

**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 104, Phoenix, Arizona, on September 12, 2018, 9:30 a.m. – 3:30 p.m.

Members Present

Lisa Aaroe
Julie Bartanen
Kristina Blackledge
Lara Bruner
Megan Conrad
Susan Douglas
Nicole Guysi
Cecilia Hartke
Kresta Horn
Cathy Humphrey
Paul Johnson
Sophia Lenny
Kathleen Puckett, Co-Chair
Heidi Sinkovic
Susan Voirol
Mary Wennersten
Nancy K. Williams, Co-Chair

Members Absent

Robert Gilmore
Leanne Murrillo, Vice Chair
Christopher Tiffany

Others Present

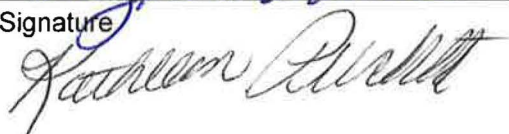
Alissa Trollinger, ADE/ESS
Angela Odom, ADE/ESS
Chris Brown, ADE/ESS
Connie Hargis, ADE/ESS
John Copenhaver, TAESE
Sean Ross, ADE
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson: _____

Signature

Date





Special Education Advisory Panel meeting

September 12, 2018

Members present:

Lisa Aaroe	Nicole Guysi	Kathleen Puckett
Julie Bartanen	Cecilia Hartke	Heidi Sinkovic
Kristina Blackledge	Kresta Horn	Susan Voirol
Lara Bruner	Cathy Humphrey	Mary Wennersten
Megan Conrad	Paul Johnson	Nancy Williams
Susan Douglas	Sophia Lenny	

Not Present:

Robert Gilmore
Leanne Murrillo
Christopher Tiffany

The meeting was called to order at 10:04 a.m.

Co-Chair Williams briefly reviewed the minutes from the previous meeting. Ms. Blackledge moved that the minutes from June be made more succinct. Second by Ms. Wennersten. After discussion, motion failed.

Second motion by Ms. Blackledge proposed that minutes be more concise in nature for future meetings and follow a specific template for meeting minutes. Second by Ms. Sinkovic. No discussion. Motion carried.

Motion to accept minutes from June 5 by Ms. Blackledge, second by Ms. Douglas. Motion carried.

SEAP Functions and Current Hot Topics in Special Education

John Copenhaver, Executive Director of Technical Assistance for Excellence in Special Education (TAESE)

The purpose for the Panel is to provide policy guidance with respect to special education and related services for children with disabilities in the State.

Arizona By-laws: The State has established and maintains an Advisory Panel for the purpose of providing policy guidance with respect to special education and related services for children and youth with disabilities (ages 3 years to 21 years) in the State.

The majority of the members of the Panel must be individuals with disabilities or parents of children with disabilities. At least 51%.

CFR 300.168(b)

The Seven Functions of the Panel

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. *CFR 300.169(a)*
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. *CFR 300.169(b)*
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. *CFR 300.169(c)*
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. *CFR 300.169(d)*
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. *CFR 300.169(e)*
6. The SEA, after deleting personally identifiable information, must:
 - provide the Advisory Panel with the DPH findings and decisions
 - make those findings and decisions available to the public. *CFR 300.513(d) & 300.514(c)*
7. Waiver of nonsupplant requirement. State must consult with the Advisory Panel regarding provisions of FAPE. *CFR 300.164(c)(4)*

Mr. Copenhaver recommends that when any particular topic is discussed in SEAP, consider how it relates to one of the points above to guide the discussion to its most useful end. Comment was made that only five of the above points appear in Arizona SEAP's by-laws. Mr. Copenhaver will examine the by-laws and advise. He further suggests that the points may appear elsewhere in the by-laws or in another form.

Exercising advisory responsibilities is done via

- The State's Annual Performance Report (APR)
- Position Papers
- Conducting meetings with individuals
- Presentations

Purpose

The big picture summary of issues in the country

- The evolution of technology
- Results and Accountability
- Privatization of education
- IDEA reauthorization
- Deregulation across all agencies of government
- Early Childhood

Current issues from the USDE Office of Special Education Programs (OSEP)

- Focus on results, and compliance is equally important
- Youth Incarceration
- Dispute Resolution
- Disproportionality and Risk Ratios
- Differentiated Monitoring
- Implementation Science
- Fiscal Compliance

Current Hot Topics

1. Keep the main thing the main thing
 - Children and youth with disabilities
2. Mental Health
3. Recruitment and Retention
4. Leadership in Special Education
5. Youth and Adult Incarceration
6. MTSS/RTI
7. Dyslexia & SLD
8. Implementation Science
9. IDEA Reauthorization
10. Drug/Substance Addiction

Move On When Reading

Sean Ross, Director of English Language Arts and Move On When Reading, ADE

88% of students who failed to earn a HS diploma were struggling readers when they were in third grade.

