

**STATE BOARD ADVISORY PANEL  
FOR SPECIAL EDUCATION**

The Arizona Special Education Advisory Panel held a meeting at the Arizona Department of Education, 3300 N. Central Ave, 16th Floor, Room 100/101, Phoenix, Arizona, on January 23, 2018, 9:30 a.m. – 3:30 p.m.

Members Present

Kristina Blackledge  
Lara Bruner  
Wendy Collison  
Robert Gilmore  
Cathy Humphrey  
Paul Johnson  
Sophia Lenny  
Leanne Murrillo, Vice Chair  
Kathleen Puckett  
Heidi Sinkovic  
Susan Voirol  
Mary Wennersten  
Nancy K. Williams, Co-Chair

Members Absent

Susan Douglas  
Kresta Horn  
Wendi Howe  
Justan Rice  
Judith Shideler  
Christopher Tiffany, Co-Chair

Others Present

Alissa Trollinger, ESS/ADE  
Kacey Gregson, Dispute Resolution/ADE  
Cathy Sprouls, ESS/ADE  
Chris Brown, ESS/ADE  
Angela Odom, ESS/ADE  
Tracey Sridharan, ESS/ADE  
Joan Curtis, ESS/ADE  
Jeannette Zemeida, ESS/ADE  
Jason Baggs, ESS/ADE

Minutes Approved (As Read) (As Amended) *clerical correction*

Chairperson:

Signature



Date

*3/6/18*  
*3-6-18*

Topic	Discussion	Outcome
<b>Call to order</b>	Leanne Murrillo, Vice Chair, called the meeting to order at 9:40 a.m.	None
<b>Approval of October 11, 2017 minutes.</b>	No additions, corrections, or revisions. Motion to approve from Kathleen Puckett, second by Heidi Sinkovic.	Motion carried.
<b>Call to the Public.</b>	Ms. Murrillo 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.	None
<b>Member Attendance in accordance with By-Laws</b>	<p>SEAP Executive Leadership have looked over the notes of recent meetings, noting who has attended. Ron Denne and Amanda Heyser have recently resigned from SEAP. One letter of dismissal was sent recently to Patrice Robinson by SEAP Executive Leadership due to lack of attendance and is being sent to the State Board of Education for notification now that the SEAP body has been notified.</p> <p>There are vacancies. Interested parties may find application info on the SEAP web page. Two of the members were parents of children with disabilities. Ron Denne's position was a person with disabilities. Vacant positions include Representative from the State Child Welfare Agency Responsible for Foster Care and Representative from the State Juvenile</p> <p>Detention Agency. Vacant positions can be announced via ADE's communication mechanisms and also via communication from members. Even with these vacancies, SEAP still meets its quorum requirement in the interim.</p>	None
<b>State Board of Education Special Education Rules</b>	<p>Alissa Trollinger, Deputy Associate Superintendent of ADE/Exceptional Student Services and Kacey Gregson, Deputy Director of ADE/Legal Services presented.</p> <p>Rule Changes:</p>	None

Last SEAP meeting featured discussion of comments to State Board of Education (SBE) regarding proposed State Board Rules Special Education Package. Comments were submitted to State Board for its subsequent meeting in October 2017.

The October SBE meeting featured public comments and written statements from a variety of sources regarding proposed rule changes. The SBE acted to adopt the State Board Rules Special Education Package - a combined version that incorporated many comments made by the public, the Department, and by SEAP. At the December 2017 meeting of the SBE, ADE proposed a list of Qualified Professionals who would be considered qualified to verify eligibility for students with disabilities in certain eligibility categories. The SBE preliminarily approved the proposed Qualified Professionals List at the December SBE meeting and directed that the Department open another public comment period and consider further revisions for the January SBE meeting. The SBE will vote on the list at the January 2018 SBE meeting.

It is important to note that the most recent version of Arizona Education Laws and Rules does not yet contain these rule changes. It takes about one year for the Secretary of State's office to process all of the changes and publish new editions of law books. The latest edition of the law books were given to SEAP members in attendance at this meeting.

