

**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 March 6, 2018, 9:30 a.m. – 3:30 p.m.

Members Present

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

Members Absent

Justan Rice

Others Present

Alissa Trollinger, ADE/ESS
Tracey Sridharan, ADE/ESS
Sandra Figueroa, ADE/ESS
Kimberly Rice, ADE/ESS
Mary Keeney, ADE/ESS
Bethany Zimmerman, ADE/Assessment
Shannon Chavez, ADE/Dispute Resolution
Kacey Gregson, ADE/Dispute Resolution
Suzanne Perry, ESS/Early Childhood
Jeannette Zemeida, ADE/ESS
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson: _____

Signature

Date



6-5-1
6/5/18

Topic	Discussion	Outcome
Call to Order	The meeting was called to order by Christopher Tiffany at 9:32 a.m.	None
Approval of September 26, 2017 and January 23, 2018 minutes	<p>September 26 minutes: Kathleen Puckett moved for approval, Paul Johnson second</p> <p>January 23 minutes: Mary Wennersten moved for approval with correction of one typographical error, Heidi Sinkovic second</p>	Motions passed
Call to the Public	No public comment was made at this meeting.	None
Exceptional Student Services (ESS) Professional Development Update	<p>Tracey Sridharan, Director of Professional Learning and Sustainability, ADE/ESS Sandra Figueroa and Kimberly Rice, Literacy Specialists, ADE/ESS</p> <p>Ms. Sridharan provided an overview of what ESS offers for professional learning. The goal is to create aligned systems of professional learning that support educators and administrators in provision of high quality instruction supports for all students.</p> <p>Types of professional learning offered by ESS:</p> <ul style="list-style-type: none"> • Assistive Technology- one-day trainings on specific topics and AZTech • Behavior- Multi-Tiered Behavioral Support (MTBS), a 3-year training, and a Trainer of Trainers about Trauma-Informed Practices • Conferences- Directors’ Institute, Transition Conference, Teachers’ Institute • Dispute Resolution- an excellent Facilitated IEP training • Literacy- State Personnel Development Grant (SPDG) focused on improving outcomes for students with Specific Learning Disabilities • Low Incidence- a training project with Star Autism on a variety of topics, information/training on Traumatic Brain Injury (TBI) with Dr. Sue Bolt, math specialists train on Universal Design for Learning (UDL) and Differentiated Instruction • Monitoring- provide data-driven compliance training based on the needs of each site • Secondary transition- regional or topic-based trainings and a capacity-building training in conjunction with the University of Kansas • This is not a comprehensive list of all of ESS’ trainings, but gives a broad overview 	None

Collaboration and Development

Ms. Sridharan's unit (Professional Learning and Sustainability) and James Rivera's unit (Special Projects) offer most of the trainings offered by ESS, so the two groups coordinate and integrate what is offered for the best alignment (e.g., Assistive Technology Specialists working with Literacy Specialists).

Ms. Rice and Ms. Figueroa are both Professional Learning Literacy Specialists, and they offer high-quality professional learning for teachers who support all students, but work especially with those who teach students with disabilities.

There are over 1 million students in Arizona. Over 130,000 students have disabilities. More than 12% of students have IEPs. Greater than 65,000 students (over 6%) are in English Language Learner (ELL) programs. About 450,000 (approximately 40%) students are eligible for free and reduced lunch (i.e., living in poverty).

Over the last five years, ESS chose language essentials for teachers of reading and spelling in order to meet the literacy needs of children with disabilities.

In 2017, 85,000 students with disabilities took AZ Merit, of which only about 10,000 passed (12%).

There is a large concentration of trainers of the Language Essentials for Teachers of Reading and Spelling (LETRS) program in Maricopa County, and trainers are spread throughout the state in such a way that everyone who wants training can have ready access. Cohort 3 of LETRS ended the week before SEAP's meeting, so 25 trainers were added.

The deep knowledge of the LETRS program has been very favorably received by educators of all types.

Members of the panel were asked when they learned something new and how they transferred that knowledge?

- Implement it right away
- Tell someone else about it
- Coaching

Universal Design for Learning (UDL)

We have learned more about how students learn in the last 5-10 years than at any other time in history. This is a research based in neuroscience and learning science that tells us how we can accommodate all students, not just those with disabilities.

Research-based decision

Research of John Hattie

Examined 50,000 studies of 250 million children and realized that the single most important factor for student success is that teachers learn how to teach together.

