,

Welcome, Icebreaker and Introductions

Lisa Beaudoin (chair) began the meeting at 9:05pm with a welcome to all and stated that there was issues with the Zoom connection that were trying to be rectified. Lisa asked that people put their cameras on to facilitate a feeling of community and team building.

Lisa requested everyone in attendance introduce himself or herself. Icebreaker: Lisa asked the group in one sentence, if you had one superpower, what it would be and how would you use it to improve outcomes for students with disabilities.

Approval of Minutes

Lisa Beaudoin proposed that the approval of the June 6th minutes be pushed off until the October 6th meeting as everyone just received them yesterday.

Public Comment

Bonnie Dunham let the group know that Shelly Mayo has been with the Parent Information Center for 40 plus years and is retiring. Anyone who would like to share a hello, fond memory or anything like that can email her and she will share with her.

Jennifer Blagriff introduced her Physical Therapy student, Will Stoddard, who joined her today to observe and see what the State Advisory Committee is all about.

Karen Rosenberg informed everyone that Andrew Sirulnik has come on board at the Disability Rights Center. He is in the process of gaining admission to the New Hampshire bar and will be focusing on special education advocacy and education around special education and how COVID has impacted children with special education needs.

Legislative Update

Bonnie Dunham sent out an update on the status of all of the bills that were on the list last year. This morning some LSRs came out, they have only titles, and she downloaded every title that looked like it could be relevant to student with disabilities. She also mentioned that on the list of LSR's that even though some are highlighted, they are not any more important than any of the others. They have to do with vaccines or immunization and may or may not be relevant to special education.

Representative Cordelli stated that the house is just filing legislation this week, so it is a very busy time. He submitted a bill; it is a resubmission of legislation from 2020, to make special education services age 21 inclusive paralleling federal legislation. There is a study committee from House Bill 581 last year. The house members have been appointed but we are waiting for a senate member to be appointed before we can get started. He is submitting a placeholder bill so that the work of the committee can be an amendment to the placeholder bill.

Representative Mullen followed up Representative Cordelli by stating that she and Rep. Cordelli have been appointed to that committee to be looking at the special education process. She said this is handy for this committee as well and the work that we are doing. She is looking forward to looking and reviewing the LSR's that are focused on special education. Because the deadline is Friday afternoon, we will not really know what has actually come in until early next week.

Senator Kahn stated that the senate submission of legislation is not due until mid-October and runs through the end of October and the final issuance of that bill will not take place until after the first week of December. There are five retained bills in the Senate Education Committee. I do not think that they deal much with special education There are two the we might have interest in, one is Senate Bill 81 and it has multiple parts to it. One part requires Chartered Public Schools to adopt a code of conduct guidance of the State Department of Education. The second is a re referred bill relating to a temporary change in the formula for school funding, looking at low property evaluation communities. He also said there is at least on bill on getting vaccinations and assumes there are probably some that say the opposite.

Questions for elected officials:

Karen Rosenberg for Representative Cordelli

Can you tell us the LSR # for the bill that you mentioned about raising the eligibility age to be 21 inclusive?

Representative Cordelli

Yes, the LSR number has not been assigned as of yet.

Lisa Beaudoin wanted to recognize and thank Representative Cordelli, Representative Mullen and Senator Kahn for the bill that puts the burden of proof on due process. Thank you for initiating that change to New Hampshire statute. Also, gave a shout out to Moira Ryan and Tracy Walbridge, two people who she knows were very active in garnering support for the passage of the due process legislation shifting the burden of proof from the parents.

