

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on January 18, 2011, from 9:30 am – 3:30 pm.

Members Present

Lisa Bernier
Molly Bright
M. Diane Bruening, Ed.D.
Ronald L. Clanton
Susan Douglas
Robert Hill, Ed.S.
Gail Jacobs, Ed.D.
Angela Levin
Dr. Ida Malian
Kathy McDonald
Terisa Rademacher, Co-chair
Kim Simmons
Laura Schweers
Ralph Tillapaugh
Kay B. Turner, Ed.D, Vice-chairperson
Valerie VanAuker
Nancy K. Williams, Co-Chair

Others Present

Cyndi Bolewski, ADE/ESS
Colette Chapman, ADE/ESS
Amy Corriveau, ADE/ECE
Valerie James, ADE/ECSE
Diane Mignella, ADE/ESS
Alissa Trollinger, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Lisa Aaroe
Dave Graham
Sharon Lynch
Kimberly A. Peaslee

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:35 a.m.	1. None.
2. Approval of December 16, 2010 minutes.	Terisa Rademacher moved to table the review and approval of the December 16, 2010. Dr. Kay Turner seconded the motion. The motion was approved.	2. Motion carried.
3. Panel Introductions.	Ms. Williams welcomed the new members. Attending SEAP members introduced themselves, informed everyone which category they were representing and gave a brief description of why they became members.	3. None.
4. Public comment.	Ms. Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time. There were no public comments made.	4. None.
5. Exceptional Student Services.	Colette Chapman, Deputy Associate Superintendent, Department of Education, Exceptional Student Services (ADE/ESS) updated the Panel on activities and events. ESS is in the final stages of completing the State Performance Plan (SPP)/Annual Performance Report (APR). She thanked the Panel for their input on the report. The report is due on February 1, 2011. Kacey Gregson, Director of Dispute Resolution, ADE/ESS gave the Panel her annual report on Due Process, Mediation, and Complaints for Federal Fiscal Year (FFY) 2009. Complaints: Received 94 complaints 20 were voluntarily withdrawn Issued 74 investigative reports 47 included 1 or more findings of noncompliance No complaints were pending at the end of the reporting period. All 74 reports were issued on time. In the past several years Dispute Resolution has issued all of its reports within the 60-day federally-mandated timeline. Mediation Received 52 requests	5. None.

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	<p>10 voluntarily withdrawn 42 mediations were held 9 mediations were related to due process 7 resulted in a mediation agreement, therefore resolving the due process without a need for a hearing 33 mediations were not related to due process 29 resulted in a mediation agreement</p> <p>Arizona currently has 10 mediators throughout the state.</p> <p>Due Process: Received 56 requests 38 opted to go through the resolution session process (differs from mediation in that it is led by the school district rather than there being a neutral facilitator involved) 17 resulted in a resolution agreement 7 went through a fully adjudicated hearing 4 were issued within the 45-day timeline 3 were issued within a lawfully extended timeline 10 due process matters pending as of June 30, 2010. 39 due process complaints withdrawn or dismissed (includes resolved without a hearing)</p> <p>Expedited Due Process: 4 requests 3 went to a resolution session 1 resulted in a resolution agreement</p> <p> 1 request went through a fully adjudicated hearing 3 requests were withdrawn</p> <p>Complaints -- Top 5 Issues:</p> <ol style="list-style-type: none">1. Evaluation (includes issues related to initial evaluations, reevaluations, and independent educational evaluations): 30 issues investigated/15 findings of noncompliance;2. IEP (includes issues related to IEP team membership, timely review of IEP, general issues of IEP implementation, and measurable goals); 23 issues investigated/7 findings of noncompliance;3. Delivery of special education services: 21 issues investigated/9 findings of noncompliance;4. Delivery of related services: 20 issues investigated/6 findings of noncompliance;	