ESS wants to build on literacy knowledge foundation that exists in Arizona and bring reading and writing to the forefront. Reading and writing are reciprocal processes- they work best when they go together. What we can hear, we can speak, we can write, we can read.

The Literacy Essentials book, authored by Regie Routman is available and will be used by ESS as a book study. Regie is a longtime teacher who reveals real-life examples of how students learn. Transforming Our Teaching Through Reading/Writing Connections is the project used for implementation

The minimum team is a principal, special education teacher/leader, English language teacher, reading specialist or coach (preferably TRE TOT or LETRS TOT), exemplary teacher for primary, and exemplary teacher for intermediate. A good opportunity for the teams to learn from each other and thereby lead their own school teams.

Coaching for Long-Term Gains

The panel was provided a handout that was once an evaluation tool that is now used as a coaching tool. It has been cross-walked with the language of Universal Design for Learning (UDL) High Leverage Practices, and College and Career Competencies, SIOP.

- Purple section represents the 'what' of learning
- Blue section represents the 'how' of learning
- Green section represents the 'why' of learning

Over time, school teams are able to gather information and give feedback to each other using the Learning Walks process.

	<p>The College and Career Competency Wheel is embedded in UDL an, essential framework for ESS.</p> <p>Members of the panel were asked what they are most hopeful about as we move forward?</p> <ul style="list-style-type: none"> - Impressed with the outreach <ul style="list-style-type: none"> o ESS would like to do better with marketing what ESS offers - Literacy school team selection has not started <p>Mses. Sridharan, Figueroa, and Rice fielded questions from the panel.</p> <p>This project start with a maximum of 10 teams and a minimum of 5 teams with the idea of scaling up later in regional areas (Southern Arizona, Maricopa, Northern Arizona) A team could be a school team or a district team. The idea is to start with a size of a pilot program that allows ESS to maximize sustainability and coaching</p> <p>ESS asked LETRS TOT's who had been trained to help present and share their implementation at the last Directors' Institute 2017 and will do so again for the next Institute in 2018.</p>	
<p>ESS Recruitment & Retention Update</p>	<p>Mary Keeney, Recruitment and Retention Specialist, ADE/ESS</p> <p>Arizona has two full-time positions for recruitment and retention in special education: Mary Keeney and Tracy Faulkner</p> <p>Arizona has used the same old materials for recruitment and retention for many years. The brochure was dark, wordy, and expensive to produce. Have now created updated literature and placed the information online and made it accessible.</p> <p>Nationally, special education is the toughest area in education to recruit and retain.</p> <ul style="list-style-type: none"> • Numbers of enrollment in teacher prep programs are falling • Tuition costs are rising • Wide places of rural and economically-disadvantaged areas • 49th secondary education and 50th primary in terms of teacher pay <p>Annual directors' survey of filled/vacant positions</p> <p>The number of special education teachers is holding steady. Number is improving with PTs and SLPAs. Numbers for OTs and SLP/SLT is getting worse. Number for sign language</p>	<p>None</p>

interpreters and TVI is much worse. Number of school psychologists is steady. Numbers of teachers of THI is much improved. These data can only be as good as what was reported (if reported or if accurate)

What ESS does to recruit

- ESS supports Educators Rising
 - 50 chapters in high schools
 - 1,300 high school student members
- Tuition assistance grants
 - SETTA- for paraprofessionals to special education teachers
 - GEtSET- for Gen Ed to Sped teachers
 - ASU and U of A scholarships for SLP students

ESS must find an appropriate way to move forward with these programs. ESS has recently learned that it can no longer sub-award to entities or people.

Job Fairs

2018 Teach-In in Glendale was on March 10

- 88 positions were filled at or as a result of 2017 Teach-In

The Southern AZ Education Job Fair, which was held recently, tripled in size from the previous year- special thanks to ESS staff in Tucson office and there were many community partners.

ESS also aggressively looks for other job fairs and help to promote it.

ADE web page has a lot of resources (also linked in the PowerPoint that was sent to panel members)

Teach In Arizona web page- a guide for schools to help attract candidates

Arizona Education Employment Board (AEEB) is a completely free resource for job seekers and employers alike.

- People tend to start looking for jobs most commonly in March, so AEEB made many spiffy changes to the web site in time for March

Innovative recruitment methods

Starting in April at ArSHA, ESS will have a mini job board with speech jobs. ESS will promote these jobs for the schools that would like to post. There is no cost and hundreds of people in the field will be at the convention.

