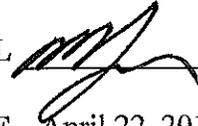


ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE April 22, 2013

SUBJECT: SEAP Annual Report FY 2011 – FY 2012

SUBMITTED BY: Angela M. Denning, DAS/ESS

**MANAGEMENT TEAM REVIEW:**

**BACKGROUND INFORMATION:**

The attached is a compilation of last fiscal year's SEAP meetings and includes the highlights of the meetings discussions, presentations, and actions taken.

**BOARD ACTION REQUESTED: [ ] INFORMATION [X] ACTION/DESCRIBED  
BELOW:**

Consent agenda for approval by the Board.

**ATTACHMENTS: YES [X] NO [ ]**

# Special Education Advisory Panel Annual Report FY 2011 - 2012

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## The Special Education Advisory Panel (SEAP) duties:

- i. advise the State educational agency of unmet needs within the State in the education of children with disabilities;
- ii. comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- iii. advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
- iv. advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and
- v. advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

## Meeting Summaries

Please refer to meeting minutes for more specific information.

### September 20, 2011

A presentation by Sarah Galetti, Education Program Administrator, Standards Development and Assessment reported to the Panel on Partnership for Assessment of Readiness for College and Careers (PARCC) and Common Core Standards.

Arizona has adopted the Common Core State Standards.

Those standards are going to be fully implemented in the 2013-2014 school year in public schools across the state.

The standards will be assessed for the first time in the 2014-2015 school year.

PARCC is Arizona's assessment consortium.

There are 24 states, plus the District of Columbia, included in this consortium.

Arizona will have a voice in how the program will look in Arizona.

Arizona will be participating in the pilot of the assessments.

The model consists of four (4) components:

1. **Diagnostic Assessment** – Early indicator of student knowledge and skills
  2. **Mid-Year Assessment** – Performance-based
  3. **Performance-Based Assessment (PBA)**
  4. **End of Year Assessment** – Innovative, computer-based items
- o The first two (2) assessments do not count towards a student's summative score; at this point, they are optional diagnostic assessments.
  - o Teachers will also be required to give a Speaking and Listening assessment around mid-school year. This will not count towards a student's summative score. This is designed to give teachers more information to inform their classroom instruction.
  - o The summative score will be made up of the last two (2) assessments. The End-of-Year Assessment is still being developed.
  - o The new assessment will replace AIMS in the 2014-2015 school year for grade levels 3 – 12. The new test hasn't been named as of yet.
  - o Students who currently participate in AIMS-A will be given a separate assessment that is currently being developed with a multistate consortium along with the National Center on Educational Outcomes.

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The panel was provided with an update on the Federal Fiscal Year (FFY) 2010 Annual Performance Report (APR) Indicators by Cynthia Bolewski, Director, Arizona Department of Education, Exceptional Students Services (ADE/ESS).

### Indicator 5 – School-Aged Placements:

Indicator 5C – public or private separate schools, residential placements, homebound or hospital placements.

Target = 1.7%  
Results = 2.6% (did not meet target, but progress was made)  
FFY 2009 APR = 2.65%

Indicator 6 – Preschool LRE - OSEP (Office of Special Education Programs) has given states a firm confirmation that they will not have to report on Indicator 6 data.

Indicator 6A – 48.5%

Indicator 6B – 44.9%

Indicator 8 – Parent Involvement - Proposed adding "and parents" to activity No. 2 regarding increasing opportunities to gain knowledge about the survey and family involvement projects.

Target = 50%  
Results = 57%

### Indicator 11 – Evaluation Timelines

Target: 100%  
Results: 97% (Preliminary results)

The Panel was given a brief report on the annual report on Due Process, Mediation, and Complaints for FFY 2010 by Kathy McDonald.

#### Complaints:

- Received 101 complaints
  - 19 were voluntarily withdrawn.
- Issued 81 investigative reports
  - 1 complaint was pending at the end of the reporting period.

#### Due Process:

- Received 56 requests
  - 34 opted to go through the resolution session process.
  - 6 went through a fully adjudicated hearing.

