

**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 103/104, Phoenix, Arizona, on March 5, 2019, 9:30 a.m. – 3:30 p.m.

Members Present

Julie Bartanen
Kristina Blackledge
Lara Bruner
Megan Conrad
Susan Douglas
Nicole Guysi
Cecilia Hartke
Cathy Humphrey
Sophia Lenny
Leanne Murrillo
Kathleen Puckett
Judith Shideler
Heidi Sinkovic
Susan Voirol
Mary Wennersten
Nancy Williams

Members Absent

Lisa Aaroe
Robert Gilmore
Kresta Horn
Paul Johnson
Christopher Tiffany

Others Present

Alissa Trollinger, ADE/ESS
Chris Brown, ADE/ESS
Angela Odom, ADE/ESS
Connie Hargis, ADE/ESS
Kacey Gregson, ADE
Suzanne Perry, ADE
Nicole Heffington, ADE
Wendy Davy, ADE
Maura Yildirim, ADE
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson:


Signature


Date

SEAP Meeting Minutes

March 5, 2019

Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N. Central Ave, room 16-104, Phoenix, AZ on March 5, 2019. The meeting was called to order at 9:32 a.m.

Quorum

Members Present

Julie Bartanen, Kristina Blackledge, Lara Bruner, Megan Conrad, Susan Douglas, Nicole Guysi, Cecilia Hartke, Cathy Humphrey, Sophia Lenny, Leanne Murrillo, Kathleen Puckett, Judith Shideler, Heidi Sinkovic, Susan Voirol, Mary Wennersten, Nancy Williams

Members Not Present

Lisa Aaroe, Robert Gilmore, Kresta Horn, Paul Johnson, Christopher Tiffany

Approval of minutes from the meeting on January 29, 2019

Motion to approve from Ms. Douglas; Ms. Shideler second; motion carried.

Reports

Reports from the field

Sophia Lenny

- Parents deal with early childhood diagnoses and how they change when kid is a teen

Susan Douglas

- Homeless students must be taught to advocate for themselves
- Specialized training for teachers could help

Judith Shideler

- Graduation AZ-TAS document
 - Schools and districts need to understand if that's what they need to do or if it is just guidance

Julie Bartanen

- Also educate parents about self-advocacy
 - Some parents don't want teacher to tell child he/she is on IEP
- Spoke at SBE meeting about Menu of Assessments- grateful to Ms. Glass ACDL for what she said to the Board
- PEAs not fully aware of what adoption of Menu of Assessments really means regarding compliance and funding

Megan Conrad

- No update

Lara Bruner

- Teachers are watching the legislature carefully- wellness bill went through the Senate and is on the way to the House
 - AEA tracks and sends info to teachers
- Be mindful of the enormous burden on special education teachers

Nicole Guysi

- Inclusion
 - FAPE seems to be used against students
 - Schools agree with FAPE and LRE when in the best interest of the student
 - Parents trust the schools, which is a concern

Susan Voirol

- A lot of transition in Employer Engagement entities in Arizona
- Tempe is attempting to become an Employment First city
- VR is getting a needs assessment in March- an economic impact study
 - Outcomes should be helpful

Kristina Blackledge

- Vocational Rehab- students deemed at levels 2 & 3 are placed on a waitlist
 - Level 1 is only for the students with the most needs
 - Due to limited resources
- Create more youth-friendly and digital-friendly information
 - Perhaps an ADE resource on how to create
- Lack of evidence-based programs, practices, and interventions
 - Students school-hop, parents searching for FAPE, but results in a disservice to the student

Mary Wennersten

- Senate bill on dyslexia early identification that ties into the Menu of Assessments
 - All kindergarteners will be screened for risk indicators

Ceci Hartke

- Bullying is a big concern and is different when the student has an IEP
- Parents don't truly understand what an IEP is- creates disconnect between parent and teacher

Heidi Sinkovic

- Hiring is still a struggle

Leanne Murrillo

- Self-advocacy is for every student

Kathleen Puckett

- Attended CEC/CASE Conference on March 1
- Most of the attendees were administrators and coaches
 - Not too many teachers because of paying for substitutes
- Administrators are the people who could be bringing the info into schools and districts
- CEEDAR group is developing a coalition of teacher prep programs

Cathy Humphrey

- Not enough people in the schools to care for children
 - Maybe not getting enough 1:1 attention
 - The most active kids get the most attention, passive kids get less, non-verbal kids even less

Nancy Williams

- Parents don't always understand the process- get parents better training- maybe a conference
- Need strong supports for general ed teachers to better serve students with disabilities
- School-to-Home connection- inappropriate level of homework or there is no homework

Early Childhood Inclusion

Suzanne Perry, ADE Director of Early Childhood Special Education

The presentation began with common definitions:

- Continuum of Placements, Least Restrictive Environment, Regular Early Childhood Program, Separate Class, Home Instruction, Separate School,

Hospital and Institution

- All should be considered at IEP meetings

A comment from the panel that advocacy should start at the time of these early IEP meetings to set the pattern for the student's entire education.

Children who have access to general curriculum have better outcomes.

