

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 3300 N. Central Ave, 16th Floor, Room 104, Phoenix, Arizona, on March 15, 2016, 10:00 a.m. – 3:30 p.m.

Members Present

Kristina Blackledge
Lara Bruner
Susan Douglas
Amanda Heyser
Wendi Howe
Cathy Humphrey
Leanne Murrillo, Vice Chair
Edward O'Neill, Co-Chair
Kathleen Puckett
Patrice Robinson
Judith Shideler
Nancy K. Williams, Co-Chair

Others Present

Andi Asel
Kay Schreiber
Ana Nunez
Alissa Trollinger, ESS/ADE
Jeannette Zemeida, ESS/ADE
Melissa DeVries, ESS/ADE
Jennifer Huber, ESS/ADE

Members Absent

Diane Bruening
Ron Denne
Robert Gilmore
Sophia Lenny
Lisa Soeby
Christopher Tiffany

Minutes Approved (As Read)(As Amended)

Chairperson:

Signature

Date

9-20-16

Topic	Discussion	Outcome
1. Call to Order	Ed O'Neill, Co- Chairperson, called the meeting to order at 10:12 a.m.	1. None.
2. Approval of January 19, 2016 minutes.	Susan Douglas made a motion to approve January 19, 2016 minutes. Amanda Heyser seconded the motion. Motion approved.	2. Motion carried.
3. Public Comment.	Nancy 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.	3. None.
4. Members' Reports from the Field.	Judith Shideler – Parents need more information at the transition level. There is confusion for parents about what other services are available for our students. It would be nice to have a better way to educate schools in how to inform parents in post-school resources. Wendi Howe – Complaint system -- great job the department is doing with Facilitated IEP and the addition of a 3 rd party to come in for mediation. When a complaint is filed by a parent with the school, and the investigation happens, the findings are sent back. The document is not very parent friendly and it is difficult to understand the next steps. Even the school has said it doesn't know what the next step is. It can be confusing with the next step. Perhaps a section can be added of suggested next steps? A little more guidance might be something to add to the document if possible. Dispute Resolution has not been contacted yet from RSK. It was a recent discovery within the last 5 days. RSK does have staff that can help with the next step suggestions. Parent reached out because she didn't understand what those would be. Amanda Heyser – Transition concern -- parent told her that a high school in Tucson area said they were under-manned and could not do transition. Big concern if they are saying this to parents. Another issue is supervision of students at lunch time that affects students with disabilities. Ed O'Neill – Hearing from OTs at the school level- the outside services seem to be dropping and it is impacting progress in the schools. Parents are expecting more from schools because of funding cuts, therapists not available, etc. A lot of therapists feel trapped but should only be delivering school-based therapy. Nancy Williams – Jacob's Law- HB2442- going to Senate floor- allows for foster parents to refer to behavioral health so they don't have to wait on a case manager to do so. Also states that services need to begin within 21 days after the intake assessment. If not, children can go to an outside provider for the AHCCCS rate plus 30%. On Senate floor tomorrow, and if it passes it will go to the Governor to sign and become law.	4. None

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Leanne Murillo – Agree with transition services; who to contact, where to go. East Valley transition fair. Need a contact at Social Security like there used to be. SB1166 -- service animals; Ability360 is opposing. Only 2 animals that are legit to be service animals are dogs and miniature horses.

Patrice Robinson – Still hearing from people with concerns that have twice exceptional kids. Gifted and in special education. It would be great to have guidance on how everything fits together. IEP meeting seems separate from gifted services. Suggests task force to come up with guidance. Several parents don't know the rights or if they are supposed to fight for something. Social connection for kids who attend a private day school is lacking. They don't have extracurricular activities. Ed added that those things need to be provided by the home school. Referral to Chris Lane in Private Day Treatment. Peter Laing is the Senior Director for Gifted Education. There is no funding so there is no protection. Patrice is seeing parents who need emotional support in going through the special education process.

Lara Bruner – Nothing new from teachers, same issues. As a parent, still waiting on OCR regarding open enrollment -- been about 9 months now.

Kristine Blackledge – It has been pretty quiet. ESA open application period is right now. There is confusion as to how that agency is requiring a re-evaluation almost a year in advance of when it is due for new applicants. That is a burden for our school districts to meet that requirement. It is perhaps creating stress on parents and schools.

Add Carla Escobar on the agenda? Add ESA to our January activities?

Kathleen Puckett – Comment the behavioral health bill – 3 foster moms. Has been participating with the certification process. Concern is with new requirement of severe profound. Most universities have difficulty offering this- need to have a cohort of 15 – 20 people to offer a program at ASU. Looking at language to modify the severe-profound to more of a moderate to severe to try to get more people into that area. How do you define the student teaching with inclusion when it might not be a self-contained classroom? ASU only operates with certain districts.