Arizona Technical Assistance System (AZ-TAS) currently exists for Speech-Language Services. An AZ-TAS for Occupational/Physical Therapy is coming very soon.

Started sponsoring the school-based strand for ArSHA. It is an efficient use of ESS money. ESS is just paying for the PD, not the event, meal, wi-fi, etc.

Department of Human Services has pre-approval for licensure renewal

Established COAST- Community of Arizona School Therapists

Bright spots

- Educators Rising- we are #2 nationally in terms of number of high school students who intend to go into education as a career.
- AZ-TAS
- Innovative recruitment practices (such as at ArSHA)
- New COTA program in the works
- Midwestern University SLP class
- Sponsoring professional development for related services
- ESS representation on Task 12 Advisory Board, which tries to raise the qualification standards for sign language interpreters
- A new undergrad degree for teachers of visual impairment is in the works at ASU
- Job boards, especially AEED
- Districts are getting creative- e.g., Vail is building tiny homes for teachers
- How can being dead last in teacher pay be a bright spot? Everybody is talking about teacher pay now, so it is getting the right attention and will hopefully improve.

A panelist made comment that teachers may be getting pulled away from public schools because private schools are getting funded out of ESA.

<p>Member Reports from the Field</p>	<ul style="list-style-type: none"> • Sophia Lenny reported that parents talk to her about the assessment in Spring 2019 being new and what that means for parents with language impairments. • Mary Wennersten is concerned about early identification for dyslexia and how it ties to a lack of outcome assessment that is consistent in schools. Then what about interventions once we find the students? • Kathleen Puckett works with the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center). She presented at the Arizona Council for Exceptional Children (CEC) Conference recently and discovered people who are interested in collaborating with teacher prep programs. • Susan Douglas reported that there is a huge unmet need in there being a number of students who are homeless and who are rejected by their families because of disabilities and the behaviors that can go along with having a disability. There is no place for them to go. • Wendy Collison reported that the new parent survey is cumbersome, tedious, has students that have moved out, and there is a concern about biases of some of the questions. Concern was added from another panel member that the survey does not reflect the students present on October 1 and that anonymity is questionable in the eyes of parents. Ms. Collison also mentioned a lot requests from parentally-placed parochial schools are not necessarily following requests for Child Find processes and evaluations. • Paul Johnson reported that since ADE cannot sub-grant anymore, Secure Care is affected. They may have to cut programs unless ADE can find another way to contribute. Their meeting also gained a recommendation that superintendents work with legislators to increase funding. Mr. Johnson also heard a certain bill in House did not advance, so he does not know what to do at this point. • Lara Bruner and Ms. Puckett met a few weeks with the group that is proposing modifications to AZ Merit accommodations. They focused mainly on Text to Speech and when it would be appropriate. Another meeting will occur soon, and Ms. Bruner will report on the meeting at the next opportunity. Ms. Bruner also heard from a lot of special education teachers who feel very overwhelmed with their caseloads. • Kristina Blackledge shared her concern with literacy. Teacher prep programs require students to take decoding and phonics, but the research is not up-to-date. The curriculum is 15 years old or more. Outcomes are suffering. Perhaps SEAP can advocate for these programs in some way. • Cathy Humphrey is concerned about the vacancy of teachers, aides, etc. and how it affects high-needs children. 	<p>None</p>
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	<ul style="list-style-type: none"> • Susan Voirol is concerned about getting people to be better self-advocates and self-determined earlier and earlier to be more successful in the adult world. She attended the Mesa Community College Radical Transformation Day. It was not about special education or disabilities, but it was a good conversation about housing, transportation, low enrollment, retaining students, etc. She asked if UDL being used in higher education the way it is in the public school system? What's the point of teaching it in K-12 if it goes unused in college? She further asked if SEAP can address a way for there to be less paperwork in IEPs. The size of the documents is intimidating to teachers. 	
<p>MSAA (Alternate Assessment)</p>	<p>Bethany Zimmerman, Director of Alternate Assessment, ADE</p> <p>Ms. Zimmerman's team is looking to redesign its reports for the Multi-State Alternate Assessment (MSAA). MSAA is the alternative assessment used in Arizona for students with significant cognitive disabilities. The reason for the redesign is that this was the first year that the writing prompt was optional, and they have had more requests for more information how students are doing and broken out differently than in previous years.</p> <p>The decision must be made within a few weeks. The design must be finalized in a few weeks so that other work related to reporting can begin since the testing window opens soon.</p> <p>The panelists were given 2 handouts with different options.</p> <p>MSAA is administered in a consortium of 10 states, so Ms. Zimmerman will take all the feedback she collects to the consortium, which will make the final decision.</p> <p>In previous years, the report was printed in grayscale and sent to the local education agencies (LEAs). This report has color, which is not critical to understanding the report. The colors being used are not supposed to change from any scoring level, or from one report to another to maintain consistency. Arizona will continue to print reports in grayscale, so the color cannot impact meaning.</p> <p>We have had discussions on how to include the data from the writing prompt without it looking like a separate score, but still giving parents and teachers information on writing. In addition to the writing prompt, there are selected response writing items so part of the score has already included writing.</p>	<p>None</p>