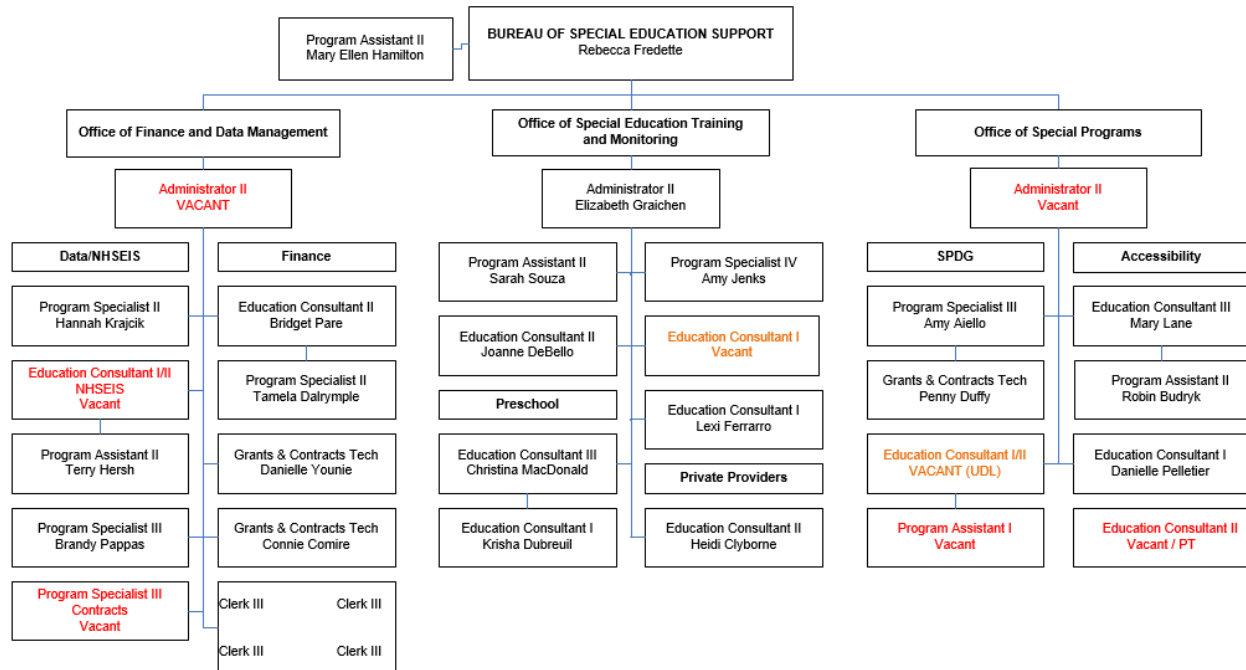
Lisa welcomed Rebecca Fredette to the SAC retreat for a State of the State update.

State of the State

Rebecca thanked everyone for their patience with our technical difficulties. She informed everyone that they are no longer at Londergan Hall because the building is being abated for asbestos and that

they are spread out all over. She noted that the Bureau of Special Education Support is actually downtown at the Hotel Concord

Rebecca shared the changes that have been made in the last year in the Bureau of Student Support. They have continued to restructure within the Bureau to ensure that all the needs of students are being met. They have done a lot of this since they got their new Division Director, McKenzie Snow, in April. They have been working with her to develop the structure of the Bureau and look at what the Bureau needs to be focusing on. They have gained some new staff and have four positions open currently. They continue to look at what direction they need to head in based off what they are hearing from the field. This summer has been a lot of target setting for our SPP targets and it has been a lot of relationship building. They have spent time talking and meeting with stakeholders, going into the field.



The Bureau's Organizational Chart was presented to show the Bureau now separating itself into three offices: Office of Fiscal and Date Management, Office of Special Education Training and Mentoring, and the Office of Special Programs. Having someone who is overseeing those pieces and really develop some systems and processes within our Bureau. The positions in red are vacant and the orange positions we are currently doing interviews. Currently, they have one other administrator, Elizabeth Graichen. We do have two other administrator positions that are open. In looking at the overarching needs of the Bureau, they felt that it made sense to divide the work, focus the work into targeted areas and it allows for some focused supervision of targeted areas in the Bureau.