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	<ul style="list-style-type: none">5. Placement/LRE: 14 issues investigated/2 findings of noncompliance;6. Prior Written Notice: 14 issues investigated/5 findings of noncompliance.	
	<p>Mediation – Top 5 issues:</p> <ul style="list-style-type: none">1. Delivery of related services2. Delivery of special education services3. Evaluation4. Placement5. IEP (including general implementation and disagreement with content)	
	<p>Due Process – Top 5 issues</p> <ul style="list-style-type: none">1. IEP (i.e. disagreement with content of IEP and/or failure to provide free appropriate public education)2. Placement3. Evaluation4. Discipline/Behavior5. Transportation	
	<p>Ms. Gregson fielded questions from the Panel.</p>	
	<p>Ms. Gregson briefly reviewed the due process decisions for FY 2010. The due process decisions are posted on the ADE/ESS website at http://www.ade.az.gov/ess/dispute/dueprocess/.</p>	
	<p><i>Molly Bright joined the meeting in progress at 10:40 a.m.</i></p>	
	<p>Alissa Trollinger, Special Projects Director, ADE/ESS and Roberta Brown, Director of State and Federal Initiatives, ADE/ESS gave a presentation on “Arizona’s Graduation Requirements and the Provision of a FAPE for Students with Disabilities.”</p>	
	<p>The presentation was based on a technical assistance document that was published by ADE in 2010. The document is available on the ADE website.</p>	
	<p>Background: Several years ago there were some audits done in predominantly Northern Arizona schools with regard to the Youth Transition Program (YTP). The audit was done by the ADE Audit Department with the assistance of ESS because it revolved around special education students who were being claimed as full-time students and receiving state funding. However, they were not actually full-time students. The students had already graduated; some of them were in the Army; some of them were out of state working full time; plus a variety of other situations. This situation caused awareness across the state of possible problematic</p>	

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	<p>funding situations.</p> <p>As a result, a stakeholder group was created to discuss and review the situation. ADE was asked to develop a technical assistance document responding to the situation. The document was created with the input of the stakeholder group, ADE's Financial Unit and the Arizona Attorney General's Office.</p> <p>There are 4 state and federal requirements that impact graduation:</p> <ol style="list-style-type: none">1. Access to a free appropriate public education (FAPE) for children with disabilities aged 3-21 (IDEA)2. Appropriate provision of transition services (IDEA)3. Arizona graduation requirements (A.A.C.) and (Ariz. Atty. Gen. Op. 189-095)4. Claiming students for state Average Daily Membership (ADM) funding (A.R.S.) and (Arizona Atty. Gen. Op. 189-095) <p>Ms. Brown and Ms. Trollinger approached their presentation by stating a "myth" regarding graduation and then addressing that myth with information.</p> <p>Myth: This is new information and these are new requirements.</p> <p>These requirements have been around for years and are substantially unchanged. Most educators know that FAPE must be made available for any student who is eligible for special education. Some educators forget that there are exceptions to this requirement. One of the exceptions is a student who has graduated with a regular high school diploma. Graduation with a regular high school diploma ends the right to FAPE.</p> <p>The graduation requirement states that the State Board provides the minimum course of study that will earn a high school diploma. That minimum course of study includes competency requirements. It also addresses AIMS and AIMS-A. Local governing boards must prescribe the curriculum and criteria for graduation for pupils with disabilities.</p> <p>The Attorney General's Opinion says that there is no statute or rule that addresses any right for a district or a charter to withhold or delay graduation.</p> <p>The claim for ADM highlights that students who are eligible as full-time students are students who have not graduated.</p> <p>Students with disabilities are no longer entitled to a FAPE if they have graduated from high school with a regular high school diploma. In Arizona a student has to meet both the</p>	