	<p>Design option 1: English Language Arts (ELA) and Math are both on the front page- get the score right away. Colors are the same for all students regardless of performance level. Sub-score for ELA in percentages. The design committee is not really sure how to report sub-scores for ELA. A raw score might get confusing with a scale score. If we use the language for the categories, we want to make sure it's positive for the student and for the teacher and parents to discuss, so it is presented as a percentage. Performance levels will be at the bottom. The parent letter is on the back. After the letter is a list of skills for the student to improve to reach the next performance level. The bottom of the back page has a 'What is Next?' section to facilitate a conversation between parents and teachers.</p> <p>Question from the panel: The goals are the result of the scores, so students with the same scores will get the same goals. The goals are actually what is going to be expected to achieve the next year. They will be determined by the test that is taken the following year. Comment from the panel: Use of the term 'goals' may be confused with IEP goals.</p> <ul style="list-style-type: none"> - Yes, and teachers use the information to fold into the IEPs <p>Ms. Zimmerman took questions and feedback about layout of the report.</p>	
<p>Raising Special Kids</p>	<p>Christopher Tiffany, Executive Director of Raising Special Kids</p> <p>Raising Special Kids is Arizona's Parent Training and Information Center (PTI) as defined in IDEA.</p> <p>Mission: Strengthening families and systems of care to improve outcomes for children with disabilities and special health care needs. There are several 'umbrellas' of support</p> <ul style="list-style-type: none"> - Parent Mentoring - Accurate and authoritative information about disability or health condition - Special Education consultation and training - Education and coaching for managing challenging behavior <p>Families helping families:</p> <ul style="list-style-type: none"> - Founding Member of Parent to Parent USA - Arizona's Family to Family Health Information Center 	<p>None</p>

	<ul style="list-style-type: none"> - Arizona’s Parent Training and Information (PTI) Center for Special Education - Arizona Chapter of Family Voices <p>What families can expect from RSK</p> <ul style="list-style-type: none"> - Confidentiality - Connection to appropriate community resources - Opportunities for training on a variety of topics - Spanish or English support and trainings <ul style="list-style-type: none"> o About 30% of staff are bilingual in Spanish - We work hard to make sure all services are available at no cost to families - Connection to other parents who are informed, experienced, and ready to assist in problem-solving <p>Family Support Specialists are almost always a parent of a child with a disability. RSK recommends parent training and tries to connect people with resources that exist in the community. RSK also strives to assist with dispute resolution.</p> <p>Education information and services RSK gets a lot of calls about eligibility and identification. They help people understand evaluation process, child study, Rtl, pre-evaluation interventions, etc. Parents call most often with questions about IEPs. RSK also helps parents and family members through all of the transitions (e.g., moving from middle school to high school).</p> <p>IDEA 2004 According to IDEA, the parent center is to provide training and information to meet the needs within the area, particularly underserved parents and parents of children who may be inappropriately identified.</p> <p>Requirements: Assist parents to</p> <ul style="list-style-type: none"> - Communicate effectively and work collaboratively with personnel who provide services - Participate in decision making processes - Participate in activities at the school level <p>Assist parents in resolving disputes</p> <ul style="list-style-type: none"> - IDEA does not get into minutiae <p>Understanding procedural safeguards</p>	
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	<p>Assist parents in understanding, preparing for, and participating in the Dispute Resolution process.</p> <p>Optional activities (though RSK does not see this as optional)</p> <ul style="list-style-type: none">- A parent training and information center...may provide information to teachers and other professionals to assist the teachers and professionals in improving results for children with disabilities.- 97% of education professionals that RSK worked with in 2017 reported being better prepared to work with families (N=327) <p>Community resources and Information</p> <ul style="list-style-type: none">- Helping families learn how to find services and referring parents to sources of information- Navigating state systems of care including health, disability services and special education- Learning techniques for effective advocacy <p>Empowerment is the key word to help parents work with professionals in education.</p> <p>Partners:</p> <ul style="list-style-type: none">- Arizona Health Care Cost Containment System (AHCCCS)<ul style="list-style-type: none">o Acute, ALTCS, Behavioral Health- Division of Developmental Disabilities (DDD)- Arizona Early Intervention Program (AzeIP)- Vocational Rehabilitation (RSA/VR)- Independent Living Centers- Other programs that provide direct services to children with disabilities<ul style="list-style-type: none">o Head start programso Home visiting programs <p>RSK helps parents to understand what options are available and how to utilize them.</p> <p>Ongoing Parent Training</p> <p>The biggest three in demand:</p> <ol style="list-style-type: none">1. Turning 18- Legal Options2. IEP Training3. Positive Behavior Support <p>RSK also offers training in:</p> <ul style="list-style-type: none">- High School Transition	
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- Road to Employment
- New Diagnosis – What’s Next?
- Early Childhood Education (Birth to Kindergarten)
- Bullying Prevention
- In-person and online parent training options