Cathy Humphrey – Daughter going from 6th to 7th grade - had a bridging meeting - the new teacher and assistant will go to the current school to observe. Super great idea and is hoping to do middle school to high school too. Cathy wants to know how to be more effective in reaching out to parents. How to spread the word as the "mouthpiece". Panel suggestions included: join community forums, Facebook groups, etc. to read about AZ issues.

Susan Douglas – In testing mode. Concerns about online testing and if it will meet the needs of the students with disabilities. Sometimes students are part-way into the test and then realize the accommodation is not in the application. Thinks there should be a special line for questions about special

Topic	Discussion	Outcome
5. Secondary Transition Overview	<p>education issues in the testing. Could be very specific for the special education students. Should be a special line for that in assessment department. Also, overall certification process- concern from last conference- how will the changes in ESSA (Every Student Succeeds Act) align with the certification changes?</p> <p>Andi Asel, Transition Specialist, ADE/ESS. Alissa Trollinger, Director of Special Projects, ADE/ESS</p> <p>Introduction of Secondary Transition staff.</p> <p>(Handout 1)</p> <p>Technical Assistance</p> <p>All trainings are free. Trainings have taken place throughout the state.</p> <p>Overview of Transition Planning – Transition planning is included in the definition of FAPE. Transition planning changes the focus from disability to ability and students must be involved in the IEP process.</p> <p>Ms. Asel reviewed the nine components that are required in the IEP by age 16.</p> <p>Following a question from a Panel member, Kay Schreiber explained the Education and Career Action Plan (ECAP).</p> <p>ESS staff conducts multiple types of trainings in order to get the component information out to individuals in the field (parents, state agency staff, educators, etc.). Trainings include regional trainings, on-demand trainings, webinars, and conference presentations.</p> <p>Ms. Asel reviewed the ESS Secondary Transition web page and showed the Panel where information can be found on the web page.</p> <p>Ms. Asel reviewed the attendance at Arizona's Fifteenth Annual Transition Conference. There were 72 individuals who reported as Youth/Young Adult or Parent/Family members. This included paying individuals and individuals who attended the conference with a conference scholarship.</p> <p>The Transition Conference also included an evening event for youth and one for parents. Both events were very well attended.</p> <p>There will be an increase from 65 to 100 available family scholarships offered for the 2016 Transition Conference. ESS has received additional funds from the Office of Children with Special Health Care Needs (OCSHN) to increase the youth and family participation. Ms. Trollinger outlined the various avenues of recruitment and advertising that will be used to notify families of this opportunity.</p>	5. None.

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	<p>The 2016 Transition Conference has some additions for youth and families attending the conference. ESS has expanded their participation to include the full 2 ½ days of the conference. Also, scholarships for individuals who live more than 50 miles for the conference will have the option of mileage reimbursement.</p> <p>In response to Panel questions about participation numbers and conference space Ms. Trollinger explained the limitations and considerations that ESS encounters when finding a venue for the conference.</p> <p>The Transition Team fielded questions from the Panel.</p> <p>The Transition Conference is also the kick-off for the Secondary Transition Mentoring Project and College and Career Readiness Team Training (STMP/CCRTT) Grant activities for the selected LEAs. Ana Nunez, Transition Specialist, explained the intent of the grant, how teams are selected, and the makeup of the teams. Team needs to include: School/district administrator or special education administrator or designee; Transition coordinator/specialist or special education teacher; General education teacher, CTE teacher, or guidance counselor.</p> <p>ESS is trying to become more inclusive with general education by collaborating with Career and Technical Education (CTE). Kay Schreiber explained how ESS is collaborating with the Arizona Career Information System (AzCIS) using the ECAP.</p> <p>Community of Practice (CoP) is composed of national, state and local members. There are currently 10 members on the Arizona Community of Practice Transition (AZCoPT) team. They include individuals from Raising Special Kids, a youth and young adult adviser, tribal Vocational Rehabilitation, Behavioral Health Services, Child Safety, Developmental Disabilities, and Special Health Care Needs.</p> <p>There are five local Community of Practice teams throughout Arizona.</p> <p>Arizona is also a member of the Community of Practice at the national level. That allows the state to work with the National Technical Assistance Center on Transition (NTACT) and be involved in their monthly conversations and webinars.</p> <p>AZCoPT is working on the updated Transition Guide. AZCoPT members are creating examples of Agency transition plans to include on the Secondary Transition webpage. They are also developing video presentations from each of the AZCoPT members to add to the website.</p> <p>Ms. Trollinger informed the Panel that Arizona has been identified as an intensive state by NTACT. NTACT will be working with ADE/ESS to ensure that all the initiatives that the state is working on will result in something meaningful and tangible, and provide national support. Arizona went through a competitive process to receive this grant. Arizona was one of seven states selected.</p>	

