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 November 10, 2015, 10:00 a.m. – 3:30 p.m.

Members Present

Kristina Blackledge
Diane Bruening
Ron Denne
Susan Douglas
Amanda Heyser
Wendi Howe
Cathy Humphrey
Sophia Lenny
Leanne Murrillo, Vice Chair
Edward O'Neill, Co-Chair
Kathleen Puckett
Patrice Robinson
Judith Shideler
Christopher Tiffany
Nancy K. Williams, Co-Chair

Members Absent

Lara Bruner
Gena Garland
Robert Gilmore
Lisa Soeby

Others Present

John Copenhaver, TAESE
Oran Tkatchov, ADE/ESS
Audra Ahumada, ADE/ESS
Connie Hill, ADE/ESS
Ann Brusca, ADE/ESS
Jennifer Huber, ADE/ESS
Jennine Davidson, ADE/ESS
Maria Durazo, ADE/ESS

Minutes Approved (As Read)(As Amended)

Chairperson: 1-19-16
Signature Date

GRS 1-19-16

Date: November 10, 2015

Topic	Discussion	Outcome
1. Call to Order	Nancy Williams, Co-Chair, called the meeting to order at 10:03 a.m.	1. None.
2. Approval of June 16, 2015 minutes.	Diane Bruner made a motion to approve June 16, 2015 minutes. Susan Douglas seconded the motion. Motion approved.	2. Motion carried.
3. Public Comment	Edward O'Neill, Co-Chair, welcomed the public in attendance. He 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. SEAP New Panel Member Welcome and Introductions	Nancy Williams, Co-Chair, welcomed three new members to the Panel. The new members are: Patrice Robinson, Robert Gilmore and Cathy Humphrey.	4. None.
5. Election of Executive Committee Positions.	Co-Chair and Vice Chair Election: There are two Co-Chairs positions. The term for the Co-Chair is two years that alternate. Nancy Williams term is up for re-election. The Vice Chair term is annual. Leanne Murrillo's term is also up for re-election.	5. None
Members' Reports from the Field.	Leanne Murrillo opened for any nominations for Co-Chair. Sue Douglas nominated Nancy Williams, Diane Bruening seconded the nomination. No other nominations were given. A vote was taken; all panel members voted in the affirmative for Nancy Williams as Co-Chair. Nancy WIlliams opened for any nominations for Vice Chair. Judith Shideler nominated Leanne Murrillo, Amanda Heyser seconded the nomination. No other nominations were given. A vote was taken; all panel members voted in the affirmative for Leanne Murrillo as Vice Chair. **Reports from the Field:** Ron- no report Diane- districts in east valley are pleased about overrides passing for relief to special education department and teachers. Priority in her district for teacher salaries to recruit and retain. Ed Week spoke to the shortage of special education teachers. Raising the pay does not seem to improve that. 49 States Report a Shortage of Special Educators. Feels recruitment and retention efforts are useless. Paperwork doesn't teach a child a thing- everyone gets in it to teach the children. Efforts are awesome; they don't work. We need to do something federally- get rid of the paperwork, mandates, timelines, etc. Time to get sensible so people can teach the children. It's about allowing people to do the job. Wendy- Swimming through systems, navigating- appreciates support of spec ed directors and teachers in	