Training Health Care Professionals

- Emphasize the family perspective
 - o Family-centered care
 - o Medical home
 - o Delivering the diagnosis to parents
 - o Cultural competence
 - o Transition to Adult Health Care
 - o Community resources
- Staff presentations and parent panels
- “Family Faculty” program

In 2017 98% of physicians reported that training improved the ability to communicate with families (N=57)

Parent to Parent Mentoring is the heart of the program. Individual mentoring and coaching goes on for 8 weeks. It is confidential, eligibility is open, and it is offered at no charge to families. Mentoring is available in English and Spanish and monitored at 2, 4, and 8 weeks. RSK tries to pair parents very carefully- matching similar experiences, child gender, hopefully mentor’s child is a few years older to help parent understand what may be coming.

2017 Program Performance report

- 99% Parent to Parent support improved my ability to advocate for my child’s needs, services, and care
- 100% Would recommend P2P for another parent
- 100% Raising Special Kids is a reliable source of information for the future

N=366

Parent to Parent Support is different than Family Support Services

- Family Support Services is a parent calling about a particular issue and working through it with a Specialist
- Parent to Parent Connections is a service that matches a parent with a mentor

	<p>Parent Leadership Development All volunteer- prospective parent leaders are identified and trained by RSK staff Learning objectives:</p> <ul style="list-style-type: none">- Confidentiality- Accountability- Professionalism- Ethics- Building from strengths- Telling their story <p>Parent Leader Activities</p> <ul style="list-style-type: none">- Parent to Parent Mentoring- Parent Panels- Community outreach events- Systems level advisory groups, councils and committees- Policy Development and review- Public speaking, media interviews- Training curriculum and materials preparation <p>Referring a family Via phone, email, or using a referral form, found on the RSK web site</p> <ul style="list-style-type: none">- RSK follows up with the referral source (limited details) <p>Families can always contact RSK directly at 602-242-4366 or 800-237-3007 They can also contact RSK via email at info@raisingspecialkids.org.</p> <p>Professionals complete the referral form so RSK can contact the family directly. Referral forms are available at www.raisingspecialkids.org.</p> <p>There is currently a maximum 48-hour turnaround time for responding to a referral. They are working to shorten the wait time, as the need for timely information is critical to families facing concerns, and will notify the public and SEAP with response time changes.</p> <p>RSK gets a lot of training requests from schools</p> <ul style="list-style-type: none">- Ask 45 days' notice and minimum of 12 registrants- As of July 1, 2016, some training requests in schools incur a fee	
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	<ul style="list-style-type: none"> o Most trainings are free o Trainings are always free to parents <p>Mr. Tiffany fielded questions and accepted feedback from the panel.</p>	
<p>ESS FY19 IDEA Application & Budget</p>	<p>Alissa Trollinger, Deputy Associate Superintendent, ADE/ESS</p> <p>A basic overview of federal funding- this is going to be published for public comment.</p> <p>IDEA is both a federal law and a grant, and ADE must do what the law says to get the grant. AZ gets about \$204 Million, and there is much that we are required to do with that money. This budget breaks down the amounts at a high level.</p> <p>There are 2 main sections- the first is the application. The application begins with all of the assurances that Ms. Trollinger must sign to complete the application and to ensure that ESS (and PEAs in Arizona) is implementing IDEA properly and to demonstrate that ADE has systems in place to provide general supervision, which includes monitoring, compliance, dispute resolution, professional development, fiscal accountability etc.</p> <p>The budget and application must be posted for public view for 60 days before it is submitted to OSEP. At least 30 of the 60 days are reserved for public comment. The deadline for submission is May 18 for Arizona to receive its grant by July 1.</p> <p>The next section is the State Maintenance of Fiscal Effort. The section is intended to show that the money is spent for excess cost.</p> <p>There are 3 general pots of money:</p> <ol style="list-style-type: none"> 1. Administrative purposes (salary, equipment, etc.) <ol style="list-style-type: none"> a. Approximately 1.6% of the total 2. Set Aside- the amount for implementing IDEA (professional development, monitoring, etc.) <ol style="list-style-type: none"> a. Approximately 10% of the total 3. Entitlement Funding (flows through directly to PEAs) <ol style="list-style-type: none"> a. The rest of the money (88% approximately) 	<p>None</p>

