

**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 September 10, 2019, 9:30 a.m. – 3:30 p.m.

Members Present

Lisa Aaroe
Julie Bartanen
Kristina Blackledge
Jonas Camp
Michelle Capriotti
Martha Cocchiarella
Megan Conrad
Jennifer Dillon
Nicole Guysi
Ceci Hartke
Paul Johnson
Sophia Lenny
Leanne Murrillo, Vice Chair
Julie Niven
Karla Phillips
Kathleen Puckett, Co-Chair
Shaylyn Savage
Heidi Sinkovic
Kara Swierz
Susan Voirol, Co-Chair
Nancy Williams

Members Absent

Christopher Tiffany

Others Present



John Copenhaver, TAESE
Alissa Trollinger, ADE/ESS
Tracey Sridharan, ADE/ESS
Chris Brown, ADE/ESS
Bethany Spangenberg, ADE/Assessment
Connie Hargis, ADE/ESS
Becky Raabe, ADE/ESS
Jay Johnson, ADE/ESS
Mary Keeney, ADE/ESS
Jenifer Hutchinson, ADE/ESS
Eboney McKinney, ADE/ESS
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson: _____

Signature

Date

11/5/19
11/5/19

SEAP Meeting Minutes

September 10, 2019

Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N Central Avenue, room 16-103, Phoenix, AZ on September 10, 2019. The meeting was called to order at 9:35 a.m.

Quorum

Members Present

Lisa Aaroe, Julie Bartanen, Kristina Blackledge, Jonas Camp, Michelle Capriotti, Martha Cocciarella, Megan Conrad, Jennifer Dillon, Nicole Guysi, Ceci Hartke, Paul Johnson, Sophia Lenny, Leanne Murrillo, Julie Niven, Karla Phillips, Kathleen Puckett, Shaylyn Savage, Heidi Sinkovic, Kara Swierz, Susan Voirol, Nancy Williams

Members Not Present

Christopher Tiffany

Approval of minutes from the meeting on June 4, 2019

Motion to approve as read from Mr. Johnson; Ms. Guysi second; **motion carried.**

Reports

The Role of SEAP and Trends in Special Education

Mr. John Copenhagen, Director, Technical Assistance for Excellence in Special Education (TAESE)

Mr. Copenhagen addressed the panel to share the role of the SEAP and to provide the panel with current nationwide trends related to special education.

Roles of the panel:

- Representing a stakeholder group
- Provide policy guidance to the state director of special education
- Advisory, not advocacy
- Receive reports from the State Education Agency (SEA) on OSEP indicators
- The panel exists under federal law (Individuals with Disabilities Education Act [IDEA])

Membership

- Members are approved by the State Board of Education
- Only one role is currently unfilled: State and Local Education Official, Including Officials Who Carry Out Activities under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The seven functions of SEAP as denoted in IDEA (CFR 300.169)

- Advise the SEA of unmet needs within the State in the education of children and youth with disabilities. (300.169(a))
- Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. (300.169(b))
- Advise the SEA in developing evaluations and reporting on data to the Secretary under 618. (300.169(c))
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports. (300.169(d))
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities. (300.169(e))

- The SEA, after deleting personally identifiable information, must:
 - Provide the Advisory Panel with DPH findings and decisions.
 - Make those findings and decisions available to the public. (CFR 300.513(d) and 300.514(c))
- Waiver of nonsupplant requirement. State must consult with the Advisory Panel regarding provisions of FAPE. (300.164(c)(4))

Current trends:

- Keep the Main Thing the Main Thing
 - A focus on children with disabilities
- Leadership in Special Education
 - Shortages in school district & state leadership
 - Ranked as the most important variable associated with effective schools
- Mental Health/Dangerous Student
 - Lack of services and expertise
- Recruitment and Retention of Qualified Staff
 - National crisis
- Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RTI)
 - Addressing needs of students "at risk"
 - Reducing numbers in special education
- Dyslexia
 - There is much legislation to make it a separate category of disability
 - OSEP says dyslexia is already covered in IDEA
- Trauma Informed Decisions
 - Examining the whole child and impact of trauma on educational performance
 - This item is new to the list, even though it has been around for a while- there is a lot of research happening
- Implementation Science
 - Getting research into practice
- IDEA Re-Authorization
 - Should be done every five years- has currently been 14 years
 - Mr. Copenhaver is not aware of upcoming reauthorization, but it will happen at some point
 - SEAP will have input on reauthorization before it is finalized
- Drug/Substance Addiction
 - Prevalence among people with disabilities is increasing
 - The rate can be 2-4 times the rate of the general population
- Plenty of other issues
 - Specially Designed Instruction & FAPE
 - Giftedness
 - Cradle to College/Career
 - Access to Postsecondary Opportunities
 - Bullying

Panel members see further issues

- Parents and school choice- awareness of best practice
- High turnover rate- AZ has the highest rate in the country
- Conversion of credentials

Reports from the field

Martha Cocchiarella

- Nothing to report

Lisa Aaroe

- National panel for inclusionary practices is working on how to disseminate comprehensible information to parents

Ceci Hartke

- Kids are not performing well on AzMerit- concern to families
- Raising Special Kids (RSK) gets many calls this time of year regarding IEPs and FBAs

Julie Bartanen

- Getting a lot of pushback from parents about determinations of developmental delay and emotional disability- desire the Autism label instead
- Recruitment and retention affect not just teachers but related service providers
- Universal Design for Learning is not talked about enough anywhere

Julie Niven

- Obtaining special education records from schools more quickly- students are often not incarcerated very long
- Difficult to work with detention staff without violating FERPA

Michelle Capriotti

- Compliance issues- incoming IEPs and enforcing them
- CTE programs- would like to include students with disabilities
- Alternate programs for certification

Sophia Lenny

- Concern with lack of opportunity after high school, especially with people who appear higher functioning than what their cognition really is
- Liked the overlap of the Transition Conference and the Directors Institute, which was good for staff
- Asks why people choose services vs. what services are available

Jonas Camp

- Nothing to report

Karla Phillips

- AzMerit and school letter grade- many students don't count statistically
- A lot of attorneys are advising parents to not have students take alternate assessment because the student will not be placed in general education classrooms
- CEC national survey of teachers on inclusion

Kara Swierz

- Excessive mobility- students are being placed in different schools every year to meet related services requirements

Nicole Guysi

- There is a disconnect between new teachers vs. established teachers on what inclusion is

Heidi Sinkovic

- School choice has been in Arizona for a long time. Parents try to make the best decision. Best to focus on issues that benefit all children.

Kristina Blackledge

- Confusion about private day requirements for approval
- Many schools are choosing not to be approved by ADE
- More resources and more requirements necessary

Jennifer Dillon

- Students with intellectual disabilities have a very high rate of being placed in self-contained classroom and not being engaged
- Inclusion is a mindset, not a funding issue

Megan Conrad

- Making sure field staff are equipped to navigate education including special education
- Recent all-day training in which RSK presented on IEP and ESSA points of contact
- Partnering with VR to work on Pre-ETS and that students in foster care get those services

Paul Johnson

- Students are 16 & older and often have to start from scratch
- Hard to find resources and staff

Nancy Williams

- Help parents to understand procedural safeguards and LRE expectations/process
- Important not to dismiss the role of foster parents, such as by contacting biological parents for IEP discussions, which is required for those with the rights, but not including foster parents at all
- There could be parent-friendly guide (including short videos) about special education and the IEP process

Shaylyn Savage

- Looking at AzMerit scores and achievement- district is developing an action plan for helping students progress and providing professional development for general education teachers

Susan Voirol

- Recent impact study from Institute for Community Inclusion
- Sonoran UCEDD is starting a transition study soon- looking at how change can occur for postschool employment outcomes, specifically for students with DD/ID, but across all disabilities
- UCEDD is also expanding Project Search, an employment program
- Working with Tempe to establish itself as an Employment First city