[The proposed changes to the rule](#) are found on the State Board of Education web site.

Section B, Definitions, shows some proposed changes that will better conform to the language in the Individuals with Disabilities Education Act (IDEA).

Section D, Child Find: Changes were proposed but not adopted.

Section E, Evaluation/Re-evaluation

Conforms to IDEA in that the 60-day timeline begins upon receipt of informed written consent from the parents.

The rule previously stated that if a parent made a written request for evaluation or re-evaluation, the day the school received the request was the day the 60-day clock started. Proposed rule now outlines that the school has 15 school days to start the evaluation or provide prior written notice refusing to conduct the evaluation.

A request was made for a chart of the timeline rule. ADE will compose it as soon as possible.

It's a fairer rule to schools, for example if evaluation request comes in on the last day of school- evaluations over the summer can be difficult. The rule also ensures that parents are not left without communication or action for an indeterminate period of time

	<p>A list was developed by ADE of qualified personnel to verify certain types of disabilities for eligibility purposes. The list is to be voted on and approved at the January 2018 SBE meeting. For some disabilities, the proposed list was expanded. For others, it was reduced.</p> <p>The most responses from public comment related to Speech Language Impairment (SLI) and Hearing Impairment (HI). Other Health Impairment (OHI) also received a significant number of comments. Many comments were provided about Speech-Language Pathologists (SLP) and Speech-Language Technicians (SLT). SLTs were removed from the list after careful consideration and input from Arizona institutions of higher education (ASU, NAU, U of A) and national and local governing bodies for SLPs (ASHA, ArSHA). OHI was changed to propose that school psychologists must have a doctorate to determine eligibility.</p> <p>The presenters fielded several questions from the panel.</p> <p>ADE anticipates that there will be a lot of public comment at the January 2018 SBE meeting. The list is proposed with the purpose of ensuring that the most qualified professionals conduct and verify evaluations.</p> <p>A suggestion was made by a SEAP member for ADE to recommend that implementation occur over the summer rather than immediately on adoption by the state board due to personnel contracts being in place. ADE responded that this suggestion would be considered.</p> <p>Section G, IEP  G4- Specially designed instruction can be delivered by any general education or certificated personnel provided that certificated special education personnel are involved in planning, progress monitoring, and when appropriate the delivery.  G7- A parent or PEA requesting a review of an IEP shall identify the basis for requesting a review. Review shall take place within 45 school days.</p>	
<p><b>Member Reports from the Field</b></p>	<p>Kristina Blackledge:  Concerns about rules changes, specifically the school day requirements, and the need for comprehensive training, both to PEAs and especially parents. Hopefully statewide parent training center will put together some kind of parent training information.  Concern about requirements from Charters- substantially different than PEAs or public school districts- particularly that charters can hire with different standards of certification, which can affect students with disabilities.</p>	<p>None</p>

Wendy Collison:

SLT topic is a concern, timing, contracts, funding, etc. Recruitment is also a concern. There are very few students in IHE special education programs.

Robert Gilmore:

Recruitment is the #1 issue. In the private school industry, they look for the severe/profound credential. ASU currently offers it. They are looking at how to get more students to choose special education as a career. Many students get 2 certificates, general and special education, and the student goes just into general education. The hope is that Grand Canyon will implement the severe/profound credential next year.

Kathleen Puckett:

ASU has put through the application to offer severe/profound certificate- still awaiting notification from ADE that the approval process is complete. The relevant matrix has 50 standards. ASU has realigned curriculum so that BA students have a severe/profound course during residency. They are holding to a dual-certification philosophy. The college has lost 20% of applicants over last 4 years. ASU currently has 66 students in final year (mild/moderate). Arizona competes against other states with higher salaries due to cost of living. Teacher pay in Arizona is 50<sup>th</sup> in the nation. The legislature has provided incentives for people who have no training to get a license pretty easily, whereas those with institutional recommendations have to follow the rules.

Recommendation from the Chair to continue this discussion at another meeting.