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	<p>state requirements and the PEA graduation requirements in order to earn that diploma. The graduation requirements must align with the state standards.</p> <p>Myth: All special education students can stay in school through age 22. [Parents expect a special education student will stay in high school through age 22.]</p> <p>All students should have the expectation of graduating in four years. The right to FAPE through age 22 only intended to provide equal opportunity. The point of FAPE is to “level the playing field”; to allow a student with a disability to make progress by giving them the time they need to meet requirements that are delayed due to their disability. It is not intended to provide more education to students with disabilities than to nondisabled peers.</p> <p>As a framework for understanding this idea, graduation in four years can be compared to LRE (Least Restrictive Environment). The beginning LRE option is the general education environment. When the IEP team meets and considers the impact of the student’s disability, it may be necessary to move to a more restrictive setting in order for the student to receive specialized instruction. Similarly, in planning for graduation, the starting point is to assume that a student will graduate on time with their cohort. When the IEP team meets and considers how a student’s disability impacts their ability to progress, it may be necessary increase the time spent in secondary education in order to accommodate the student’s needs.</p> <p>An alternative degree based on requirements not fully aligned with the State’s academic standards is not considered a regular high diploma and does not terminate the right to a FAPE. Examples:</p> <ul style="list-style-type: none">Certificate of CompletionGEDGrand Canyon Diploma (not sure how this will impact yet) <p>Appropriate measureable postsecondary goals should be based on age-appropriate transition assessments related to training or education, employment, and where appropriate, independent living skills. Transition services, which include the courses of study, are needed to assist the student in reaching her/her postsecondary goals.</p> <p>Myth: Transition services start after academic requirements are met and can take the place of college or vocational school programs.</p> <p>Transition services should be embedded and integrated with high school coursework and</p>	

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	<p>should prepare students for postsecondary experiences – not provide for them after the student has left school.</p> <p>Transition planning includes courses of study that reasonably enable a student to meet measurable postsecondary goals. That planning should start at age 16.</p> <p>The State Board sets minimum courses of study and competency requirements by cohort. It also makes PEA governing boards responsible for developing their own graduation requirements, which can exceed but not be less than, the state minimum. Requirements for special education students can also exceed but not be less than the state minimums.</p> <p>Myth: If school policy gives the IEP team power to determine graduation requirements, the team has unlimited authority to change course content or credit requirements.</p> <p>IEP decisions regarding graduation are limited by state requirements. Criteria may not be less than or more than any other student within that PEA. The course content must align with state academic standards.</p> <p>However, there is a caveat. Course content alignment with the state standards is the school's responsibility. Decisions can be influenced by concerns regarding the integrity of the diploma awarded and accreditation requirements.</p> <p>The Arizona Administrative Code (A.A.C.) outlines the concepts that have to be taught in required classes in order for a student to receive credit for a state standard class instead of the name of the class; i.e., instead of saying the class is Algebra I, A.A.C. outlines the concepts that are typically taught as Algebra I. The TA document created by ESS provides the course titles that are commonly associated with the course content outlined in A.A.C.</p> <p>Graduation credit requirements for Math and Science will be increasing in cohorts 2012 and 2013.</p> <p>Myth: All students will be awarded a high school diploma.</p> <p>Regardless of disability status, not all students will earn a high school diploma. They should all have the opportunity, but they will not all earn high school diplomas. With the requirement to pass AIMS and the additional course requirements, there will also be nondisabled students who will not be able to earn high school diplomas.</p> <p>Myth: Students with disabilities must pass AIMS with standard scores in order to graduate.</p>	

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	<p>By statute, students must take the AIMS until the 10th grade. IEP teams will determine whether or not the student has to pass the test. Students may only use standard accommodations.</p> <p>Ideally, the IEP should identify the performance level expected. When the IEP is silent, students with disabilities are automatically exempt from passing AIMS as a graduation requirement.</p> <p>The Attorney General Opinion states that there is no authority that can postpone graduation if the student has met all requirements. Withholding the physical diploma does not alter graduated status, just as ceremony participation has no impact on the graduated status.</p> <p>Myth: "Walking" in a commencement ceremony equals graduation and ends the right to FAPE. Withholding a paper diploma delays graduated status and continues the right to FAPE.</p> <p>A student graduates only when they have met the graduation requirements. Once they have met the graduation requirements, a student ALWAYS graduates.</p> <p>The fourth requirement that impacts graduation is state funding. A full-time high school student is a student who has not graduated and is enrolled in a full-time program that will lead to toward graduation. All classes are assumed to lead toward graduation. If those graduation requirements are met prior to that student receiving transition services that the IEP team has identified as necessary, that student may no longer be eligible for ADM funding but the PEA may still be obligated to provide those services at their own expense.</p> <p>Myth: Students who have already met graduation requirements but have not completed their transition plans are "grandfathered in" and can continue to receive ADM.</p> <p>There is no "grandfathering." "Grandfathering" occurs when new rules are implemented. These are not new requirements. Students who have met graduation requirements must be reported as graduated and are not eligible for ADM.</p> <p>No intrinsic conflict between the state and federal requirements exists but it does mean that careful planning is required. Requirements for graduation and transition services should be implemented concurrently in order to meet compliance.</p> <p>Myth: An acceptable course of study would schedule all academic classes in the first four years of high school and then provide transition services in the fifth or later years.</p>	