State Inclusion Data (students 3-5 years old)

- 57% of SWD in inclusive setting
 - Includes 5-year-olds in kindergarten
- 31% in inclusive setting
 - Just preschool age

State targets for Inclusion from most recent SPP/APR

6A= 51.3% 6B= 44.2%
Target= 51% Target= 44.4%

Research indicates that outcomes are better with inclusion

Conversation about funding, what story the charts tell, difference between what is needed, what is allowable, and what resources are available

- Access to peers is the biggest struggle

Continuum of placement options are discussed at IEP meetings

Districts have been moving away from clustering students with disabilities into one school and into a self-contained classroom- showing that they can keep students in their home schools and the students are getting their services there

Grants are creating some of these general education programs. The nature of grants is that they can go away. Personnel development grant going away soon- second iteration of PDG is in place now.

Data Dashboard- Connie Hargis, ESS SPP/APR Coordinator, Nicole Harrington, ADE IT, and Wendy Davy, ADE

Created data dashboard to help PEAs make better data-informed decisions. School data profiles were available in the past, a task that was contracted outside of ADE. Changed to electronic profile- still contracted. Now everything is managed in-house. ADE can make data available in real-time and can eventually be used for data reporting.

Clarification: There is a difference between the ESS data dashboard and the school report card Data will go all the way down to student level. Supports all activities/requirements ESS offers to PEAs. ESS Portal combines all applications into a single launching point. Security will be in place via ADE Connect.

The panel received a demonstration of what the application portal will look like when live. MSAA will not be shown separately from other assessments- suggestion was made to show them separately.

The panel was given a demonstration of PEA Determination application- based on determinations ADE reports to OSEP as a state.

The panel also received a demonstration of the School Report Card, which is live now.

Graduation- Alissa Trollinger, ESS Deputy Associate Superintendent and Kacey Gregson, ADE Director of Dispute Resolution

This is the third major revision in approximately ten years.

Graduation requirements are defined in state law- local standards can be higher. IDEA defers to states to determine graduation requirements- Arizona's requirements are set by State Board of Education. Document is structured in a Q&A format to address the most common questions.

A modified course may not fully align to standards- thus cannot give credit until standard is met.

Mses. Trollinger and Gregson read through key points of the document and took questions and feedback.

The panel requested that a question be added to clarify passing a state test and a course that does not have an End of Course test.

The panel requested an additional question about how early to start talking to parents about the likelihood of a diploma.

Special Education Certification Updates- Maura Yildirim, ADE Certification Rules and Procedures Coordinator

Current certificates: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education (Birth-Grade 3 or Age 8), Hearing Impaired, Visually Impaired.

Teaching certification pathways: Standard Professional Teaching, International Teaching, Alternative Teaching, Student Teaching Intern

- Intern certificate allows teacher to teach and be paid while earning certificate along the way

Standard teaching professional certificate is valid for 12 years and may be renewed

Request from panel for a list of "everything" regarding paraprofessionals

There are exam waiver options- additional options for subject knowledge

International teaching certificate: Teachers in US as part of a cultural exchange- lasts as long as visa.

Alternative:

Student teaching intern- not a requirement for student teaching

Proposed Rule Change: "Appropriately Certified"

Amendment to Board rule R7-2-601 Definitions and R7-2-607 General Provisions

- Establishes a guidance document outlining the required certificate, endorsement, and/or approved area for each teaching position
- Replaces the "Highly Qualified Teacher" requirements which are no longer in federal law
- Rulemaking was opened on May 21, 2018

Ms. Yildirim took questions and feedback from the panel.

IDEA Part B Funding and Application- Alissa Trollinger, ESS Deputy Associate Superintendent

Part B Application must be submitted each year for Arizona to receive the entitlement grant. Two components make up the application

- Application is made up of a long series of assurances to assure that the SEA and LEAs are living up to the terms of IDEA
- It is posted for public comment before submission to OSEP

The panel was given a high-level view of funding breakdown: three "pots" of money: \$215,703,278

- Entitlement Fund: the amount that is flowed through to PEAs (approx. 91%)
- Administrative Fund: what is held back to ensure implementation of IDEA at the State level (salaries, equipment, supplies, etc.) (approx. 1.5%)
- Set-Aside: Includes High Cost (approx. 7%)

Question was asked about how SEAP can access the info or advise on specific line items. Advise ESS on what are areas of priority and ESS can shift budgets as needed.

Independent Learning Centers- Leanne Murrillo, Ability360 Empowering Youth Transition Coordinator Tabled until June 4 meeting

SEAP Business

Consideration of Items for Advisement

- Kids being in gen ed setting with SDI, but preschool not being funded
- Developing advocacy skills- maybe invite Sonoran USED Melissa Santora- Parents learning to teach kids
- Menu of Assessment
- Change to Dept of Health regulations regarding requirements for preschool licensure
- Guide PEAs to create more youth-friendly IEPs- student bill of rights- UN model- Ms. Conrad can send Department of Child Safety version

Consideration of Committee Work Needed

- Input on federal application amounts
 1. No time for this year
 2. Possibly for next year
 3. Discuss priorities at a meeting in time for making adjustments
 - Send questions to panel well ahead of time to make discussion more efficient
- Training on parent information for graduation- examine parent version with RSK input
- Membership- terms expiring this June:
 1. Ms. Douglas is retiring and will leave the panel
 2. Ms. Blackledge
 3. Ms. Bruner
 4. Ms. Wennersten
 5. Dr. Puckett
 6. Mr. Gilmore
 7. Ms. Voirol
- Need representation from parents, individuals, homeless/McKinney-Vento, financing/delivery of related services, juvenile detention
- Jason will update application to make a fillable pdf and send notification to Ms. Murrillo

The meeting adjourned at 3:29 p.m.

Next meeting

June 4, 2019 at 3300 N. Central Ave, rm 101, Phoenix