The Office of Fiscal and Data Management:

- Special Education Aid
- Court Ordered Placements
- Rate Setting for Private Providers of Special Education
- Oversight of all federal grants and pass through of grants to LEAs
- SPP/APR reporting, target setting and data collection
- Support for the data supporting the monitoring rubric

The Data & Fiscal team has been working on some root cause analysis planning and going through some extensive computer training to support the use and work with data to be able to support the districts. They have focused much of the last few months on getting stakeholder input on the targets. They continue to work on refining our processes to determine what is actually required of them and what has been the past process. Fiscally they continue to streamline the processes and move to electronic submissions. They had to update some of their systems in NHSEIS to do some of those pieces.

Elizabeth Graichen spoke to the group about root cause analysis.

Our Office of Training and Monitoring:

- Oversees the LEA Determination process. This was formerly two processes where the Bureau made District Determinations and then made monitoring determinations. They are combining this into one data based determination
- Oversees, plans and implements a majority of the trainings provided by the Bureau.
- Is developing a tiered system of support for districts to provide them Technical Assistance and Guidance in meeting the requirements of the indicators.

For this entire year they have been working on re-envisioning what the monitoring process will look like. They really had two separate processes where a district determination was made and then made a determination for monitoring. They have really narrowed them down and are going to make one determination and use the indicators to make determinations. Then they are going to make a tiered system of supports to provide support to districts where the data is showing that assistance is needed rather than have a completely separate process where they only saw six districts each year. They are trying to have a supportive system where they can get out to districts and really work with them to look at their data and make informed decisions to support some of their needs.

They continue to provide our trainings in Specially Designed Instruction, Written Prior Notice, Measurable Annual Goals, Special Education Process, Equitable Services and Accommodations and Modifications as well as Indicator specific trainings. They also continue to provide trainings around the use of NHSEIS for Case Managers, Teachers, and Office Professionals as well as at Institutes of Higher Learning. Continuing trainings for districts around grants and permissive use of funds relative to activities in grants as well as use of the Grants Management System. Develop training and technical assistance to ensure compliance with state and federal regulations related to submissions for reimbursement.

Rebecca continues to provide weekly calls to directors, look to add technical assistance in other areas as well. Link to recorded weekly calls: [Special Education Calls and COVID Resources | Department of Education \(nh.gov\)](#)

The Office of Special Programs

- Pulls together the smaller pockets of work we are supporting
- Includes:
 - UDL
 - Accessibility
 - Family Engagement
 - Post School Outcomes

SPDG – State Professional Development Grant
(Currently iSocial)
SSIP – State Systemic Improvement Plan
(Currently tied to iSocial)
Educational Surrogate Parents
IEP Facilitation
Mentors and New Coordinator Group

This will include the UDL work, which is expanding. They have all of Accessibility, work with deaf educators, work with vision teachers, assistive technology and all of those things. This is where they have Family engagement and Post School Outcomes. They will also have our State Professional Development Grant or SPDG if you hear the acronym, this is currently iSocial. Then SSIP, which is the State Systemic Improvement Plan also currently, tied to iSocial. The SPDG expires in February, so you will start to hear of the Bureau holding meetings to talk about what are some of the needs that should be focused on. The Bureau is thinking of leaning towards recruitment, retention and training of teachers, but they are going to reach out to stakeholders to talk about those things. Then the SSIP is currently tied to iSocial, so Bridget will be reaching out to people for stakeholder input regarding the SSIP. The Office of Social and Emotional Wellness will be talking over this piece. Another part of the Office of Special Programs is Educational Surrogate Parents, IEP Facilitation, which is a program offered for either parents or districts to have someone come in and facilitate your IEP meetings and then we have Mentors and New Coordinators under this umbrella as well. They provide mentors to new directors in their first two to three years.

For accessible materials, they have relocated the materials library and are looking to expand so there are materials for deaf students as well as the visually impaired. Currently looking at the Deaf Bill of Rights and the Commission that has been working around the deaf and some recommendations they have made for the Bureau. For UDL – Universal Design for Learning - they have a candidate that is headed to the Commissioner and Director for final approval. This will enable the Bureau to pull that work into the Bureau and continue to expand that work.

They have been working with TA centers and stakeholders to develop new questions for the parent engagement survey; to develop the rubric for monitoring and provide input on the new monitoring processes and to develop targets for the SPP/APR for February 2022. They have also been working with VR and DHHS to provide comprehensive training to districts around secondary transition.