Lara Bruner:

High school teachers can easily move into general education, so we are losing some special education teachers that way. Less of a workload. Because of cuts to special education, teachers who are team teaching are covering 2-3 classes in one period. Overwhelming the remaining teachers, which pushes them out. Other states have opportunities for teachers to serve a different role, such as being only a caseload manager. Can we look at other states and see what official title is or certifications for people who do primarily caseload work to take some of the burden off of teachers?

Leanne Murrillo:

There is a new program called Healthy Community Living Skills. It is for adults, but it is astounding how many adults do not know their disabilities or self-advocacy or some basic skills. Students do not understand the word 'accommodations', and if they don't understand that, how can they speak up for what the accommodations they need outside of high school? Disability, self-advocacy, and accommodation are the three words that people should know

the most about in transition process. This program is trying to work in high schools to teach students that there are resources out there for students of all ages.

Nancy Williams:

Parents continue to need more resources. They reach out on social media and give/receive advice that may not be best practice. Can one agency possibly be responsible for a single statewide group support for parents? Not sure parents are aware of the ramifications of pulling students out of public schools and losing the protection of IDEA. It is frustrating as a parent and a professional to go onto ADE's web site and the Empowerment Scholarship Account is one of the main features.

The ADE/ESS DAS noted that this is a topic of national conversation. There are similar scholarship programs all across the US and parent information is a critical need. ADE supports school choice for parents and is committed to ensuring parents get the right information. ADE/ESS has recently trained ADE/ESA staff related to IDEA vs. ESA services and parental rights in an effort to aid ESA staff in providing correct and thorough information to parents who are interested or elect to use the ESA program.

Cathy Humphrey:

For students who are in severe/profound category, there is less interaction and a lack of teachers, aides, personnel, less of everything. Becomes baby-sitting rather than school. When good people leave, good people don't always replace them.

Susan Voirol:

Parents are the most powerful force for advocacy. Everything begins in early education. Even though it's not a requirement, we ought to be teaching students early about things like self-advocacy and self-determination. Arizona has one of the highest unemployment rate among people with disabilities in the US (over 70%). Arizona may not have the best infrastructure to support people with disabilities as they prepare for being in the workforce. There are concerns about nationwide cuts to services from the current administration. The governor signed an executive order for Arizona to become an unemployment first state in November. There are a lot of employment opportunities out there, but students are not getting full preparation in schools. Academics are key in education, but if we don't also teach about independent living, we are not preparing students for the adult world.

Recommendation for getting students into the community early (such as recreation and volunteer programs) to help prepare for adult life.

	<p>Mary Wennersten: The handbook on dyslexia was updated in October 2017 by ADE and they have since gotten feedback from school psychologists and other stakeholder groups. Read On Arizona is also developing a parents' version of the handbook. International Dyslexia Association (IDA) have been working with the knowledge and practice standards for reading teachers. The standards are posted on the IDA web site. IDA is also compiling a list of therapists and providers based on those standards so parents can find the help they need. Unfortunately, parents will have to pay for the services.</p> <p>Early Identification- looking at how to find the students who are at risk. They want to look at how other states are identifying, what assessments are being used.</p> <p>Heidi Sinkovic: Charter schools struggle in finding related service providers in certain parts of the state as well as general and special education teachers. Would like options for a continuum of placement. She wants a more creative way to think about lack of personnel throughout state, maybe to pool resources for rural areas.</p> <p>Sophia Lenny: Very concerned about communication and keeps running into situations where information is different from different sources, even in the same staff. Often the information is not coming down from leadership to the teacher level. Parents of students with disabilities are not always fully informed of standards for graduation. And there is so much information out there, it's difficult to determine what is correct.</p> <p>Paul Johnson: Secure Care has had a decrease in funding. Staffing is also a major concern- harder to recruit teachers because it's a state agency and doesn't have summers off, spring breaks, etc. Can't have computerized tests, and not all tests are available offline. The testing window is smaller also. Students in corrections cannot have direct access to the internet.</p>	
<p><b>Annual Report Draft Comment and Approval (Action Item)</b></p>	<p>Report was sent. Asked for comments or corrections. Leanne Murrillo moved to approve, Lara Bruner seconded.</p>	<p>Motion carried</p>
<p><b>Calendar for 2018-2019</b></p>	<p>Thanks to Jeannette Zemeida for arranging locations and dates for meetings to be held in 2018-2019. 6 meetings are planned and one can be eliminated if not necessary. May 14,</p>	<p>Motion carried</p>