Approximately 70% of inmates cannot read above a fourth-grade level

14 states currently have MOWR-type programs

AZ Merit 3rd Grade ELA Assessment

- All counties show increases among all students
- Nine counties show decreases among students with IEPs

Statewide funding is \$45 million

- \$500K is administrative
- Rough total is \$150/3rd Grade student
 - Any public/charter school with K-3 students

A.R.S. §15-704: All Arizona schools with K-3 students will adopt an evidence-based reading curriculum.

All vendors on the list for core reading curriculum are vetted as evincing strong, moderate, or promising evidence.

Every school has a MOWR plan to submit. A.R.S. §15-704:

Progress is monitored frequently- every one to three weeks to determine the effectiveness of an intervention.

A.R.S. §15-701: A 3rd grade Arizona student who scores below the State Board determined MOWR cut score on the Reading portion of the AzMERIT exam shall not be promoted unless he meets one of the 4 good-cause exemptions.

- Retention cut score can only be changed through legislation.

842 of 87,500 3rd Graders were retained in 2017

Out of 11,022 students with an IEP, 98 students were retained in 2017

Logistics

- Impacts all schools K-3 students
- Literacy Plans due October 1 of each year
 - A & B schools submit every other year
- Literacy Plan
 - Core Reading Programs
 - Tier II, III, and SPED
 - Assessment and Retention Data
 - Professional Development
 - Budget
- Literacy Data
 - Three submissions per year
 - October 1, February and June 1
 - Reflective narrative

SPP/APR Indicators 5 & 6 and Emotionally Disabled, Privately Placed (EDP) School Criteria

Chris Brown, Director of Operations, ADE/ESS

Indicator 5: Least Restrictive Environment (LRE)

Indicator 6: Pre-School LRE

Reporting to federal agency is done via two portals- through USDE (ED FACTS) and through OSEP.

Three levels of reporting: State, local, and school.

Kindergarten reporting is grouped with preschool.

Panel members were shown the state data and how it compares to OSEP indicators

Arizona is meeting targets

Panel members asked clarifying questions and Mr. Brown responded.

OSEP Indicators 11 and 13

Angela Odom, Director of Program Support and Monitoring, ADE/ESS

Indicator 11 = Timeframe Between Evaluation and Identification (Child Find)

Indicator 13 = Secondary Transition

The data shown comes from Federal Fiscal Year 17 (FFY 17), which is the 2017-18 school year

- Only report data when the school or district is on the correct year of its monitoring cycle
- Site visits are considered technical assistance- no findings will occur

In the recent past, there have been several monitoring models in Arizona.

- SY 17-18 was the first year of the new model
- SY 16-17 was a transition year
- SYs 14-15 and 15-16 each had different systems

Indicator 11 should be at 100% compliance- Arizona is currently at 88%

Indicator 13 is also supposed to be at 100% compliance- Arizona is currently at 84%

- Difficult indicator to fulfill because there are eight components

Percentagewise, Indicator 11 was in the 90s for the last few years of reporting, when the monitoring system was changing from year to year. The data reported was based on the changing monitoring system which was previously focused on reading outcomes, where the current system is a balance of compliance and all indicator outcomes. Indicator 13 has for many years been consistently in the mid-to-high 80s.

- Flaws in implementation of Indicator 11 are not due to ignorance of law or procedure
- Indicator 13 could be better served by more training

Non-compliance in either indicator results in FAPE prohibition, so correction must occur quickly- within 60 days.

Request was made for an AZ TAS document on Prior Written Notice. It is in final rewrite and will then go through the editing stage. Request was also made for earlier annual availability of the Monitoring Manual to aid training new staff.

Ms. Odom took questions and feedback from the panel members.