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	<p>The course of study should use both required courses and elective courses to satisfy the specific transition needs, ensure a FAPE and meet graduation requirements.</p> <p>Each year transition planning is required to be updated with the IEP. Each year IEP teams should be looking at the core and elective classes to see if they are reasonably enabling the student to reach their measurable postsecondary goals.</p> <p>It is important that IEP teams do really thoughtful planning to ensure that the FAPE is provided, that transition services are in place and that the child does not meet graduation requirements before finishing all of those needed services so that the PEA can continue to appropriately receive state funding to support those services. Failing to consider all of these things in tandem could result in losses to both students and PEAs.</p> <p>Myth: Federal law (IDEA) states an entitlement to FAPE through age 21, which trumps any state law or requirement, including graduation.</p> <p>Entitlement to FAPE through age 21 exists unless the student receives a regular high school diploma. In Arizona, a student receives a regular diploma when they meet state graduation requirements.</p> <p>The entitlement to FAPE is not a justification to continue claiming ADM for a student who has met the graduation requirements outlined by the PEA.</p> <p>The AZ-TAS graduation document can be found at: http://www.ade.az.gov/ess/publications/AZ-TASGraduationDocument.pdf.</p> <p>Ms. Trollinger and Ms. Brown fielded Panel questions.</p> <p>During the Call to the Public on this agenda item, Dr. Kay Turner read an e-mail sent to her from Mr. Daniel Coulter. Mr. Coulter was unable to attend the meeting but wanted to voice his concerns regarding Graduation Requirements.</p> <p>Dr. Robert Hill suggested that the Panel needed to have further discussion regarding the graduation requirements concerns. Ms. Rademacher echoed Dr. Hill's suggestion and added that the Panel needed to decide what action they could take, with one possible action being advice to the State Board.</p> <p>The Grand Canyon Diploma is currently being considered for Arizona high school students. The details for this diploma are unclear at this point. Ms. Chapman spoke about the possible consequences of having different types of diplomas for high school students.</p>	

Topic

Discussion

Outcome

Ms. Chapman informed the Panel that moving the transition planning age back to age 14 from age 16 may be considered during the next reauthorization of IDEA.

The Panel broke for lunch from 11:30 am – 12:30 pm.

Following the lunch break the Panel continued their discussion on graduation requirements.

Suggestions:

Functional literacy vs. graduation – when students' classes focus on increasing literacy skills but don't meet state standards for language arts; should schools discuss the focus with parents of incoming students?

More focus on functional literacy at elementary level

Panel needs more information on Grand Canyon Certificate – Ms. Chapman will find someone to present to the Panel

Is it possible to consider an alternate diploma based on GED requirements?

More connection with DDD about options for students exiting high school – formalize connection around age 16

Connecting with RBHA's

What can schools give students who do not meet state requirements for graduation, but complete their Individualized Education Program course of study?

When did "appropriate education" become "the same education" for all students?

PEA Concerns:

Emphasis on graduation in 4 years

Maintaining the integrity of a high school diploma while assuring that students with cognitive disabilities have equal access to that diploma

Family Concerns

Graduation in 4 years

Diploma

The Panel will look into inviting representatives from ADE to speak about AZ Learns and CTE. It was also suggested that representatives from Dept. of Development Disabilities/Vocational Rehabilitation be invited to a future meeting.

Cynthia Bolewski, Director, ADE/ESS reported the targets and results of the FFY 2009 Annual Performance Report (APR). All the results for the report were in at the time of the January SEAP meeting. The APR was due February 1, 2011.