Moir asked if they have fully staffed IEP facilitation team. Rebecca responded stating that they currently have one who has actively been going out to schools. She stated that they have put an RFP out for five facilitators and only had one apply. They have continually reached out and have not received any interest. She stated that this is a paid position (hourly rate).

Karen asked Rebecca if the new Supportive Decision Making law was going to be part of the secondary transition and training. Rebecca stated that she would have to talk to Lisa Hinson-Hatz about it but they have not started any work within the Bureau about this.

- Rebecca reviewed what are we looking for from SAC? RSA 186-C:3-b was reviewed as well as the specific duties according to the guidance for SAC. Advise the DOE in developing and implementing policies relating to the coordination of services for children/students with disabilities

There was a question regarding the last bullet of the guidance regarding what exactly the coordination is and what falls in this category (Advise the DOE in developing and implementing policies relating to the coordination of services for children/students with disabilities). Rebecca responded by saying this is any services that are provided to students such as OT, PT, speech, or it

could be transition, transportation any of those services. She said that we do not have the authority for co-curricular.

Recap of Last Year

Lisa did a quick recap of last year saying that the SAC report is in process and a draft of the report will be ready for your review. It will be to Mary Ellen by September 24th and your homework is to read this report before the October meeting and to let us know of any edits or discrepancies so we can try to vote on and approve at the October meeting and it is not a standing agenda item.

The overarching priority for last year was COVID and COVID's impact. What were the implications of COVID for students with disabilities? Two additional priorities were addressing parent engagement and the achievement gap. However, at the time we came together last September, the SAC committee did not anticipate that COVID was going to be problematic for the whole of the last school year, so unfortunately these issues could not be addressed.

Kevin gave an update from the Mask Sub-Committee saying that they met several times trying to deal with the issue of masks and having a uniform policy among school districts. They talked with several parents about the challenges they have had for certain people that just cannot wear a mask and the ever-changing CDC recommendations were a hindrance to solving anything. Towards the end of the year with the vaccine coming the sub-committee just naturally dissolved. However, it certainly is something that should probably be resurrected because there are ongoing concerns about it. A letter was also submitted to the Commissioner so that he could issue an information sheet so that parents would have an opportunity to know how to get redress within their districts.

Moira gave an update on where the Due Process subcommittee is. At the last meeting the sub-committee was actually looking at the NH DOE website and that, as of yet, is unresolved and we have another meeting scheduled to continue discussion on it.

A brief update on the reading subcommittee. They have tried to meet this summer a few times and it has not worked out.

Alicia gave an update on the Family Engagement subcommittee. She said that they did not meet over the summer but have a meeting scheduled for September 22nd.

Rebecca stated that subcommittee work is overseen by whoever is in charge and this is not something that the DOE organizes. Esther stated that subcommittee meetings and information need to be posted ahead of the meeting and there needs to be minutes or it has to be recorded. Rebecca said that this information can be forwarded to us a week in advance, but the Zoom link will have to be included, and we will post this to our website for the subcommittee. Lisa said a separate email would be sent that addresses how subcommittees are to function. One week notice supplied to the Office of Special Education Support so it can be posted publicly with a zoom link that the subcommittee generates, and a note taker or zoom recording. We will dive into this a little bit more next month.

Review of the Statutory Role of SAC and SAC Procedures

Karen showed the SAC By Laws which conveniently set forth what our charge is, what our responsibilities are and what procedures we must follow. Based on prior discussions, we may need to take care of some nuances in light of COVID and hybrid or zoom meetings so you have something to refer to later.