Federal Fiscal Audit

Chris Brown, Director of Operations, ADE/ESS

OSEP came in for the audit before current ESS leadership was in place. The findings were first identified about 2 ½ years ago. All items have now been resolved.

The final resolution item was repayment of under-funded PEAs

- Will take place over the next five years
- September 18- a memo will go out to PEAs with the details
- A communication also went out late in the day of the SEAP meeting at a high level (superintendents, etc.)

Idea of school-wide consolidation. There is a plan by 2020 to streamline how PEAs use IDEA funds. School-wide consolidation. Supplanting may be in issue in the case of full school-wide consolidation of state, local, federal funds. Information will be available in coming months. The obligation to provide FAPE will remain.

Reports from the Field

Susan Voirol- Vocational, Community, or Business Organization

- What teachers and parents do are the foundation of post-school success
- Ms. Voirol is willing to talk about weaving transition and WIOA- perhaps at the next meeting

Mary Wennersten- Individual with Disabilities

- Parents and educators want to identify kids early
- Find an assessment that's a risk estimator
- Teacher Prep- ideally grow your own

Julie Bartanen- Administrator

- New member- nothing to report- prefers to absorb information today

Sue Douglas- McKinney Vento

- Nothing to report
- Encourages new panel members to attend every meeting- not least to maintain quorum

Lisa Aaroe- Administrator

- New member, but was previously part of SEAP as a parent
- District is involved in a mentoring program with ASU faculty
- An earlier point of discussion was increased numbers of students with disabilities
 - Related concern is an increase in severity of disabilities

Heidi Sinkovic- Public Charter Schools

- Staffing is a challenge, particularly in rural areas
 - Challenges are significant enough in the Phoenix area where there are more resources
- Learning more about rural areas pooling resources to better provide services

Nancy Williams- Parent, SEAP Co-Chair

- Many parents quickly jump to ESA

- They also jump quickly to requesting IEE

Kathleen Puckett- Higher Education, SEAP Co-Chair

- The new dean at ASU is committed to change teacher prep
- Pay is a huge part of the problem of retention/recruitment
- CEEDAR Center- improve literacy, data management, and data-informed instruction
- Dr. Puckett wrote three grant proposals this summer for the Special Education program at ASU

Nicole Guysi- Parent

- New member
- Has learned a lot about the disconnect between professionals and families
- Did a training- Arizona Parents in Leadership

Ceci Hartke- Parent

- New member
- Did the same training as Ms. Guysi
- Wants to give back to the community
- Not enough services for older students

Megan Conrad- State Agency Responsible for Child Welfare

- A Lot of recent changes in the agency (Department of Child Safety)
- Trying to work with education
- ESSA has been a big task to tackle

Judith Shideler- Teacher

- Need to close gap between transition activities and getting a job
 - And what services are available after school
- Comment was made that Pre-ETS is new, but look into it

Kristina Blackledge- Parent

- Panel members have a lot of the same concerns
- SEAP should do as John Copenhaver recommends and champion a couple of causes
 - Called for a vote to prioritize certain items for the year and hopefully tie in the APR

Panel Business

Items for Advisement

This gets partially accomplished by asking good questions to the presenters

Committees

- The Annual Report will be made available to members at least two weeks prior to the next meeting
 - Please get suggestions or errors or inconsistencies to Jason as early as possible so the best available document is ready for panel approval at the next meeting
- The committee members are Nancy Williams, Kathy Puckett, and Heidi Sinkovic

Agenda Items for next meeting

New agenda style- features types of items

- AI- Advisement Item
- II- Informational Item
- DI- Discussion Item
- AN- Advice Needed

The panel liked the labeling of items.

Next meeting

- Establish priorities for the year
 - Please review last year's reports from the field
 - Also advisements and recommendations made over the last year
 - Can use today's information as well
- Literacy Standards for Teachers- perhaps move to January meeting
- Assessment & Accountability
 - Disaggregated data
 - How cut scores are determined
 - SPP/APR Indicators 3 (Achievement)
- ESS Transition Team
 - Indicator 13 more in depth
- Vocational Rehab
 - Postschool outcomes
 - WIOA & Pre-ETS
 - ESS can talk about the development of the contract with DDD & VR
- ESS Leadership
 - SPP/APR Indicators 4b, 9 & 10 (Sig. Disproportionality)
- Plan enough time for lunch because there are not options near ADE's Jefferson building

The meeting was adjourned at 4:00