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6. Exceptional Student Services (ESS)	<p>Data Collection, Indicator 13 data, 100% result target. This is collected during the monitoring process (based on 9 components) by the ESS Program Support and Monitoring Specialists. The Secondary Transition Specialists collaborate through training and form development to ensure accuracy with legal requirements. The specialists use resources provided by the national technical assistance centers to ensure best practice.</p> <p>Indicator 14 data is collected through the Post School Outcomes (PSO) Survey. The data reflects the education and employment engagement of students with disabilities one year after exiting high school.</p> <p>Melissa De Vries, Director of State Initiatives, ADE/ESS (Handout 2)</p> <p>State Systemic Improvement Plan (SSIP)/State Personnel Development Grant (SPDG)</p> <p>Phase 1 of the SSIP had select ESS staff looking for root causes of poor performance. Based on the outcomes four priorities were selected:</p> <ul style="list-style-type: none">• Effective Leaders• Data analysis and use for instruction• Teacher training in evidence-based reading practices• Ongoing support for implementation <p>Staff looked at the data from all districts and charters throughout Arizona. The objective was to find those districts and charters that were significantly higher than the state average for their students with disabilities. Large, medium and small districts were selected. Ms. DeVries and Oran Tkatchov, Director of Professional Development, visited the locations to determine what caused their successes.</p> <p>In the process of Phase 1 of SSIP being submitted and approved Arizona was in the process of writing a State Personnel Development Grant. This was based on the same data of what was effective for students with disabilities and how to support districts on those things were working in other districts.</p> <p>The SPDG was awarded to Arizona in August 2015.</p> <p>In looking at both the SSIP and SPDG staff noticed that they had many commonalities. They included:</p> <ul style="list-style-type: none">• Literacy Instruction• Coaching	6. None.

Topic	Discussion	Outcome
<ul style="list-style-type: none">• Data Support Decision System• Leadership• Professional Development• Engaging Parents	<p>Ms. DeVries explained areas that they reviewed in order to implement the SSIP. It was decided that ESS would use the SPDG to move the same priorities forward.</p> <p>The SPDG will include professional development modules. They will include facilitation guides, resources, materials and parent components with video examples. These modules will be available statewide.</p> <p>New name: AZ RISE! Arizona's Resources to Improve Systems Effectiveness</p>	<p>The focus of Phase II is to build state capacity to support LEAs in implementing evidence-based practices that will lead to measurable improvement in the State Identified Measurable Result (SIMR).</p>
	<p>The initial SIMR was to increase the percentage passing on the State reading assessment for students with specific learning disabilities (SLD) in grades 3-8. SPDG had a grade range of 4-8. Disability grades in SIMR have been changed to grades 4-8 to align with SPDG.</p>	
	<p>Arizona SLD students in grades 4-8 had a pass rate of 2.3% in Reading on the 2015 AZMerit. ESS averaged the passing percentage of the schools that had applied to become one of the three pilot schools for the SPDG project. The SLD students in grades 4-8 students in this group had a pass rate of 0% in Reading on the 2015 AZMerit. In comparison, Arizona SLD students in grades 4-8 had a pass rate of 26.5% in Reading on the 2014 AIMS.</p>	
	<p>Ms. DeVries reviewed a chart showing how far below proficient the selected schools are. The average score was minimally proficient.</p>	
	<p>The new targets were based on averaged scaled scores and the state average with the goal of moving the minimally proficient score of 2486 in 2015 to an average score of 2503 by 2020.</p>	
	<p>In the first year most of the professional development will start at the administrative level and then will move down to the teacher level.</p>	
	<p>Three schools will be selected for the pilot project. This covers approximately 250 students.</p>	
	<p>The plan is due April 1, 2016.</p>	
	<p>Ms. De Vries fielded questions from the Panel.</p>	