## November 15, 2011

"Hot Topics on Special Education" John Copenhaver, Director of Technical Assistance for Excellence in Special Education (TAESE) provided an update regarding his opinions of current regional and national hot topics.

An issue is the state of mental health services in public schools. There needs to be better coordination between agencies on providing mental health services to all children in public and charter schools. Agencies are working to improve mental health services in public and charter schools.

- ◆ Issue 1: Reauthorization of the Elementary and Secondary Education Act (ESEA).
- ◆ Issue 2: Individuals with Disabilities Education Act (IDEA)
- ◆ Issue 3: Privatization of Public Education.
- ◆ Issue 4: Polarization.
- ◆ Issue 5: Part C Regulations and Early Intervention
- ◆ Issue 6: Ongoing Professional Development
- ◆ Issue 7: Emergence of Virtual Education

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- ◆ **Issue 8: National Core Curriculum.**
- ◆ **Issue 9: Economy**
- ◆ **Issue 10: Fiscal Accountability**
  
- ◆ The Panel was provided with a booklet entitled, *“Developing and Implementing an Effective System of General Supervision: Part B”*.

**Common Core Standards/Assessments Updates** - Ms. Roberta Alley, Associate Superintendent, Arizona Department of Education, Accountability and Assessment updated the Panel on the development of the assessments for the Common Core Standards

PARCC members are working on several issues that have to be solved: construct of the test, technology-based assessment; and the need for paper/pencil version if test is online for children who cannot take computer based assessments.

Consortia is defining parameters for the 1% who will take the alternate assessment.

There will be end of course testing for high school; grades, 9, 10 and 11.

Test windows pose a challenge to security and accessibility.

In the spring the consortia wrote a single Response for Proposal (RFP) to develop a tool to assess a school's capacity and readiness technology-wise to give the assessment. Once the consortia received the results they will have a better sense of what the technology needs are in Arizona and what the needs are across the country.

Grades 3-5 will be taking their performance based assessment with paper and pencil. The end-of-the year multiple choice-type items will be computer based so that the schools can get the scores back before the end of the school year.

### January 17, 2012

**Parent Information Network (PIN) Activities/Changes** - Joan McDonald, Deputy Associate Superintendent, Arizona Department of Education, Exceptional Students Services (ADE/ESS) provided a report on this department.

The PIN was restructured October 1, 2011. They have been assigned to one of the ESS offices, and they still work with parents and conduct trainings.

#### **2010 – 2011 Summary of Activities for PINS**

- Phone Calls – 3,872
- E-mail – 2,160
- 1:1 Consultation with Parents – 175
- 1:1 PEA Consultations – 1,318
- Exhibitor at Conferences – 65
- Presented at Trainings/Conferences – 249

PINs are tracking the topics and issues addressed in their phone calls.

**Presentation on Raising Special Kids(RSK)** - Chris Tiffany from Raising Special Kids provided a presentation to the Panel.

- ◆ Raising Special Kids (RSK) is the Parent Training and Information Center for the State of Arizona. It is staffed and led by parents of children with disabilities.
- ◆ They operate under Part D of The Individuals with Disabilities Education Improvement Act (IDEA) and are accountable directly to the Office of Special Education Programs (OSEP).
- ◆ The services provided are at no cost to families. Resources are available in English and Spanish.

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### RSK goals are:

1. Provide training and information to effectively meet the needs of parents of children with the full range of disabilities.
2. Assist underserved parents, including parents of children with limited English proficiency and parents living in rural communities.
3. Conduct activities which enhance collaboration and systems change with state agencies, professionals and community partners.

### Examples of Trainings include:

- Transitioning from Part C to Part B services
- Preparing for the IEP and parental rights in special education

The hot topics for RSK are Behavior, Eligibility and Positive Collaboration among team members.

**Common Core Standards/Assessments Updates** - Dr. Leila Williams, Director, Arizona Department of Education, Alternate Assessment and Audra Ahumada, AIMS A Coordinator updated the Panel on the development of the assessments for the Common Core Standards.

**PARCC Update** - PARCC addresses the AIMS assessment for the general population of students.

Accessibility and universal design are being looked at to ensure that the items developed can be incorporated to make them accessible to students with disabilities and English Language Learners.

