

**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 June 4, 2019, 9:30 a.m. – 3:30 p.m.

Members Present

Lisa Aaroe
Julie Bartanen
Kristina Blackledge
Megan Conrad
Susan Douglas
Nicole Guysi
Paul Johnson
Sophia Lenny
Leanne Murrillo
Kathleen Puckett
Judith Shideler
Heidi Sinkovic
Christopher Tiffany
Susan Voirol
Mary Wennersten

Members Absent

Lara Bruner
Robert Gilmore
Cecilia Hartke
Cathy Humphrey
Nancy Williams

Others Present

Alissa Trollinger, ADE/ESS
Angela Odom, ADE/ESS
Chris Brown, ADE/ESS
Connie Hargis, ADE/ESS
Audra Ahumada, ADE/Assessment
Suzanne Perry, ADE/Early Childhood
Kathy Hoffman, Superintendent of Public
Instruction
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson: Kathleen Puckett _____
Signature Date

SEAP Meeting Minutes

June 4, 2019

Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N Central Ave, rm 16-101, Phoenix, AZ on June 4, 2019. **The meeting was called to order at 9:31 a.m.**

Quorum

Members Present

Lisa Aaroe, Julie Bartanen, Kristina Blackledge, Megan Conrad, Susan Douglas, Nicole Guysi, Paul Johnson, Sophia Lenny, Leanne Murrillo, Kathleen Puckett, Judith Shideler, Heidi Sinkovic, Christopher Tiffany, Susan Voirol, Mary Wennersten

Members Not Present

Lara Bruner, Robert Gilmore, Cecilia Hartke, Cathy Humphrey, Nancy Williams

Approval of minutes from the meeting on March 5, 2019

Motion to approve as read from Ms. Douglas; Ms. Conrad second; **motion carried.**

Reports

Reports from the field

Susan Voirol

Working with Vocational Rehab to improve student outcomes- trying to build consistent language across services- will be working with Dept of Education and many other agencies- driven by Employment First

Raising Special Kids Institute this summer to help parents understand what to expect

Susan Douglas

Excited about today's presentation about homeless youth and hopeful about helping students find the services they need

Urged panel members not to forget even the tiny needs students have

Megan Conrad

Dept of Child Safety- work groups to help the field understand ESSA- working on a transition guide- just got back from a conference about youth engagement regarding education and employment- working on education for students in foster care

Chris Tiffany

Raising Special Kids Transition Institute goal is to have parents and students receive the same information- Youth Leadership Forum adds to the experience as well

Seclusion/inclusion is a problem in school districts- research shows that inclusion produces better outcomes

Mary Wennersten

SB 1318 passed and so the Dept of Education will be hiring a dyslexia specialist to provide training and support to districts and charters

Paul Johnson

SB 1104: revision of the funding formula left crafted in 1991 for hiring staff

Further good news is that Arizona Dept of Corrections and Dept of Juvenile Corrections will have a funding increase for teacher salaries

Leanne Murrillo

Has a presentation today on independent living centers & services they provide- transition is a huge part of that

Kathleen Puckett

Redesign of ASU elementary education with special education programs- students from both programs take classes together- special focus on tiered supports

Teachers of the Visually Impaired (TVI) program was approved by ADE and will start in the Fall- it is a Bachelor program and is a small cohort currently- please recommend people if you know anyone interested

Judith Shideler

There is a real need to get info to parents when the student is ready to graduate because parents are commonly afraid of what is next and want students to stay in school- we need a good way to make the info more accessible to parents

Julie Bartanen

Very proud to work in a district that pays attention to social-emotional wellbeing

Looking forward to Extended School Year AZ-TAS soon to be produced by ADE/ESS

Kristina Blackledge

Family/teachers have concerns about state assessment when the IEP team deems it would be harmful to the student due to stress and anxiety- learned that it is still a requirement and now wonders if the test is a benefit to the student

Graduation: a lot of confusion about meeting competencies- produced heated discussion at IEP meetings- a lot of students technically do not meet the competencies and are graduated anyway

ADE trainings that are free to public school teachers are not free to private day schools- requests a change to have the same access since these schools do serve public school students

Nicole Guysi

Concerns from parents about rezoning programs and students being taken from home schools to receive services- schools are citing FAPE & LRE without real explanation to parent- the result is alarmed parents

SB 1456 passed- mandates vision screening in schools

Heidi Sinkovic

Hiring continues to be a difficult process- limited pool of candidates

Lisa Aaroe

Dearth of certified special education teachers- wonders if induction programs would be of interest in some districts