Topic	Discussion	Outcome
6. Autism	<p>Ms. Bolewski reviewed the current data and target data. The target data were set in 2005.</p> <p>The target was met for the following Indicators: 2, 3B, 4A, 5A, 5B, 7A, 7B, 8, 9, 10, 16, 17 and 19.</p> <p>The target wasn't met for the following Indicators: 1, 3A, 3C, 5C, 7C, 11, 12, 15, 18 and 20.</p> <p>There is no target for Indicator 4B in FFY 2009 because it is a baseline year. Arizona's baseline for Indicator 4B is 0%.</p> <p>The Office of Special Education Programs (OSEP) does not require reporting on Indicator 6 for the FFY 2009 APR.</p> <p>There is no target for Indicator 13 in FFY 2009 because it is a baseline year. Arizona's baseline for Indicator 13 is 90%.</p> <p>There is no target for Indicator 14 in FFY 2009 because it is a baseline year. Arizona's baseline for Indicator 14A = 13.8%; Indicator 14B = 48.4%; Indicator 14C = 70.6%.</p>	
	<p>Dr. Ida Malian is a SEAP member who represents Institutes of Higher Learning. Dr. Malian provided the Panel with information regarding Autism coursework at Arizona state universities. Her focus was on Northern Arizona University (NAU), Arizona State University (ASU) and University of Arizona (U of A).</p> <p>NAU took the leadership in having a Tri-University Partnership to have the three Universities collaborate in terms of Autism and putting coursework together. Her source of information was from the Arizona Regents Reach Out Grant which proposed the Autism Spectrum Specialist Program in 2005.</p> <p>The goal was to have coursework put together so that it would be: transferrable between the three campuses (NAU, ASU and U of A); portable to other campuses; sharable; and scalable (going from a certificate program to a graduate program would be easy to accomplish).</p> <p>Type of certificates:</p> <ul style="list-style-type: none">• State approved, in the regulations.• University approved, undergraduate – typically graduate, through university process and indicated on transcript. Typically 15 – 18 credit hrs.• College/department/program approved. Indicated by a letter from administrator of program.	

Topic	Discussion	Outcome
	<p>The Autism coursework would go toward the University-approved certificate and would be indicated on the transcript. There are courses that students can take which do not fit into the configuration for the certificate but may be applied towards a Masters Degree in a concentration area.</p> <p>This 15-credit graduate certificate prepares candidates to serve as Autism support consultants to parents, teachers, direct care staff or others who support children with Autism Spectrum Disorder (ASD). Typically, the students who are in the program are working with students who have ASD. Most of the students in the program are practitioners and are at the graduate level and so they have a degree in special education.</p> <p>Dr. Malian reviewed some of the courses in the program. Many of the courses can be cross-listed with other programs. The course titles should be the same at each of the three universities.</p> <p>Dr. Malian informed the Panel that other Arizona universities also have Autism courses; among them: University of Phoenix, Grand Canyon University and Chapman. Community colleges may also have courses that could transfer to the Tri-University program. Drexel University and UMass at Amherst have national on-line programs.</p> <p>Possible considerations:</p> <ul style="list-style-type: none">• Should ASD have a separate certification designation for ADE?• Should ASD be included in other certificates?• Should ASD be considered an endorsement?• Should there be an ASD specialist designation? (with or without certification)• What information do general education teachers need to know?• Information from the district <p>Panel discussion followed Dr. Malian's presentation.</p> <p>Dr. Malian suggested creating a survey on district needs to be sent to special education directors. She would like to survey them on hiring practices and projections.</p> <p>Dr. Malian will work with Dr. Diane Bruening and Diane McCormick, ADE/ESS Autism Specialist, to develop the survey.</p>	
7. Secure Care	Dr. Gail Jacobs reported that the Workgroup Regarding Discipline Anomalies and Reporting Challenges hadn't met since the December SEAP meeting.	7. None.