The assessments will be online so there is a lot of focus on researching infrastructure in each of the states in the consortium.

**NCSC Update** – National Center and State Collaborative focuses on the students who take an alternate assessment. There are three workgroups that address the national assessment: development of the assessment, curriculum and instruction and professional development.

A Community of Practice (COP) consisting of approximately 43 teachers in Arizona has been created.

The members of the COP are tasked with identifying test materials related to curriculum and instruction for students who will be taking the 1% assessment (currently known in Arizona as AIMS-A).

COP teachers training webinar: The Alternate Assessment unit is setting up newsletters, hosting webinars, and posting information on the ADE website so that teachers will have access to this information ahead of the test.

### **FFY 2010 Annual Performance Report (APR)**

The Panel was provided with a verbal report on the draft results included in the FFY 2010 Annual Performance Report (APR) due February 1, 2012, by Ms. Joan McDonald, Deputy Associate Superintendent, Arizona Department of Education, Exceptional Students Services (ADE/ESS)

Of Special Note: The Panel discussed the issues of students who aren't counted in this survey because they do not fit into the designated categories. Many individuals have personal successes after leaving high school, such as volunteering, self-employment, or homemaker. None of these are included in the survey.

### **March 6, 2012**

**Exceptional Student Services** - Audra Ahumada, AIMS A Coordinator, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards.

- ◆ Arizona is rolling out its cadre of teachers to support the common core standards. This is currently in the development stage.
- ◆ There are 34 Arizona teachers that sit on the Community of Practice (CoP). Webinars are being held once a month to address different parts of the standards, along with objectives from the consortium grant based on college and

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career readiness and communication. Every month the teachers fill out a survey. Their biggest issue is on writing IEP goals and objectives and how it will look for instruction.

- ◆ ADE wants to make sure teachers and districts/charter schools are aware that the content of frameworks are posted on the Partnership for Assessment of Readiness for College and Career (PARCC) website (<http://parcconline.org/>). The content framework is meant to show a framework for how the common core standards can be introduced. Educators need to be looking at and using the information soon.
- ◆ ESS is already conducting training in reading and math. However, the training is only for those schools that are part of the ESS training cadre. It isn't statewide training at this point in time.
- ◆ ESS is trying to coordinate the training with five regional training centers under Race to the Top. The plan is to train a cadre of teachers who will then go out and train on the common core and the assessment. Special education is included in that plan.

**Arizona Department of Health Services/Division of Behavioral Health Services (ADHS/DBHS)** - A presentation on the Children's Behavioral Health Service Delivery System was given by Kim Skrentny, Senior Clinical Advisor, ADHS/DBHS.

ADHS/DBHS manages the delivery system through contracted Regional Behavioral Health Authorities (RBHAs), Tribal Regional Behavioral Health Authorities (TRBHAs), and Tribal Contractors.

As of November 2011, there were just over 51,000 children receiving behavioral health services in the ADHS system.

The FY2012 Behavioral Health budget is \$1.27 billion. The breakdown is as follows:

- 39% -- Children
- 36% -- SMI
- 15% -- GMH
- 8% -- SA
- 1% -- Crisis
- 1% -- Prevention

ADHS/DBHS uses the Child and Family Team (CFT) practice. The Children's System of Care goals are:

- Increase the percentage of children who live with their families
- Increase the percentage of youth who experience educational success
- Increase the percentage of youth who transition to a successful adulthood
- Decrease youth substance use
- Decrease statewide rates of youth suicide completion

In collaborating with the schools ADHS/DBHS developed an instructional guide that behavioral health staff can use to educate themselves on how the education system is setup. The guide contains information how they can collaborate with schools through CFT practice, mandates that run the education process, and how to coordinate resources and service delivery. The manual is currently being translated into Spanish.

**Public School Behavior Rubric** - Dr. Kay Turner, Special Education Director, Humboldt Unified School District, SEAP Co-Chair provided the Panel with a copy of the rubric her district uses for student discipline with special education students.

The rubric is used by individuals who have to enforce the rules in her district. Discipline may include suspension of up to 10 days.

