

SPECIAL EDUCATION COMMITTEE

COMMITTEE MEMBERS:

Chair: Venus Reeve, Kate Aly-Brady

Billy Ray, Sandra Walk, Maggie Zamora,

Cindy Sapp, Krystal Schadwald-Smith, Jenny Scheafer, Patricia Cehrs

Board Liaisons: Emily Quindry

Staff Liaison: Kristine Mayle

Special Education Committee CHARGES & ACTIVITIES 2024-25:

- What made your work as a cabinet/committee/task force go smoothly?
 - Our committee agrees that having a consistent meeting time with a dedicated leader helps our committee work run more smoothly. We have appreciated having dedicated work time within our committee meetings to work on each of our charges. We are looking forward to strengthening connections with outside providers and organizations and helping share information with members through the newsletter.

- Was there anything that made meeting the charges challenging?
 - We are currently going through a change in leadership with our committee chair which has made consistent work on our charges pretty challenging. Our committee is looking for more training on committee work from the OEA Board. We are also hoping to look through and update our roster to include active members and to recruit new members so that we have more input from other OEA members.

- Cabinets/Committees/Task Forces keep member voice active and present in our work - thank you for being part of that process. Is there anything else to share?
 - Our committee appreciates having a voice and a place at the table at OEA. We appreciate all of our special education members who are committed to doing the work and keeping our place at the table.

- Charge A (PD updates/review)- Review and recommend updates to professional learning opportunities that emphasize connection over compliance, recognize trauma and its impacts, center cultural responsiveness, and help professionals gain skills to address equity disparities, ableism, and disproportionate impacts on students of color, low socio-economic status, and/or who have a trauma history.
 - We discussed how we can help newer special education teachers get through the difficult first years in this job with time management, understanding legal obligations and paperwork.. We want to create a list of practical ideas/tips that veteran special educators have learned and developed over the years to support our newer colleagues. We plan to create these materials and share through the OEA Newsletter so that it reaches members that most need it.

- Charge B (legislation updates/review)-Recommend actions, to include legislative, policy, and district-level actions that members can take to improve the educational environment for our students and our members.
 - We reviewed and edited: Oregon Education Association Resolution and Demanding Full Federal Funding of the Individuals with Disabilities Education Act (IDEA)

- Charge C (coordinate with other orgs)-Review and assist in increasing coordination with partner organizations on opportunities for members to attain professional development and advocate jointly on mutual issues
 - There has been some ongoing coordination with the Oregon CEC to share out opportunities with the OEA SpEd Committee:
 - Currently Oregon CED is Planning virtual mixers—can they promote through OEA?, –topic is mostly about AI in Special Education
- Charge D (OEA current practices updates/review)-Review current practices and recommend additional steps OEA can take to address the needs of creating an inclusive general education environment that supports students with special needs and emphasizes connection over compliance, recognizes trauma and its impacts, centers cultural responsiveness, and makes progress to address disparities, ableism, and disproportional impacts on students of color, low socio-economic status, and/or have a trauma history.
 - We do address this through our SpEd Connect resource

Sending health and gratitude,

Kate (she/her/ella)