	<p>2019 will be the likely optional meeting. November 13, 2018 was changed to November 6, 2018. September 2018 date was changed to the 11th.</p>	
<p><b>Exceptional Student Services Updates</b> <b>SPP/APR Indicators Overview:</b></p>	<p><b>State Performance Plan and Annual Performance Report (SPP/APR) update from Cathy Sproul, Director of Federal Initiatives and Chris Brown, Director of Operations</b> This SPP/APR presentation covers information from the FFY 2016 (FY 2016-2017) year. Individual collection year of indicators may vary depending on methodology.</p> <p><b>Indicator 1- Graduation</b> 5,434 graduated out of 7,878. 68.98% We did not meet target (80%), but did increase 4% from previous year. (4-year cohort graduation rate) This does not reflect students who have transitioned into general education. Nor does it reflect students who graduate in more than 4 years.</p> <p><b>Indicator 2- Dropout</b> 26.85% over several data groups. Successfully met target (27.8%) Statewide numbers over the course of 2016-2017, not a cohort.</p> <p><b>Indicator 3B- Participation rates</b> Reading: 93.11% We did not meet target (95%) Math: 93.18% We did not meet target (95%) There does not appear to be a high opt-out rate</p> <p><b>Indicator 3C- Proficiency rate</b> <b>Reading:</b> Did not meet target at any grade level A lot of questions from the panel about how targets are set and kept <b>Math:</b> Did not meet target at any grade level When ESSA came about, Arizona defined that High School would combine all grades 9-12 Alternate assessment is shown as Grade 11, which is why all HS achievement scores are aggregated into grade 11 regardless of the year in which HS AzMERIT was taken. The achievement results for Assessment and Alternate Assessment must conform to the same year per reporting requirements. Alternate assessment achievement scores are not included in this Indicator.</p> <p><b>Indicator 14- Post-School Outcomes</b> Survey data (census data) Did not meet targets, but numbers are very good.</p>	<p>None</p>