- ◆ Most people believe that only an IEP team can change placement. The placement means that a student receives a Free and Appropriate Public Education (FAPE).
- ◆ It was determined by the courts that change in placement occurs at >10 cumulative days in a school year – for all students. Less than 10 cumulative days is considered a FAPE-free Zone.
- ◆ School personnel need to keep track of the type of suspensions for a special education student, whether it's multiple 1-day suspensions or a few multiple day suspensions.

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- ◆ If the suspension is for the same type of behavior, special education personnel should be intervening and considering a behavior intervention plan targeting that behavior or considering a more restrictive environment.
- ◆ When a special education student reaches the 11th day of suspension, the school must start providing them services at an alternate location. Most schools do not have an alternate location and have to get creative.
- ◆ If a special education student is getting close to 10 days of suspension, a school has to consider the possibility of conducting a Manifest Determination Hearing. This is a causal relationship hearing.

There are two questions that have to be covered at the hearing:

1. Did the behavior result from the district's failure to implement the IEP placement; if no then
2. Did this student's documented disability have a direct and substantial relationship to this behavior?

The only way a special education student can be suspended for more than 10 days is if the answer to both questions are "no". If the school determines that the student's behavior is a manifestation then the school can't suspend the student beyond the 10 days.

- ◆ If a student is suspended from the bus, the law states that if a student doesn't have any other way to get to school to receive FAPE, and the student misses a day of school, that day counts toward the suspension count. The school may have to consider providing alternate transportation to ensure that the student attends school.

The second rubric outlined discipline used for weapons, drugs, dangerous behavior and showed a flow chart on the steps to be taken for discipline.

- ◆ According to federal law, a student who commits serious bodily injury must be put on long-term suspension or be expelled. However, the district must still provide services for students with an IEP.
- ◆ For weapons, drugs or serious bodily injury, the principal can unilaterally enact a disciplinary change of placement for 45 days to an Interim Alternative Education Setting (IAES). Every district must have one in mind. This gives the district time to bring the IEP team together to write behavior plans, look at placement, etc. If the student is sent to juvenile corrections for a short period of time, it doesn't count against the 45 days.

**Early Childhood Special Education (ECSE)** - Amy Corriveau, Deputy Associate Superintendent, Early Childhood Special Education (ECSE), and the Head Start Collaboration Director, updated the Panel on ECSE activities regarding behavior.

- ◆ ECSE covers Preschool through Grade 3. The role of ECSE is to link the birth to 5 system with the early elementary grades.
- ◆ ECSE has also adopted the tiered model for behavior and academics. Much of the focus is on Tier 1. ECSE focuses more on prevention than intervention. They feel that they have a much stronger impact on preventing children from entering into our system with behavior issues.
- ◆ ECSE has intergovernmental agreements (IGAs) with other state agencies around training for early childhood individuals. ECSE is also responsible for training all of the child care centers in the State on the Early Learning Standards and the HQ program Guidelines. Most of the training regarding behavior is around social and emotional development. There is additional training on conflict resolution which focuses on how to teach young children to resolve conflicts as well as training to address classroom transitions.
- ◆ ECSE staff is working on a plan to help teams of people work with children (birth to 5) with autism and behaviors around that. This will be a team approach, based out of the public education agency but including local partners in early childhood.

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- ◆ The Infant/Toddler Mental Health Specialists in Arizona have the Harris Institute at Southwest Human Development. They are actively recruiting people that would like to have expertise in working with infants and toddlers around the area of mental health. This is a 2-year training program that focuses on infants and toddlers.
- ◆ The Panel with copies on an article entitled, “Prekindergartens Left Behind: Expulsion Rates in State Prekindergarten Programs”, written by Walter S. Gilliam, PhD. (published in May 2005)
  - Children in preschool are expelled from their programs at a rate of 3.2 times more than K-12.
  - When childcare staff aren’t trained on how to handle children who manifest a behavior; it is easier to ask parents to remove the child from the program or expel them.

### May 15, 2012

#### **Student-Led IEPs** - Dr. Ida Malian showed the Panel a video entitled, “**Speak Your Mind**”.

The video was created while Ms. Joan McDonald worked at Tolleson Elementary School District. Ms. McDonald and her co-collaborator on the video, Wendy Barrie set up an entire curriculum for students with disabilities at the high school level, which included having the student conduct his/her own IEP meeting. The video was used for professional development and was created between 1997 and 2004.