Both the federal law and the state law require there be a State Advisory Committee on the Education of Children and Youth with Disabilities. Our State law provides more direction and it fills out what the

federal law provided for. So generally the purpose of our committee is advisory, just like it says in our title. We are charged with doing the following:

- Advising the Commissioner of the Department of Education on issues pertaining to students with disabilities related special education.
- Promoting communication with various individuals who are involved with students with disabilities, and we have requirements about who needs to be in SAC and that allows for communication and cooperation among parents and youth with disabilities, as well as other people who work on behalf of or with students with disabilities in education.
- Under the state law, we advise the Department of Education regarding unmet needs within the state.
- Provide an Annual Report, which Lisa mentioned, that goes to the Governor and the State Legislature on the status of the education of students with disabilities in New Hampshire.
- Provide public comment on the State Plan or any rules or regulations that the State proposes regarding the education of students with disabilities.
- Help the Department to develop information and evaluations that the US Department of Education requires in assessing the state's performance. That is what Becky was talking about – the State Performance Plan, the Indicators, and the sessions that were held over the summer. Because every year the Department of Education, Special Education, has to put together a State Performance Plan and periodically we need to look at those indicators and what our targets are.
- SAC weighs in on whether those targets that we are proposing are appropriate and makes recommendations regarding them.
- Advise the Department in developing and implementing policies about coordination. Now, what does that mean? Lisa asked that questions and it is interesting when drafted legislation goes into law it is not always clear what it means. This is a state directive; it is not in the federal law, but one place we might want to look if we want further guidance is the legislative history. Look at testimony that individuals and legislators may have put into the record, if we really want to dig deeply into this we can, but there is no guarantee that it will be there.
- Under State law, Special Education law, the Department of Education is required to retain an independent contractor to look to review and report on the states monitoring activities. That is something the department is supposed to do every 10 years with the next one due in 2025. Sac is empowered to be involved with the selection of that independent evaluator. As part of the departments monitoring and supervisory activities, if the department finds that certain approved programs or districts are out of compliance with special education law, we are supposed to receive notice of this including any findings, remedies and sanctions that were imposed on any non-compliant program or district. This information would be valuable to us in considering the needs of individuals and students with disabilities.
- In addition, the Department of Education is charged with evaluating the effectiveness of the alternate dispute resolution procedures that it uses when someone files for due process. To challenge a decision, they can continue and have a hearing or they can take advantage of mediation. Another example of an alternative dispute resolution mechanism is neutral conference and the Department is charged with both evaluating how effective those alternatives are and then communicating the effectiveness to the members of SAC. Karen went on to define the difference between due process and alternative dispute resolution.

Identify and Select Areas of Focus for the Year

After input and much discussion, the committee narrowed down this year's topics to eight:

- 1. Restraint/Seclusion/Behavior**
- 2. Personnel Shortages, including Special Ed Teachers and Paras**
- 3. Achievement Gap/Proficiency in Reading**

- 4. Parent Engagement/Involvement/Communication**
- 5. Absenteeism/Truancy/School Refusal**
- 6. Inclusive School Culture/Equity in Education**
- 7. Transportation**
- 8. Monitoring the use of COVID Relief Funds by LEAs**

Jill Hartman made a motion to vote on these eight topics with second from Bonnie Dunham. There was a roll call vote with 17 approved, 0 abstentions, 0 opposed. Motion carried.

A roll call vote was done where each person was asked to vote for their top 3 choices to narrow down to three priority topics to work on this year.

Topic 1 received 7 votes
Topic 2 received 8 votes
Topic 3 received 10 votes
Topic 4 received 5 votes
Topic 5 received 4 votes
Topic 6 received 11 votes
Topic 7 received 0 votes
Topic 8 received 6 votes

The top three topics for this year's priorities are as follows:

- 1. Inclusive School Culture/Equity in Education**
- 2. Achievement Gap/Proficiency in Reading**
- 3. Personnel Shortages/Special Education Teachers and Paras**

Lisa proposed that we could have priorities as well as subcommittees. If there is something that is important to you that you form a sub-committee. She stated that she would like to have a majority agreement on this. If you are running a subcommittee, she asked that there be a goal for what you would like to achieve, an end date for that goal, and action goals. Whether the subcommittee would like to be able to issue an advisory letter to the Commissioner or data collection and present that to SAC as well as the Department of Education. She does not want to limit what your goals can be just have a work product that actually can address our tenants as a SAC and we are not just sitting around chatting about what the problems are.