	<p>When ESS calculates and disseminates entitlement funds, it has to go through a very prescribed entitlement process. It is very formulaic. If the amounts going to PEAs change for any reason (schools close or open, expansion of charters, federal government gives or takes away funding, etc.), ESS has to undergo the entire allocation process all over again. The formula has to adjust every time, meaning that each PEA's final amount changes. Instead, ESS plans to take \$10 million out of Set Aside and put it into Entitlement. So if allocations change, ESS does not have to go through the allocation process all over again and PEAs don't have to deal with changing allocation amounts throughout the year unless absolutely necessary. The Center for IDEA Fiscal Responsibility (CIFR) advised this process to ease the strain of re-allocation.</p> <p>ESS can no longer sub-award IDEA set-aside funds. That means ESS has to change the way it funds services and activities in many areas. In short, if ESS wants to pay for the same sorts of activities and services that have been subgranted previously, ESS must manage the contracts and agreements through the Procurement process. ESS must also get pre-approval for reimbursement of non-state personnel's' travel costs. As part of the application, ESS will provide a general justification of these travel expenses.</p> <ul style="list-style-type: none"> - Mainly, what has to change is how ESS rolls out its support to PEAs using Set-Aside funds. <p>Ms. Trollinger fielded questions and took feedback from the panel.</p>	
<p>Specially Designed Instruction</p>	<p>Shannon Chavez, Director of Compliance and Training, ADE/Dispute Resolution</p> <p>FAPE Under IDEA, all students are entitled to a free and appropriate public education (FAPE) that emphasizes special education and related services, meaning that, special education and related services play a major role in providing a FAPE to students with disabilities. FAPE is defined in IDEA as special education and related services that:</p> <ul style="list-style-type: none"> - Are provided at public expense, under public supervision and direction, and without charge to students and families - Meet the standards of the State Education Agency - Include preschool, elementary school, or secondary school education in the State - Are provided in conformity with an IEP <p>Child with a disability</p>	<p>None</p>

The definition is very particular under IDEA. The child must have a qualifying disability and because of that disability must need special education and related services in order to access the general curriculum

Parts of an IEP

- Present Levels
- Measurable Annual Goals
- Special Education and Related Services and Supports
- Educational Placement

This is meant to be a process. Each decision sets up the next part.

Delivery of Services

Special education is specially designed instruction that is individualized to meet the specific student's needs. It ensures access to the general curriculum- it is not a curriculum itself.

Specially Designed Instruction- something special is being done to the instruction, and it is designed for a specific student's unique needs.

Special education teaches skills, strategies, and techniques. It is also intended to be a portable and transferable set of skills that help a student learn in many areas of school.

According to Fuchs, teachers have to be flexible and creative. They have to be willing to learn from and build on failures.

Related services are required to assist the child in benefitting from special education. They can be developmental, corrective, and other supportive services.

Special education is not simply a set of accommodations. Nor is it just tutoring, remedial general education classes, or aide support. The mere presence of a certified special education teacher or other students with a disability do not comprise special education. Special education is not a class schedule or class period. Special education is not everything the student does while at school. It is not a place or a student. There is no such thing as a special education student. The proper term is "child with a disability." When the idea that a student is only a 'special education student' follows the student around, it leads to many, if not all, of the other things above that special education is not and it perpetuates the inappropriate separation between students that have disabilities and those who do not.