Topic	Discussion	Outcome
	<p>The Deputy Associate Superintendent for ESS hasn't been chosen yet. Interviews started today. Interviews have been conducted for Lisa Yencarelli's position in Tucson. Oran Tkatchov's position will be advertised soon. William McQueary is the Interim for this position.</p> <p>The SPP/APR was submitted prior to the end of January 2016. Indicator 17 had a later due date.</p> <p>Jennifer Huber, Recruitment, Retention and Teacher Preparation Specialist</p> <p>Directors Institute, September 13-15, 2016 Leading Change, June 28-30, 2016 Teachers Institute, July 7-8, 2016</p> <p>Team registration is encouraged. <i>(Flyers, Handouts 3 and 4)</i></p> <p>Recruitment/Retention</p> <p>It is now the hiring season. There is a shortage of applicants in both in general education and special education.</p> <p>Teach In, April 23, 2016 – 116 LEAs registered for recruitment so far Southern AZ Job Fair, March 19, 2016 – 28 LEAs registered for recruitment</p> <p>All ideas for marketing are welcome.</p>	
7. Parent Information and Training Center	<p>Wendi Howe, Raising Special Kids, Family Support Specialist</p> <p>Ms. Howe reviewed the Raising Special Kids Mission and Statement of Purpose. <i>(Handout 5)</i></p> <p>The supports and services branches of Raising Special Kids are:</p> <ul style="list-style-type: none">• Healthcare• Parent to Parent• Special Education <p>There are offices throughout Arizona: Yuma, Flagstaff, Tuba City, Tucson, Sierra Vista and the main office in Phoenix.</p>	7. None

Topic	Discussion	Outcome
The Mission Principles in Action are:	<ul style="list-style-type: none">• Providing reliable information to support families• Mentoring and Educating• Fostering collaboration between parents and professionals	
Program Overview for 2015	27,573 total cases 10,589 Contacts 85% parents 15% professionals 4,242 Training/Conference Attendees	
	Ms. Howe reviewed the statistics for ethnicity, disabilities and ages of children served.	
	Raising Special Kids conducts a family/faculty training for physicians. They bring in a group of residents to the office on a monthly basis and spend an hour talking to them about why it is important to refer their patients to Raising Special Kids. After they leave the office they go to a parent leader's home to observe the family to see what is like to raise a child with special health care needs. This program only covers medical health care needs at this time.	
	Ms. Howe fielded questions from the Panel.	
7. Special Education Advisory Panel	Ms. Murrillo asked for subcommittee reports. The members of the Parent Capacity Building subcommittee met by conference call. They identified the following unmet needs in the area of Parent Education and Awareness: Parent information – knowledge of trainings, conferences available There seems to be an inconsistency of transition services from school to school Subcommittee suggestions:	7. Motion carried.
	Short term Have a central location for parents to find information Raising Special Kids, web page on ADE Webinar/recording transition conference	

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Long term	<p>Best Practices Committee on Transition to examine the quality and delivery of transition services in-depth. Hopefully this would result in best practices. IDEA requirement – LEAs are responsible for educating parents on their child’s disability State statute for LEAs</p>	
Universal Design for Learning (UDL) Committee	<p>A document for UDL and accommodations has been created by an ADE Taskforce. The goal is to help everyone understand the rationale. It includes different types of accommodations, alternate assessment, etc. (<i>Handout 6</i>)</p>	
	<p>There are several Panel members whose terms will be expiring June 30, 2016. Ms. Murrillo reminded them that they needed to send in new application if they were interested in reapplying.</p>	
	<p>Ms. Murrillo reviewed the vacant positions. She asked members to send her names of interested individuals.</p>	
	<p>The dates for the 2016-2017 SEAP meetings are:</p>	
	<p>9/20/16 11/15/16 1/24/17 3/7/17 6/20/17</p>	
	<p>Panel members discussed moving the start time of the SEAP meeting back to 9:30 am beginning with the September 20, 2016 meeting.</p>	
	<p>Sue Douglas made a motion to move the start time to 9:30. Amanda Heyser seconded the motion.</p>	
	<p>Motion approved.</p>	
	<p>Official Posting Location of Agenda:</p>	
	<p>In order to ensure that the SEAP agenda is posted in accordance to Open Meeting Laws, it was recommended that the official posting be on the Department of Education website. The agenda will still be approved by the Executive Director for the Arizona State Board of Education.</p>	
	<p>Sue Douglas made a motion to set the Arizona Dept. of Education Website as the official posting location of the SEAP agenda. Kathleen Puckett seconded the motion.</p>	

Topic	Discussion	Outcome
Motion approved.	Nancy Williams made a motion to recommend to ESS Secondary Transition that they clarify the language for attendance and scholarships for the Transition Conference. Edward O'Neill seconded the motion.	
Motion approved.		
Key Points from the Meeting: <i>No discussion due to lack of time.</i>		
8. Adjournment.	The next SEAP meeting is scheduled for June 21, 2016. It will be held at the Arizona Department of Education, 3300 N. Central Ave., Room 104, Phoenix, Arizona at 10:00 a.m.	8. Adjournment.
	Meeting was adjourned at 3:40 p.m.	