Esther made a motion and Kevin seconded it regarding the amendment to add in timelines for subcommittees. Seven days before they need to get to the DOE meeting links and agenda so that the DOE can post it to the website and seven days after the minutes or the recording of the meeting.

There was a roll call vote with 16 yes, 0 abstentions, 0 opposed. Motion carried.

Lisa Hinson-Hatz – VR Update

Lisa Hatz thanked Marissa Chan for being a part of SAC.

- In February, 2021 they finished a two-year legislative budget assistance audit. As a result, to address the various 46 observations that were in the report, they have contracted with the Stephen Group from Manchester to work with us to address these observations. They did disagree with many of these observations. They felt that the LBA just did not have a great

understanding of a particular area. They did not feel that cooking utensils for a blind individual with the IPE was necessary even after our explaining that they also help with independent living.

- The Stephen Group has six work groups that Lisa's executive staff, supervisors and counselors are working with. The six groups are Governance and Fiscal Management, Payments and Authorizations, Eligibility, Plan for Employment, Closure Focus Group and Program Management. All of the observations will be grouped into one of those areas and then staff are going to do process mapping. In approximately two years, June 2023, we will have all of this resolved and be moving forward.
- The next big thing happening is they are working on new education and outreach materials for the whole program. They will have a new logo and tagline, all new collateral materials that will be in hard print but a lot of this will be electronic so that they can email things. They will do posts of Facebook to have more of a presence out there and share more employment success stories. They will be sharing new materials for both pre-employment transition services as well as our traditional employment services. Lisa might even share in draft form to get the groups read on them.
- They have been working on a program with work based learning experiences and had hoped to get a sort of pilot program going this summer, but unfortunately, the vendor did not have the staff capacity. We all know the workforce shortage is at a critical level. In VR they are experiencing this both with our staffing as well as personal care attendants, etc. They are going to be putting out a new RFP for this to get a vendor that can staff this adequately. They would like to see every student have at least one work based learning experience.
- They are continuing pre-employment transition services focus with student transition specialists and Marissa Chan is one of those. They just got feedback from people on what is working in the schools and what is not and the common theme was to let schools know what VR does and what services they provide. One of the ideas Lisa put forward to staff was that they do sort of a triangle for referrals where when one comes in from a school, once a week Marissa, maybe a transition counselor in the office and the supervisor sit down and say where should the student really be referred to at this time. So then, it may be more appropriate if they are in 9th or 10th grade to start working with Marissa and pre-employment transition services versus a transition counselor. This will make it more informative to parents and guardians and schools.
- Working on strategic planning on their five Project Search sites making sure that they are setting up a system that can be sustained by the sites. VR has had to help with funding here and there and it is concerning, so they need to make sure that those sites are self-sustaining in terms of finances. A big way that that happens is by the schools being a part of the tuition and there are many areas in the state where they are just not interested in doing that. So they have got to take a step back, go in and talk the schools and help them understand the return on investment potential that there is for Project Search. For anyone that does not know, Project Search is a sector based training program at NH Hospitals – St. Josephs, Concord Hospital, Chesire Medical, Keene, Dartmouth in Lebanon and Portsmouth Hospital. Lisa wants to get that more sustainable and they are going to be working with the National Project Search to help do some of that.
- Lisa gave an update on the Bridges and UNH For You program which is a program that they have helped stand up around post-secondary education for students with intellectual or developmental disabilities. This program has been in the works for about 7 – 8 years. It's a program that is at the University of New Hampshire. Bridges is actually an online suite of courses to help individuals understand how to utilize technology like zoom and all of the various technologies that we use with a college system. Then UNH for You is either an onsite or a commuter program where individuals get a two-year experience. They obtain micro credits For auditing the courses at the University of New Hampshire and it is just underway. This year they have four students on site and one commuter. They look forward to sharing the outcomes from that and how classes the individuals are taking will play a role in their career pathway. The

key for VR is that they are supporting the programs, courses and work done at the school need to be a part of a career pathway for that individual.