	<p>Least Restrictive Environment (LRE) IEP teams must consider LRE to keep students in general education and with their peers as much as possible. LRE should also be as close to home as possible and in the same school the student would attend if not disabled. It is the environment that puts the least restrictions on the individual child’s ability to access the general curriculum and learn.</p> <p>A continuum of alternative placements must be ensured by the PEA</p> <ul style="list-style-type: none"> - Regular education classroom - Resource or ‘pull-out’ setting - Self-contained setting - Private day school - Home-based instruction (not the same as homebound status or home-schooling) - Hospitals or institutions - Residential treatment centers <p>A couple of quotes about LRE: From an OCR letter in 2016: Boilerplate explanations in the LRE section of students’ IEPs convinced OCR that New York district was not making individualized determinations about whether students with learning disabilities could participate in the general education settings.</p> <ul style="list-style-type: none"> - This was a time where OCR said that this was a demonstration that the kids might be being discriminated against because they were not having individualized instruction. <p>From a 4th Circuit case more than 20 years ago: Not every student with a disability will benefit from a placement in a regular education setting. FAPE overrides LRE where the two principles conflict.</p> <ul style="list-style-type: none"> - In other words, if a student cannot receive a FAPE in a setting, they must be removed to a setting where they can receive a FAPE. 	
<p>Early Childhood Special Education</p>	<p>Suzanne Perry, Director of Early Childhood Special Education</p> <p>Early Childhood Special Education is for students with a disability who are aged 3-5.</p> <p>There are several projects currently underway</p> <ul style="list-style-type: none"> - Kindergarten Developmental Inventory (KDI) Partnerships - Preschool Development Grant: Supplemental, Year 4 	<p>None</p>

- Pyramid Model & Language & Literacy
- Help for Early Learning Professionals (HELP) Manual Revisions
- Arizona Early Learning Standards Revisions
- Infant Toddler Developmental Guidelines Revisions, applications currently open
- Strategies for Teaching based on Autism Research (STAR) professional development opportunities

Kindergarten Developmental Inventory

The inventory is a way to assess children's kindergarten readiness. It uses the GOLD platform and is available now for anyone to use purchase and use. However, many years ago, when Teaching Strategies first came out, a lot of people did not understand how to use it and used it poorly. Now it comes with support for users. It is an assessment platform collects formative data for all students that are in K-3. It uses the same platform for Teaching Strategies GOLD. It must be used for all students that benefit from federal funding; it can also be used for any other student. A panel member asked a question about how the inventory might replace or how it aligns with other systems. Ms. Perry is happy to bring that information to a subsequent SEAP meeting.

Personnel Development Grant

Early Childhood Education (ECE) is moving into its fourth year with the grant and was given a supplemental award of \$1,375,000. The funds must be used in the 2018 calendar year to meet the deliverables detailed in the application:

- Salaries to increase onsite coaching and support of quality instruction in PDG classrooms
- Technical assistance with the implementation of KDI (2 contractors)
- Technical assistance with a PDG qualitative study (1 contractor)
- Data Integration in partnership with Read On Arizona to provide enhanced reporting capability on MapLIT
- Professional Development and conferences

Pyramid Model & Language and Literacy

This work is engaged with the Governor's Office, First Things First, and Read On Arizona. The idea is that supporting social-emotional development early will lead to improved literacy skills later. ECE has contracted with the developer of the model to create modules for

- Infants and toddlers
- 3- to 5-year-olds
- 5- to 8-year-olds

The launch of the series will be at the ECE Social Emotional Development Conference in September.

ECE continues to offer professional development using the Star Autism Support contract.

- 308 preschool teachers were trained in the 2016-17 school year.
- So far, 150 have been trained this year.

ECE has also been training Quality First coaches, which services can be purchased by preschool programs. In addition to the 2 days of training, there is also 5 days of coaching to help participants to get going with the materials.

Inclusion Task Force

ECE has hosted the Inclusion Task Force for the last year, which has great membership from across the state. The goal is to help preschool programs understand their responsibility to provide inclusive opportunities in addition to how to offer the opportunities. Barriers include space limitations, licensing, money, lack of teachers, etc. The task force looks at methods to overcome the barriers using implementation science and data.

These four commitments are the focus of the task force's action:

- Have a partnership between the family and the community
- Support programs to blend and braid funding
- Increase awareness and continued education of high quality inclusive practices
- Support programs to deliver high quality specially designed instruction

Then all children, with family and community support, will develop to their fullest potentials.