- ◆ This was the first program in the United States that actually connected the University program. The special education program was in the Tolleson District, both elementary and high school. The students were cohorts to the schools and were teaching the student-led curriculum. Ms. McDonald explained that when she began the program they discovered that most special education students were unaware that they were in special education. When asked why they were in a certain classroom their answers were usually, “because this is the room that I am assigned to” or “because I’m stupid”. They had no clue about their disabilities. Once they began understanding the ramifications of it, they began to come up with their own accommodations and modifications.
- ◆ Dr. Malian explained that this was embedded in the student’s curriculum and not a separate curriculum of “student-led IEPs”. For example, if it was included in their government or civics class then the students learned about their rights; i.e.: Miranda Rights, Americans with Disabilities Act, IDEA, etc.
- ◆ Panel members recommended that ADE add self-determination/student-led IEP information to the ADE/ESS Best Practice website as well as including a link to Raising Special Kids for training.
- ◆ The video was a partnership between the Tolleson Elementary, Tolleson Union High School Districts, Raising Special Kids and Arizona State University - West Campus. Tolleson is still using the video for professional development.

**Annual report on Due Process, Mediation, and Complaints for FFY 2010** - Kacey Gregson, Director of Dispute Resolution, ADE provided the report.

#### **Complaints:**

- Received 101 complaints, with 19 voluntarily withdrawn
- Issued 81 investigative reports, 53 with 1 or more findings of noncompliance
- One complaint was pending at the end of the reporting period
- All 81 reports were issued on time.

#### **Mediation:**

- Received 60 requests

#### **Due Process:**

- Received 56 requests

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### Complaints -- Top Issues:

1. IEP (includes issues related to IEP team membership, timely review of IEP, general issues of IEP implementation, and measurable goals)
2. Evaluation (includes issues related to initial evaluations, reevaluations, and independent educational evaluations;
3. Delivery of related services
4. Delivery of special education services
5. Accommodations
6. Prior Written Notice
7. Placement/LRE
8. Progress Reports

### Mediation – Top 5 issues:

1. Placement
2. IEP (i.e. disagreement with IEP and/or failure to provide FAPE)
3. Discipline
4. Evaluation
5. Safety

### Due Process – Top 5 issues

1. IEP (i.e. disagreement with content of IEP and/or failure to provide free appropriate public education)
2. Placement
3. Discipline/Behavior
4. Evaluation
5. ESY

There were 5 cases filed regarding removing a teacher from a classroom, but all were filed against the same school by parents whose children were in the particular teacher's classroom and all were resolved informally.

**Project SEARCH** was presented by Laura Schweers, a SEAP member. The Project SEARCH Model was developed in 1997 at the Cincinnati Children's Hospital Medical Center (CCHMC) in collaboration with Great Oaks Institute of Technology and Career Development. The program is so successful in a hospital setting because it is like a small city with a variety of rotations and career opportunities. Currently there are approximately 100 hospital programs. There are also programs in government, banking, universities and manufacturing.

- ◆ Project SEARCH is a competitive job training program for young people with developmental disabilities. The focus is on competitive work skills. The program provides training that is transferable to the world of employment and it provides career exploration.
- ◆ The model fidelity includes: business-led, collaboration between agencies, on-site support, and emphasis on nontraditional jobs. The job experience is unpaid but interns are not volunteers. This is a robust training experience. They are not doing work within the business just to benefit the business.
- ◆ There are typically 6-12 interns for a high school program. For young adults there is a highly qualified job coach that provides the curriculum. There are also additional job coaches and there are 3-4 internship rotations lasting about 11 weeks. The goal is employment outcome.

### The young adult intern eligibility criteria include:

- Young adult (18-30 years)
  - Appropriate hygiene, social and communication skills
  - Ability to take direction
  - Desire to work
- ◆ The program is a total immersion at the site. Work on the site is interspersed with on-site classroom instruction and review.
  - ◆ Interns have 4-5 hours of work on the site per day and the training focuses on marketable work and social skills.