<p><b>Significant Disproportionality</b></p>	<p><b>Significant Disproportionality Update from Cathy Sproul, Director of Federal Initiatives, and Chris Brown, Director of Operations, ADE/Exceptional Student Services</b></p> <p>USDOE is considering delaying putting the Significant Disproportionality rule changes into effect. ADE believes that Significant Disproportionality is being under-identified in Arizona and is proposing changes to address both the SD rule changes and the under-identification in AZ.</p> <p>Regular risk ratio (not weighted)</p> <ul style="list-style-type: none"> <li>- All indicators will have the same n/cell sizes</li> </ul> <p>Terms:</p> <p>Cell size is the numerator</p> <ul style="list-style-type: none"> <li>- Greater than or equal to 10, risk ratio</li> <li>- Less than 10, exempt</li> <li>-</li> </ul> <p>N size</p> <ul style="list-style-type: none"> <li>- Greater than or equal to 30, risk ratio</li> <li>- Less than 10, based on state average</li> </ul> <p>Risk ratio: test group divided by comparison group</p> <p>Example:</p> <p><u>White students with Autism = 34</u> Total enrolled white students = 910</p> <p>Divided by:</p> <p><u>All other children in Autism category = 96</u> All other enrolled students = 11,063-910</p> <p>Example = 3.95%</p> <p>ESS predicts increases in incidences of Significant Disproportionality</p> <p>Current proposal- Allowable flexibilities: are you making adequate progress? Also multi-year flexibility. Also CCEIS flexibility- using 15% of all IDEA funds to attempt to prevent further Significant Disproportionality</p> <p>Looking at removing the file review component to get a more comprehensive review</p>	<p>None</p>
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	<p>ESS will have a more structured layout of the methodology for SEAP at a future meeting</p>	
<p><b>FY 19 IDEA Grants and Federal Audit Update</b></p>	<p><b>IDEA Grants update from Chris Brown, Director of Operations, ADE/Exceptional Student Services</b>                  Federal Fiscal audit- Allocation and Maintenance of Effort policies and procedures have met the standards of OSEP</p> <p>Expanding charters- must send notification and explanation to ESS.                  This is the first year that grants will be opening in March. Allows PEAs to apply early.</p> <ul style="list-style-type: none"> <li>o Opening grants early so PEAs can be sure to apply in a timely fashion.</li> </ul> <p>Application is consolidated- Part B, 611, &amp; 619.                  A lot of duplicated questions have been removed from the application.                  Completion reports are removed from any questions that had them previously                  Starting this upcoming year, in July.                  Proportionate share is also being proactively examined</p> <ul style="list-style-type: none"> <li>o Mr. Brown is planning a training on proportionate share in the near future.</li> </ul>	<p>None</p>
<p><b>State Systemic Improvement Plan</b></p>	<p><b>State Systemic Improvement Plan (SSIP) update from Joan Curtis, SSIP Coordinator, ADE/Exceptional Student Services</b>                  Current activities:                  PEAs are completing the Success Gaps Rubric and developing action plans that include specific interventions that the PEA will implement                  SEA ESS Program Support and Monitoring Staff are providing feedback to PEAs on the Rubric and Action Plans</p> <p>Success Gaps outcomes</p> <ul style="list-style-type: none"> <li>o Need for literacy training for all teachers</li> <li>o Need for improved knowledge of evidence-based reading practices</li> <li>o Need improved understanding of progression of skills</li> <li>o Need improved core instruction &amp; improved specially designed instruction</li> </ul> <p><b>Possible next steps from ADE</b>                  Provide professional learning</p> <ul style="list-style-type: none"> <li>o LETRS</li> <li>o TRE</li> <li>o Learning Walks Protocol</li> </ul>	<p>None</p>

	<ul style="list-style-type: none"> <li>○ Universal Design for Learning Classroom Walkthrough Protocol</li> </ul> <p>Continue to collect rubrics and action plans          Survey of what PEAs need from SSIP          Develop technical assistance and professional development          Collect data</p> <p>SSIP is still focused on grade 3-5          18 PEAs are participating</p> <p><b>Upcoming due dates</b>          PEAs to submit action plans in March          SEA to submit next part of the SSIP to Office of Special Education Programs (OSEP) in April</p>	
<p><b>Special Education Advisory Panel</b></p>	<p>Executive Leadership had hoped to have a few additional items on today's agenda, but the presenters were not available.</p> <p>Because much of today's time was spent receiving reports and updates, not much discussion occurred for SEAP to advise the ADE. Some of the discussion items from today's field reports will likely be on a future agenda.</p> <p>Consideration of Committee work needed          Assessment Accommodations work group taking place on February 14, coordinated by Assessment department of ADE.          Maybe start a committee regarding recruitment/retention</p> <ul style="list-style-type: none"> <li>- Work on recognition for teachers et al</li> <li>- Maybe we can start a push to become 49<sup>th</sup> instead of 50<sup>th</sup> in terms of teacher pay.</li> </ul> <p>CASE has scheduled a special legislative day on February 1.</p> <p><b>Suggested future agenda items</b>          Diplomas, certificates, and dropout rates          Severe/profound          Recruitment/retention of special education personnel          New information on facilitated IEPs- could ask Amy Dill to come in for a future meeting          Specially designed instruction- maybe a 2-part rollout over 2 meetings          ESS- professional development</p>	<p>None</p>

	Accessibility committee report How do we streamline all of the information available to parents in a way that is useful to parents? Any other annual activities	
	Next meeting is March 6, 2018. Adjourned at 2:43 pm.	