Increased trauma causing self-contained teachers to leave

- Behavior
- Case load

Self-contained placements and continuum of services

Certificate for hearing impairment

- Deaf community does not prefer that name
- Change title of certificate to Deaf/Hard of Hearing as in most other states

GetSet and SETTA- directors have been asking

- Still exists
- Maybe a listserv announcement as a reminder

Select courses to get additional certificates

Foster classes- Ms. Aaroe took classes for 9 months to get certified and they only talked about special education for about 20 minutes- she would love to serve on a training committee

Sophia Lenny

Concerned about regression of what was learned in school after leaving, but disabilities do not stop when leaving school. They get carried into adult life and sometimes never get mentioned at work or in higher education. A comment was made from the panel that International Dyslexia Association (IDA) is starting a task force with other groups to create guidance for employers and colleges. Ability360 also talks to students about appropriate self-disclosure and having to overcome shame.

Menu of Assessments Update - Audra Ahumada

Legislation has passed- Menu of Assessments in its original form has been halted.

A letter from US Dept of Education (USED) disallowed the waiver of peer review- ADE responded with its 5-year plan.

The plan

Next two years: extend AzMerit (Springs of '20 & '21)

- Possibly name (only) will change soon
- Campaign promises

- Does not deliver acronym
- Will administer summative test in 10th grade
- Eliminates EOC testing in high school
- Started with old AIMS blueprint because it was a 10th grade test
- As of June 2, will not have to retake if do not pass

ADE Assessment is also looking at accommodations model in other states

3-5 years: new single statewide assessment

Possible menu for grades 3-8

Nationally recognized college entrance assessment (ACT/SAT) administered in grades 9, 10, 11

Addressing accommodations may be helped by screening legislation that passed.

The plan is submitted to feds for review- Assessment is preparing for federal revisions.

It is a federal requirement to assess all students on statewide assessment- AzMerit & MSA (if meets requirements)

The letter from USED says AZ will not have elementary menu- discussions can continue. A guide to AZ's menu of assessments: considerations for accessibility is still in draft format.

Preschool Outcomes - Suzanne Perry

Shared last meeting that TS Gold method is changing and here today to provide results and upcoming action

Significant change to Indicator 7b: (knowledge and skills) & 7c: (behaviors to meet needs) from February to April

- 7b: removed some items that were scored inconsistently
- 7c: adjusted cut scored that were found to be too generous

April scores reflect reality better, which is more helpful in the long run.

The process of setting cut scores is determined by the vendor- a hand out was provided to the panel.

Child Outcomes are substantially below target (~80%)

New Mexico has similar numbers and demographics to Arizona

- AZ has lower but similar #s
- Request to see how we are vs. national average
- Can compare updated methodology vs. Colorado, apples to apples, but CO has many more kids
- National average would also include states that have mandated preschool

Next steps:

- Review data collected after the final checkpoint for this year to see if there are changes to the results
- Considering a requirement that there be at least one person in the PEA that has completed the interrater reliability training
- Provide a crosswalk of the updated Early Learning Standards and the Teaching Strategies Gold items
- Make more explicit connection during training activities about ways to collect and represent child outcomes

Independent Living Centers - Leanne Murrillo

There are five Independent Living Centers (ILCs) in Arizona. The big differences between ILC and medical model are that there is not a need to fix the individual and people are consumers, not patients or clients. ILCs serve all disabilities. The Rehab Act of 1973 provides funding for over 400 ILCs.

Centers are designed and operated by people with disabilities. Independent living does not have to mean living alone- it is cued by independent choices. Everything changed when ADA came into being.

Core Services

- Independent Living Skills Instructions
- Peer Support
- Information and Referral
- Individual and System Advocacy
- Transition
- Youth
- Reintegration - Nursing Homes

The Arizona Centers:

- ASSIST! To Independence - Tuba City
- New Horizons Disability Empowerment Center - Prescott Valley
- ABILITY360 - Phoenix
- SMILE - Yuma
- DIRECT - Tucson

Every center in US may serve one or more counties.

Ability360's Mission

Ability360 offers and promotes programs designed to empower people with disabilities to take personal responsibility so that they may achieve or continue independent lifestyles within the community.

One great achievement is that here is a new light rail stop outside of the center, which took about 9-10 years of advocating to achieve.