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	her kids' lives- doing what is best for kids. Continues to advocate in school district for children with special healthcare needs- educating families in rights, roles, responsibilities as an IEP team member. Helping parents navigate through. Kathleen- ASU hosted TED conference for CEC. 650 teacher educators from across US and 2 countries. Panel with Nancy and Jeni. Case law related to the IEP. Elements litigated and successfulness. Anne Turnbull- keynote speaker- She reminded us of the need for adult services for adults with disabilities/transition from the schools. Seems like an unmet need. Mitchell Y- history of IDEA and what new legislation is moving toward- outcomes for students. Saturday- ASU team advertised and did a parapro supervision workshop from University of Denver. 13 school districts (40 teachers) came for free. Kristina- Evidence based practices workshop attended. #1 factor for teacher retention is training followed by support. There is burnout in the field and parents feel this. Concern is that our children are not receiving quality services because teachers are feeling overwhelmed. Agreed about the need for Transition Services. VR is now beginning to deny services to students and happened to her son who was referred back to HS for pre-employment training. Problem behavior in the schools is unnecessary and ongoing concern when there are effective interventions. This impacts student performance and learning. Amanda- Build on what Kristina said- attends a lot of meeting- noticed a trend when principals are not present in IEP team meetings, needs are not met. This helps to support the teachers, encourages parents to have a positive feeling, helps to create a positive tone and culture of the school. Judith- Transition conference a little while ago- parents are hungry for information about transition for services. Adult treatment programs are lacking- not enough resources thrown at this issue. We should thank about this to impact. Leanne- 25 years of ADA- have a ways to go after this great law. Continuing to support the work in transition. That is part of her job and it is much needed to focus on in the panel and beyond in community resources. Nancy- parents concerned about charter schools and provision of Ed- Few related services providers are wanting to work for schools and wanting to be in contract agency. Caseloads are better, money is better. An SLP in the south has over 100 kids on their caseload. University programs are not changing- UA speech program still very small. OT and PT hard to find to work in schools. Contract agencies have a hard time finding PTs and OTs. COTAs and SLPAs were viewed as the answer and they really aren't- more issues- without training expecting SLPs to be supervisors. Hard to manage. Risks with little kids, but case managing and not providing direct service for SLPs. Money is not the answer but it changes the conversation. Work in another state- $49,000 starting pay (southern state).	

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	Sue- Test results- "we are befuddled" and most concerned about math tests that require them to be strong readers. Issues to figure out- what are the real accommodations- complicated to get those- ½ hour mandatory training per week in taking tests online- what a waste- results don't tell you about the content. Information about what the student is lacking on the test is not given. Charters are held to higher level of accountability- 1 year and have a mandatory improvement plan for their board. A lot of bond issues and additional funding from taxes for districts- for the first time- per pupil funding compared- inequality in funding and cost of service, becoming more and more apparent- cost of a contract psychologist is more than double per hour. The economy is a huge issue. We are not moving away from compliance- moving toward academic outcomes where demands are strong- Doesn't see a change in the compliance issues/overviews. Schools that are new or struggling, nothing has changed- checking same things but heavy getting into the outcomes. It is supposed to be lightening up on one end. Cathy- Sees for all children that families who do not speak English don't get as good as services. IEPs are complicated and you have to fight for all you get. Related services are the biggest challenge- quality of related services. Have suggestions for fixing it- district doesn't seem interested. Patrice- Agrees with Amanda's report- principal affects the culture of the team. Child who is twice exceptional- unmet need for kids who have extremely high ability to be successful in school who may be operating several grades above but have emotional challenges with behaviors. Special program for gifted not able to support for the behaviors. A need to help gifted programming/support for students with behaviors. 2 services have to work together. If they are not in the gifted education, their behaviors get worse because they are bored intellectually. Someone from gifted programming needs to attend the IEP. Chris- Agrees with overworked, overwhelmed, lack of support for special education teachers. They are quitting midyear- traumatic for children. Charter school concerns. Counseling out is a problem saying they don't have the programs. Parents are school shopping, especially for emotional needs/behavior problems. Not a lot of school choice for some kids. Sophia- UA Focus program for transition really is amazing for self-determination. Transition is the outcome of what happens from child's entire education system. We need to think about the post-secondary for kids- too many agencies and not enough coordination. Conversations need to start earlier for kids about transitions. Everyone is a stakeholder in transition. How do we make opportunities for all of our children based on their self-determination. Employment first- federal support for this. How do we make that a reality in our state? Same opportunities as peers are needed. Parents were getting calls from districts telling them not to worry about the AzMERIT math. Charter school- happy with her charter school with large special education population. Wants charter board to allow to do Special Ed Coalition. Parents do have to program shop. Why isn't there a small school group to have a pool of resources?	