Topic	Discussion	Outcome
8. Members Reports from the Field	<p>Dr. Jacobs discussed some of the barriers that the Work Group felt that Secure Care facilities face in reporting their data. The biggest problem was deciding what school hours they would use to report student attendance and discipline. Dr. Jacobs discussed some of the reasons why students are removed from the classroom.</p> <p>ESS has provided Secure Care facilities with instructions on how to report their data. Dr. Jacobs hadn't seen the data from reporting.</p> <p>Dr. Jacobs fielded questions from the Panel.</p> <p>Laura Schweers – Project Search – Serves students who have graduated – Working DD Planning on a survey, helping them develop their next 5 year plan. Ms. Schweers asked SEAP to participate.</p> <p>Dr. Robert Hill – Arizona School for the Deaf and the Blind (ASDB) students participating in Goal Ball (a dodge ball that makes a noise for blind students). Students are doing well and are competing nationally. Team will be competing in Dallas and Salt Lake City soon.</p> <p>ASDB just collaborated with the University of Texas in Austin. They just opened a new regional center and ASDB's language planning is recognized as one of the top 5 in the country.</p> <p>ASDB is celebrating its 100th graduation this May. They will be hosting several deaf education conferences during their 14 month celebration.</p> <p>The Academic Bowl Team for the School for the Deaf will be competing against other teams in Washington, DC in March.</p> <p>Dr. Gail Jacobs – Dept. of Juvenile Corrections is looking into a “green energy” program. They're going to upgrade their construction classes. They will be partnering with APS and SRP for some scholarships for students once they leave the Secure Care system.</p> <p>Valerie VanAuker –It is important to include parents when creating a student's transition plan.</p> <p>Lisa Bernier – Her private school has had students with disabilities for 5 years. They are now struggling with the integrity of awarding high school diplomas to these students when they have met the IEP goals but not the State standards.</p> <p>Kim Peaslee – Just prepared her son for his first job interview. Her school district is creating a curriculum for students with severe cognitive disabilities.</p>	8. None.

Topic	Discussion	Outcome
	<p>Nancy Williams – In her role as a special education teacher mentor, Ms. Williams and other district staff have been looking at the course of study for students with cognitive disabilities and multiple disabilities.</p> <p>Terisa Rademacher – Asked the new members of the Panel to give her their feedback on the New Member Orientation.</p> <p>Dr. Kay Turner –Spent a lot of time on the October 1 census.</p> <p>Dr. Turner has been asked to bring another round of suggested budget cuts for her Department to her School Board.</p> <p>Sue Douglas – Her biggest issue is funding. Charter schools are concerned about the potential of the delay of the June 30 payment from the State.</p> <p>She is working with a committee on Quality Charter School Standards that are aligned with the national accrediting agencies. Banks can look at it as a rubric to determine the quality of a charter school.</p> <p>Ms. Douglas and some of her colleagues from small charter schools had an opportunity to meet with Superintendent Huppenthal. They wanted to make sure that he recognizes some of the issues of small charter schools.</p> <p>Her students performed Jungle Book at the Mesa Arts Center. Her 12- and 13-year-old students did the technical jobs themselves.</p> <p>Angela Levin – Rural communities are having recruitment issues. They are going to have to be creative about recruitment.</p> <p>Dr. Ida Malian – Asked Panel members to e-mail their suggestions about survey questions to her.</p> <p>Dr. Diane Bruening – Districts are wrapping up their ARRA funds spending. A lot of training was done and a lot of research-based materials were purchased. She didn't see a lot of personnel hired with the funds.</p> <p>Her other issue is staffing. Their resource case loads for staff are about 1:25. Staff and teachers are not always at level of knowledge needed for specialized needs.</p>	

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9 Adjournment.	<p>Molly Bright – The Director of the Dept. of Economic Security will be continuing his job for another month. DES administers Division of Developmental Disabilities, Division of Children, Youth and Families, Child Protective Services, etc. – areas that concern children with disabilities and their families. Everyone is braced for change in the transition period.</p> <p>The membership of the Interagency Coordinating Council (ICC) is appointed by the Governor. The majority of member terms expire at the end of January 2011. ICC is recruiting new applicants. Christina Park is the new Chairperson for the Council.</p> <p>The next SEAP meeting is scheduled for March 11, 2011.</p> <p>The March meeting will be split into two parts. SEAP will meet with the ICC in a joint meeting in the morning and then have its own separate meeting in the afternoon.</p> <p>The meetings will be held at the Dept. of Education Central Office, 2005 N. Central Ave., Rooms 100/101, Phoenix, AZ.</p> <p>Suggested topics for the joint meeting</p> <ul style="list-style-type: none">Workgroup updatesHearing ScreeningsEarly Childhood Transition TrainingsPart C FundingReview new Intergovernmental AgreementChild FindTransition <p>The meeting was adjourned at 3:21 pm.</p>	9. Adjournment.