- They are nearly fully staffed, but these last few positions have been a bear. They have three counselor positions, one in Nashua, Portsmouth and Berlin. They also have six part time job placement specialists – four are up North and two are in the West in Keene and the Claremont/Lebanon area.
- Two events that Lisa wanted to make you aware of: the Annual Employment Leadership Award, on October 22nd and she will send the invite to Lisa to share with the SAC committee. This will be a video-recorded event because of COVID. The other event is the New Hampshire Rehab Association is having their annual conference on October 8th.

Esther talked about the IMPACT program and how as a district she appreciates that program. She feels it is one of the stronger programs and is not advertised enough. She would love to see it go two years, almost like a Junior Senior program and it would drive as a stepping-stone to the UNH program.

Subcommittees and Priorities

Existing Subcommittees:

Dispute Resolution

Esther, Bonnie and Jennifer do not want to be on the Dispute Resolution subcommittee and would like to put their attention elsewhere. The Dispute Resolution subcommittee needs to come up with a purpose and goal and get to the SAC Committee by the October meeting.

Family Engagement

They are meeting next week; find a chairperson, someone to agree to use their zoom account. Send us a statement of your goal and your purpose.

Mask Subcommittee

Karen does not feel this need to continue and let us wait and see how things play out. We have accomplished what we set out to do, we made recommendations and we provided information Lisa asked that we revisit this in November and monitor what is out there regarding masks.

Reading and Literacy

Send a statement of your purpose and your goals.

Lisa stated that the topic Monitoring the Use of COVID Relief Funds by LEAs tucks in nicely to the Inclusive School Culture priority. We can be monitoring this and include an active action item on that. This can be an element under the umbrella of Inclusive School Culture.

Next is the Achievement Gap. Those people who are super excited about this, do you want to propose a draft on what we will be looking at in terms of this.

Then we have Personnel Shortages and those enthusiasts be thinking of your sentence and goals.

Lisa wanted to walk away with some actionable item for each of the priority areas. In the past we would take three months on each priority area rather than break a meeting into three different priority areas, I would like to propose that we continue in this fashion. We could start with Inclusive School Culture, move on to Achievement Gap and then move on to Personnel Shortages.

Tracy asked if we can get a history of things that have been done like on teacher shortages or any of the priorities that were done in the past.

Bonnie said that this should be in the annual report and they are posted on the website under SAC with the exception of this year.

Rebecca shared from the chat that Tracy is looking for any work that has been done by SAC on these priorities in the past.

Lisa stated that there has never been any work done on personnel shortages, it has been a topic that has been discussed at SAC committee meetings but it has been in presentations of guests of SAC. Concerning the Achievement Gap, we have not looked at that comprehensively in at least three years that I can recall, maybe even four or five. With regards to Inclusive School Culture, we have had success story presentations and Mary Lane has come and talked about Universal Design for Learning, etc.

It was decided to work on Personnel Shortages first and Lisa asked Rebecca if she could have the DOE do a presentation on personnel shortages across that state, where is the biggest gaps, what regions, what categories of jobs and what some of the are doing creatively to attract, recruit and retain workforce.

Melissa asked if the presentation could include critical shortage in special education and prerequisites to qualify for a critical shortage area.

Karen said it would also be helpful to know what efforts have already been tried and what is underway to address this issue.

Lisa said we would like to know existing strategies and proposed strategies for looking and responding to the workforce shortage. So if we could have a Higher Ed person and Steve Appleby. Ok, we will put our thinking caps on to fill in for November and December on this topic.

Lisa will be sending out an email with the proposed frameworks for story sharing, maybe have some families send a written story that can be read, some call in or some will show in person. We can use those three methods and have this be at the October 6th meeting from 6:15 to 6:45. Esther suggested we also have school staff speak regarding this issue as well. Lisa changed the amount of time to 1 hour 15 minutes, 5:30 to 6:45 of the SAC meeting to devote to this.

Esther made a motion to end the retreat and Jill seconded the motion.

A roll call vote was done with 17 yes, 0 abstained and 0 no. Motion carried.