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6. Current Hot Topics in Special Education: What Panel Members Need to Know John Copenhaver, TAESE Director	Mr. Copenhaver presented to panel members "Hot Topics in Special Education from My Perspective". [ATTACHEMENT 1] Mr. Copenhaver provided a summary of the ever-changing education environment and the possible impact on special education form his personal perspective. **Recruitment and Retention** of qualified staff is a serious problem in States across the country in filling positions for general and special education teachers, and related service staff. California has more than 21,000 positions to fill. Combinations of factors that are driving shortages include: teachers retirement, low wages in some school districts, high stress, and increased paperwork/data requirements. The following can be possible variables: • Fallout from Core State Standards • High stakes-testing and efforts to link test results to teacher evaluations • Erosion of tenure protections • Political nature of education • Wages and lack of leadership opportunities • Paperwork and data requirements • Lack of respect • Safety issues in public schools There is a concern that State and school districts will lower their standards, so they can get "warm bodies" in the classroom. School districts are relying on substitute teachers as an alternative. Solutions can be leadership and incentives, reduce paperwork and data requirements, let teachers teach, grow your own-tap into the pool of para-educators, create an atmosphere of respect, create programs that encourage children to eventually enter into the profession and establish professional development opportunities for teachers. **Implementation Science:** The science of teaching through research has increased over the years. All reform efforts include brining research to practice. Knowing the research is one thing – knowing how to take research to practice and implement it with fidelity is another. Implementing by improving teaching through coaching and mentoring and professional development. **Accountability:** Since 20004, our attention has shifted from the individual student to the "system". State directors are asked to complete countless surveys. Committing valuable staff and fiscal resources in developing systems that collect more and more data.	6. None.

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Re-Authorizations: Mr. Copenhaver provided Panel members the legislative history of Special Education and possible issues with ESEA and IDEA.

Mental Health: 4 million children suffer from a serious mental illness. Approximately 1 in 5 youth aged 13-18 (21.4%) experience a severe mental disorder at some point during their life. For children aged 8-15, the estimate is 13%. Social Stats: 70 % of youth in juvenile justice systems have at least one mental health condition and at least 20% live with a serious mental illness. 50.6% Just over half of children aged 8-15 received mental health services in the previous year. Mr. Copenhaver shared symptoms to treatment and consequences of lack of treatment. Valuable website: National Alliance on Mental Illness (NAMI.org).

Technology Challenges: Technology has impacted our culture in many ways. It has erased boundaries between countries. Technology/online learning has come light years since IDEA 2004. It is an option for children with and without disabilities. We need to prepare children with disabilities to be part of a technological society.

Important questions are:

- Is the latest technology part of specialized instruction?
- Can related services be delivered virtually?
- Is part of the LRE continuum a virtual environment?
- How does the IEP Team operate in a virtual environment?

MTSS/RTI: Beginning in 2001 (ESEA-No Child Left Behind) there has been the emergence of a general education framework to address the needs of children at risk academically and behaviorally. The rationale is to reduce inappropriate referrals to special education, address the needs of all children, create an alternate process to determine eligibility for special education services, increase the involvement of general education teachers in addressing the needs of all children, and encourage the systematic use of research based academic and behavioral strategies.

The famous triangle shows the highest is intensive with few, targeted have some, and universal has everyone. There are many challenges that have blurred the concept of specialized instruction. Now, we must conduct controlled studies of the MTSS/RTI process, re-authorization might put everyone on the same path, and comprehensive and consistent statewide CSPD.

State Systemic Improvement Plan (SSIP): There are 3 phases of SSIP: Data collection, develop SSIP, and Evaluation of SSIP. A key issue is that there are high stakes for SEA. Arizona is in phase 2 and has created a CoP to develop this part of the plan.

Focus on Holistic Education: Affective education is now part of the discussion. Example: The importance of Play to a child. Play is the work of a child-that is how they learn. A recent Gallop poll revealed that 40%

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	of US school districts have reduced/eliminated recess to focus more on academics. In Finland, students are allowed 15 minute breaks after every 45 minutes of instruction. This has made Finland one of the most successful education systems in the world. 93% of students graduate from academic or vocational high schools-17.5% higher that the US. 66% of students go to higher education and they spend 30% less per student that the US. Recess improves social skills, team work, and problem solving. It also decreases chances of childhood obesity. **Increasing Demands on the State Director:** The State Director is the key person to move on special education in the right direction. There are: 6.5 million children with disabilities, 16,000 school districts, and 57 directors,18 of them have left their position this year. There are many state leadership challenges. **Early Childhood and Postsecondary Education:** There is a new emphasis on the "Cradle to College/Career" concept. Part C and/or Section 619 is where families begin their special education experience; it is important to create a seamless system as they transition from one level to another. Postsecondary receives tremendous attention regarding students' participation in higher education. There are secondary level and postsecondary options for students. Along with many tools. Panel Members broke for lunch at 11:55 a.m. Nancy Williams, called the meeting back to order at 12:41 p.m.	
7. Exceptional Student Services (ESS)	Audra Ahumada, Alternate Assessment Director, Arizona Department of Education Provided the Panel members information on Common Core Standards. The vote from the State Board was to look at the standards. The vote was not to end the standards. At this time timelines are unknown. Arizona Department of Education will move forward with the two assessments that have been using for the state assessment for the alternate and general assessment. Once any new updates are received they will be communicated. Currently a committee is looking at the Arizona College and Career Ready Standards. AzMERIT update: data and reports have been sent to school districts. The data is still embargoed until November 30th. Which means that school districts are not allowed to share data, however teachers and parents can have the information because it is about individual students. Coming Spring 2016 it is expected to have refreshable braille, ALS videos and closed captioning added to the computer based version of AzMERIT. In between NCSC and AzMERIT there has been an ADE position revised, so that ADE now has an	7. None.