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- ◆ The first site in Arizona was University of Arizona Medical Center South Campus. The young adult program was started there three years ago with a small group of six interns. The second year, Project SEARCH retained the program and added the Pima County Joint Technical Education District.
- ◆ Until this year students from the Tucson Unified School District were the only ones able to participate. Project SEARCH now represents five school districts.
- ◆ Project SEARCH is beginning to work with a business advisory council to help them forecast the job market.

### The benefits to interns include:

- Post-secondary training and internship experience
- Opportunity to work in well-recognized, respected organization (resume' building)
- Developing strength areas they can include in a portfolio

Next year Project SEARCH will have a program in Maricopa County. They will start a high school program with six interns on the University of Arizona campus in August. There will also have a young adult site at Medtronic in Tempe.

Participation in the program is competitive. In Maricopa County Project SEARCH, the focus will be on a targeted community-based program on the location of the job site.

**Exceptional Student Services (ESS) Update** - Ms. Denning discussed current activities and plans for creating future training opportunities.

The FFY2010 revised State Performance Plan (SPP) and the Annual Performance Report (APR) were sent to the Office of Special Education Programs (OSEP) on April 17, 2012.

ESS is currently working on the Public Education Agency (PEA) Determinations and Public Reporting. The PEA Determination letters will be sent out electronically to schools and will be posted to the ADE website by June 1, 2012.

OSEP is now looking at any public agency in the state that receives funding under Part B. This year ASDB and secure care facilities (that receive direct funding under Part B) will get a Determination.

**ESS is currently reviewing data from Indicators 4, 9 and 10.**

OSEP has notified ADE/ESS they will be postponing site verification visits to states through at least 2013. Arizona was in the 2013 site visit group. Arizona will still be monitored however.

OSEP is moving toward implementing the Results Driven Accountability (RDA) initiative and will be communicating with stakeholders for input as to what results mean.

OSEP setup a special email address for written comment.

IDEA Part B and 619 allocations received for 2012 are \$188,005,122. This is an increase of about \$5 million.

ADE is being cautious with the funds as we are anticipating cuts in January with sequestration of federal funds.

ADE/ESS has received a letter from The Arizona Center for Disability Law requesting nine items of data relating to graduation. ESS is currently collecting the information. The same letter was received by 13 school districts in Arizona.

**Early Childhood Special Education (ECSE) Update** - Valerie Andrews-James Director, Early Childhood Special Education (ECSE) provided the update.

- ◆ Melody Musgrove, Ed.D., Director of Office of Speciation Education Programs sent a letter regarding preschool children with disabilities and the least restrictive environment (LRE) requirements. Highlights of the letter include:
  - The term "regular class" includes a preschool setting with typically developing peers.
  - A child's placement must be based on their IEP.
  - The public agency ... must make available the full continuum of alternative placements, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions to meet the needs ...

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- ◆ ECSE is working on the new Help Manual. They hope to have it available by the end of Summer.

**Division of Developmental Disabilities** - Linda Tasco, Director of Program Services, Division of Developmental Disabilities (DDD) provided the Panel with an overview of DDD.

- ◆ Among other requirements to qualify for DDD services, the individual must have a developmental disability that occurred prior to the age of 18.

**The developmental disabilities recognized by Arizona DDD include:**

- Cognitive disability
- Cerebral Palsy
- Epilepsy
- Autism

In addition to one of the four developmental disabilities an individual must also meet other requirements.

**There are three categories of eligibility:**

- State-Only (DD-Only)
- Eligible for DDD support coordination; community resource referrals
- Medicaid Acute Care (Targeted); or
- Eligible for acute health care services through AHCCCS; DDD support coordination
- Arizona Long Term Care Services (ALTCS)

Eligible for all of the above; support coordination; home- and community-based services as needed.

The majority of services provided by DDD are for those individuals who are ALTCS-eligible.

Participation in this program is voluntary.

DDD will often refer DDD eligible individuals to Raising Special Kids (RSK) or Pilot Parents (Southern Arizona) to help them with the AHCCCS eligibility, since this piece is critical for eligibility for ALTCS.

DDD services are intended help an individual gain the skills that they need to be independent in their home, community and with their families. Arizona does a good job of supporting individuals in their homes.