Ability360 offers employment services, Theater360, Socialization through Recreation, Sports and Fitness Center (which anyone can join), home care services, Community Leadership Academy, home modifications, outreach & early intervention, and community living skills.

www.ability360.org

Homeless Students/McKinney-Vento - Alexis Clermont

Today's Takeaways

- In-depth ESSA basics
- Homeless/ McKinney-Vento program implementation
- Best practices
- Homeless/McKinney-Vento transportation

Ms. Clermont provided policies and procedures. Requirements and duties are federally mandated, and services are to be coordinated in a timely manner. Local liaison is responsible for identifying eligible students.

In determining best interest, the school district shall

- Presume to keep in school of origin
- Student-centered programs and services
- The identification form was built with Texas

Defining homeless depends on if student goes to the same place every night to sleep in a safe and sufficient space. Unaccompanied youth are not in physical custody of a parent or guardian.

SEAs & PEAs are to develop/review/revise policies annually. The PEA must have procedures for credit accrual and implement them.

Other supports

- Transportation
- Free school meals
- Title I, Part A supports
- Sped child find efforts

Higher Ed

- School counselors must assist students experiencing homelessness with college preparation and readiness [42 U.S.C. § 11432(g)(1)(K)].

- Local liaisons must inform unaccompanied youth about their independent student status on the FAFSA and assist with verification of this status [42 U.S.C. § 11432(g)(6)(A)(x)(III)].
- Fee waivers are available for AP tests, the ACT, the SAT, and college applications.
- Applicants have independent student status on FAFSA

Dispute resolution: the state has a policy in place and every LEA has a policy in place.

Transportation

- The method of transportation is an LEA decision, but it must be appropriate for the student and family.
- School bus
- Smaller school bus
- Public bus passes or tokens
- Reimburse parent for mileage
- Activity vans
- Taxi service
- Van service

Ms. Clermont answered many questions from the panel.

Significant Discrepancy & Disproportionate Representation- Indicators 4, 9, 10 - Chris Brown and Connie Hargis

Indicator 4 deals with significant discrepancy

Indicator 9 deals with disproportionate representation

Indicator 10 disproportionate representation by race

Realign calculation of SD

- Several states are not ready
- Arizona is prepared

Flexibility

- Must exceed risk ratio threshold for 2 consecutive years
- Showing reasonable progress

Indicators 9 & 10- Calculation of risk ratio

Fraction: # of children with disabilities from racial or ethnic group in tested category over # of enrolled children from racial or ethnic group
divided by

Fraction: # of children with disabilities from all other racial or ethnic group in tested category over # of all other enrolled children -OR- State rate (Alternate Risk Ratio)

Indicator 4- discipline: only 34 PEAs could be examined because of n-size

Because of new methodology, AZ can examine more PEAs.

Mr. Brown and Ms. Hargis took questions and feedback.

SSIP Update - Angela Odom

Since January meeting, SSIP report was submitted. SIMR- raised from 6.4% to 12.99%

Two cohorts at present

- Cohort 1 has been trained on Learning Walks Protocol
- Cohort 2 will receive LWP during SY 2019-20

Connecting and Applying Literacy Learning (CALL)

- SY 18-19: 5 PEAs
- SY 19-20: 10 PEAs scheduled

Assessment data is not climbing like we hoped, although 71% of included PEAs reported a rise in student proficiency.

By the end of SY 19-20, 15 site-level teams will have been trained in CALL and 18 district-level teams will have implemented Learning Walks Protocol

Submitted on time- Feds acknowledge it is complete. There has been no feedback yet- expected in July.

What is next:

- May introduce third cohort
- Cohorts 1 & 2 will submit benchmark data
- Collaboration with Support & Innovation- 2 PEA sites participate in CALL
- Collaborate with other units in ADE
- Continued collection and analysis

Ms. Odom took questions and feedback

SEAP Business

Election of Officers

Mr. Tiffany nominated Ms. Voirol to replace Ms. Williams as co-chair. Ms. Shideler second.

Motion carried.

Ms. Murrillo is happy to remain as vice-chair. No further nominations.

Consideration of Items for Advise ment

- How to address SSIP results and reading results and data made available to schools
 - Ms. Trollinger suggests a report on Indicator 3 at a future meeting
- Being more active with representing stakeholder groups as opposed to just listening to reports and receiving data
 - Subcommittee to report on State Board of Education meetings
 - Mses. Blackledge, Sinkovic, and Wennersten will comprise the committee
 - Provide agenda time to discuss items

Key Points from the Meeting

- ILCs report
- Assessment update
- Superintendent Hoffman's attendance

Agenda Items for the Next Meeting

- Tempe as an Employment First city
- Recruitment and Retention
- Regression after leaving school

The meeting adjourned at 3:32 p.m.

Next meeting

September 10 at 3300 N. Central Avenue, Phoenix, AZ