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	Accessibility Specialist. Her name is Pat Reynolds. She is split funded with Exceptional Student Services (ESS) and Assessment Unit. She will be located with Assessment Unit but will be working very closely with ESS to look at the big picture of accessibility and working with K-12 Standards and accommodations for all state assessments. Ms. Ahumada presented to Panel members an alternate assessment update. [ATTACHMENT 2] The following reports will be available to download through the NCSC Reporting Portal: Reports for the District - District Summary Reports and Student Results File CSV; Reports for the School - School Summary Reports, School Roster Reports, Individual Student Reports, and Student Results File CSV. Mrs. Ahumada fielded questions from the Panel. Additional information can be found at http://www.azed.gov/assessment/testcoordinators/ Panel Members broke for a fire alarm in the building Meeting called back at 1:32 p.m. Ann Brusca, Arizona Department of Education, Exceptional Student Services presented to Panel Members on SPP/APR Indicators for FFY2013 Student Performance Plan. Ms. Brusca went over data for the annual performance report and student performance. [ATTACHMENT 3] State Systemic Improvement Plan Phase II – All Roads Lead to Improved Outcomes. Building State capacity to support LEAs in implementing evidence-based practices that will lead to measurable improvement in the State Identified Measurable Result (SIMR). SIMR is to increase the percentage passing on the State reading assessment for students with specific learning disabilities in grades 3-8 in the FFY 2014 cohort of Focus and Pre-Intervention schools. Ms. Brusca fielded questions from the Panel. Jennine Davidson and Jennifer Huber, Arizona Department of Education, Exceptional Student Services presented to the panel update information on Recruitment and Retention. There is a shortage in Arizona in special education. [ATTACHMENT 4] A few programs that ESS is working on to improve the shortage are the following: Educators Rising, Tuition Assistance Grants, Student Teaching/Fieldwork, Visiting IHEs, CEEDAR Center Work, Arizona Education Employment Board, Great Arizona Teach-In Job Fair, In-State Recruitment Fairs, Out-of-State Recruitment, Community of Practice, Induction/Mentoring, Title II funding Uses and New	

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	Director Mentoring. For additional information you can contact anyone of the following: Jennine Davidson Recruitment, Retention of Related Service Providers Exceptional Student Services Arizona Department of Education 602-542-4102 jennine.davidson@azed.gov Tracy Faulkner Recruitment & Retention Specialist Exceptional Student Services Arizona Department of Education 602-364-2195 tracy.faulkner@azed.gov Jennifer Huber Recruitment, Retention and Teacher Preparation Specialist Exceptional Student Services Arizona Department of Education 602-542-4058 jennifer.huber@azed.gov	
8. Special Education Advisory Panel	Mrs. Williams would like to recognize and thank panel members who have served the board. Kimberly Peaslee, Laura Schweers, Patricia Carey, Ashley Hafner and Amy Breitzman. By Laws have been done. The calendar for 2015-2016 has been posted on the website. http://www.azed.gov/special-education/seap/ Annual Report draft will be emailed to panel members for review. Parent Capacity Committee will be tabled for next meeting.	8. None.
9. Adjournment.	The next SEAP meeting is scheduled January 19, 2016. It will be held at the Arizona Department of Education, 3300 N. Central Ave., Phoenix, Arizona at 10:00a.m. Agenda Items for next meeting: Potential Agenda Items for future meeting: Meeting was adjourned at 3:31 p.m.	9. Adjournment.

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