The Early Learning Standards had not been updated since 2013. They will go before the State Board of Education in June. At the time of the meeting, the Standards are on the Superintendent's desk for review.

Infant Toddler Developmental Guidelines Application

The Help for Early Learning Practitioners (HELP) Manual revision committee will meet on March 15.

ECE Conferences

Early Childhood Special Education Conference was held on February 15 with over 250 attendees.

Early Learning and the Brain will be held on April 18 at the Glendale Civic Center. [This Presentation shows April 17-18, which is a change since the meeting- Ed.]

	<p>The Fatherhood Summit will be held on April 19-20 at the Phoenix Convention Center. The Early Childhood Education Summer Institute will be held on June 20-22 at Wigwam.</p>	
<p>Dispute Resolution FY17</p>	<p>Kacey Gregson, Deputy Director of Legal Services, ADE</p> <p>Written Signed Complaints Total number complaints received = 84 (SY 2016-17) Issued 59 investigation reports 37 of 59 had at least one finding of non-compliance All 59 were issued within the federally-mandated 60-day timeline (11th year in a row)</p> <ul style="list-style-type: none"> - Did not have to extend any timelines - None were pending on July 1 <p>25 were withdrawn or dismissed</p> <p>Mediation 67 mediation requests came in 40 mediations were held 22 of 40 were related to a Due Process complaint</p> <ul style="list-style-type: none"> - 11 of 22 resulted in a mediation agreement <p>18 of 40 that were not related to a Due Process complaint</p> <ul style="list-style-type: none"> - 12 of 18 resulted in a mediation agreement <p>3 mediations were pending on July 1 24 of 67 were withdrawn or not held</p> <p>Due Process complaints = 76 18 of 76 had resolution sessions</p> <ul style="list-style-type: none"> - 10 of 18 had a resolution agreement <p>Hearings fully adjudicated = 0 (mostly because so many were still pending on July 1)</p> <ul style="list-style-type: none"> - 19 complaints were pending on July 1 <p>57 of 76 were withdrawn or dismissed (anything that was resolved without a fully-adjudicated hearing)</p> <p>Arizona as a state still looks quite good with Due Process. We do not have a lot of hearings.</p> <p>Expedited Due Process = 2 None went to a resolution session</p>	<p>None</p>

None went to hearing
None were pending as of July 1
- Both were withdrawn or dismissed

Tanque Verde School District- the decision was issued July 27, 2017
Student was 12 years old and eligible under Other Health Impairment and Speech-Language Impairment. There were no remarkable facts. Parents sought reimbursement for placement in a private day school.
There were many issues of conflict. It is 39-page decision that is posted on the DR web site.

Litchfield Elementary School- the decision was issued August 2, 2017
The parent filed a due process complaint to challenge the district's change of placement of the student from a level B placement at one school to a level C placement at a different school within the district.
- Level A is when a student is in the general education classroom 80% of the school day or more.
- Level B is 40% - 79%
- Level C less than 40%

The student was 12 years old and eligible under a mild intellectual disability. At the end of fifth grade, the IEP team met to make decisions regarding the transition to middle school. Would the student attend a general education and resource classroom at Heck middle school in a level B placement, or would the student participate in an inclusion program at Western Sky in a C placement. The parent felt that the level C placement would be inappropriate because the students there had more significant disabilities and that the student could simply get the extra help in a resource classroom. The district provided witnesses who demonstrated that the student was not making meaningful progress in the current placement and required the more intensive placement. The judge ruled that the level B placement was not appropriate based on many examples of testimony.

Both of the decisions above may be found on [the ADE Dispute Resolution web page](#).

<p>Special Education Advisory Panel (3:10-3:30)</p> <ul style="list-style-type: none"> • Consideration of Items for Advisement (Action Item) • Consideration of Committee work needed • Key Points from Meeting <p>Suggested future agenda items</p>	<p>Thanks to all panel members- record attendance!</p> <p>Suggested future agenda items</p> <ul style="list-style-type: none"> - Standards of teacher prep program development and approval/renewal - Parent Survey (Becky Raabe- after survey results are known) - ESS' revised web site (and possibly the Dispute Resolution web site) - SEAP Membership for next year (Parents and Individuals with Disabilities) - Facilitated IEP 	<p>None</p>
<p>Next Meeting Date: June 5, 2018</p>	<p>Adjourned at 3:31</p>	