DDD services include:

- Attendant Care
- Habilitation
- Day Treatment and Training
- Respite

Respite is the only service that is not geared toward the individual. It is a family service that provides a certified and trained person to supervise and care for an individual to give caregivers a break.

Habilitation is the broadest service provided. Habilitation is intended to provide teaching of those skills that an individual needs to be independent. Skills may include: showering, grocery shopping, how to take a bus and cooking.

Support coordinators can attend IEP meetings to help collaborate and reinforce some of the postsecondary outcomes that the school and the family are striving for.

One of the areas that DDD in Arizona needs to improve on is employment. Ms. Tasco informed the Panel that this an area that schools and DDD can collaborate on – helping a student decide what "you want to be when you grow up."

Arizona has a huge repertoire of day programs. However, there needs to be more options. The school and DDD need to work with families and students on their life expectations.

- ◆ DDD is working to encourage students and families to explore summer employment for the teenage student. Summer employment is the opportunity to explore future employment options, the good and the bad.
- ◆ Employment services and supports are available for DDD-only eligible individuals when funding is available and ALTCS-eligible individuals after completion of the Rehabilitation Services Agency/Vocational Rehabilitation (RSA/VR) Program (if eligible).

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### The types of supports and services include:

- Individual Supported Employment
- Group Supported Employment
- Center-Based Employment
- Employment Support Aide
- Transportation for Employment

### June 19, 2012

**Exceptional Student Services update on Common Core Assessments-** Mrs. Audra Ahumada gave an update regarding the development of the assessments

Core Content Connectors and the Curriculum Resource Guides document was distributed

Teachers from Arizona State Schools for the Deaf and Blind (ASDB) will be providing feedback on the instructional tools

Curriculum materials, resource guide, and text analysis scripted lessons will be piloted soon

**Mentally Ill Kids in Distress (MIKID) presentation-** Ms. Valerie VanAuker, from MIKID, informed the panel about the purpose and services of MIKID. Services and programs include:

- Family support
- Youth/peer support
- Respite
- Kinship and caregiver support
- Individual/group skills training

**Early Childhood Special Education (ECSE)-** Ms. Andrews-James distributed newsletters from the department.

Assistive technology training will be provided to preschool teachers

Over 300 early childhood educators attend the summer Boot Camp

RFP will be put out for training on preschools on the Autism Spectrum

Waiting for 1<sup>st</sup> full year of results from Teaching Strategies GOLD

**Exceptional Student Services Report-** Ms. Angela Denning

OSEP verification visits are postponed for 1-2 years. Fiscal monitoring will still occur.

Waiting for state determination from OSEP

Directors Institute is August 27-29, 2012

A draft of data collected from phone calls from the public to monitoring specialists and PINS was presented

**Vocational Rehabilitation information-** Betty Schoen, M.A., C.R.C., with Rehabilitation Services Administration presented:

Services provided to high schools:

- Technical Assistance and Consultation
  - Outreach and Identification of Potentially Eligible Students
  - Referrals
  - Joint Transition Planning
- ◆ Individuals can be found eligible if they have a documented disability that creates a barrier to employment, is capable of employment, wants to work, and require VR services to prepare for, get, or keep a job.
  - ◆ Ms Schoen feels the following are unmet needs with students:
    - Disability Awareness
    - Understanding IEP accommodations
    - Career Exploration
    - Opportunities for work skills

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**Arizona Bridge to Independent Living (ABIL)-** Ms. Leanne Murrillo shared her agency's services

- ◆ ABIL serves individuals with disabilities who are age 14 and up
- ◆ 4 programs that are federally funded
  - Information and referral
  - Independent living skills instruction
  - Advocacy
  - Peer support/Peer mentoring
- ◆ [www.fullifeahead.org](http://www.fullifeahead.org) offers a workbook for helping individuals with the transition to adulthood

**SEAP Panel Recommendations:**

Request of ADE/ESS to ensure that the existing resources are easy to find on the website  
ADE work with community colleges

**SEAP Election:**

New Co-Chair- Dr. Gail Jacobs  
New Vice Chair- Dr. Ida Malian

End of Annual Report 2011/2012