Kathleen Puckett

- Today's reports reinforce what IHEs continue to do in teacher prep programs

Leanne Murrillo

- Ability360 is a Center for Independent Living- people 14 & older can take advantage of their services and learn skills and self-advocacy
- In a pilot program: Healthy Community Living- teaches community living skills and living well in the community- the research is coming from the University of Montana

Parent Survey, Indicator 8

Becky Raabe, Education Program Specialist, ADE/ESS

Becky's role is to support families with taking the survey

Arizona has always met the target for the SPP/APR- responses have been representative across the state

Changes this year:

- PEAs will survey parents of private day and tuitioned-out students
- Students over 18 will take the survey unless a parent has retained IEP rights

Secure, unique student login codes

Reports to self-monitor progress as well as question-by-question results

- If 6 or more responses have been recorded
- Also holds true by school if there are 6 responses for that school

Parent participation enhancements

- Increased number of responses
- Simplified process
- One district was able to notify families via text message

Data Collection and Reporting- annually open November through May

Good move to reduce from 25 to 8 questions

Nearly 10,000 parent comments last year

October 1 census generates the student logins

Available in English and Spanish

Target membership is 67% for school year 2020

Ms. Raabe answered several questions from the panel.

Recruitment and Retention

Mary Keeney and Jay Johnson, Recruitment and Retention Specialists, ADE/ESS

Mr. Johnson and Ms. Keeney addressed the panel to report on recent recruitment efforts and answer questions.

Recruitment web page: www.teachinaz.com

Updated marketing to a bright, friendly Southwestern look

Events visited for targeted recruitment: ArSHA (SLPs), ArizOTa (Arizona OT Association), Educators

Rising (future educators)

Tuition assistance

- SETTA- Special Education Teacher Tuition Assistance
 - For paraprofessionals who want to become special education teachers
- GEtSET
 - For general education teachers who want to become special education teachers

Two successful job fairs took place in March- there were hundreds of applicants from 40 states and a couple of other countries

Special Education Directors- there are 626 in Arizona

- 47% have 1-3 years of experience
- 34% have 4-10 years of experience
- 17% have 11+ years of experience
- 20% of special ed directors left their position or school last year

There are always a lot of open positions among teachers and related service providers

Teachers with 1-3 years of experience exit the field too frequently, and special ed teachers are twice as likely to leave. To increase retention, ADE/ESS created Teach Camp which is a project that encourages teachers to stay by connecting them to each other and professional development opportunities.

The presenters took questions from the panel.

ESS Math Specialists

Jennifer Hutchinson and Eboney McKinney

The new specialists introduced themselves and talked to the panel about currently active surveys designed to inform professional development.

PEA Determinations Proposal

Chris Brown, ADE/ESS, and Connie Hargis, SPP/APR Specialist

Mr. Brown and Ms. Hargis discussed proposed changes to PEA Determinations. Accountability and Continuous Improvement are equally important at both the state and local levels. Accountability (compliance) has been what is stressed in recent years, and AZ wants Continuous Improvement (results) to be assessed equally.

They demonstrated the current and proposed models and explained the scoring. It is part weighted and part rubric scoring. The hope is to demonstrate and reward growth.

The presenters took questions and feedback from the panel.

Assessment, Indicators 3B & 3C

Chris Brown and Connie Hargis, ADE/ESS, and Bethany Spangenberg, ADE/Assessment

3B- State Assessment Participation Rate in ELA and Math

3C- State Assessment Proficiency rate in ELA and Math

Participation target is 95% for both Math and Reading. FFY 2017 participation rate was 94% for both. Proficiency target is 92% for Math and 95% for Reading. FFY 2017 proficiency rate was 32% for Math and 25% for Reading.

Multi-State Alternate Assessment (MSAA)

Not very able to share proficiency data for two reasons

1. MSAA data is rolled into larger special ed data, so already included
2. 1% of the total special ed population, so the data are not very meaningful

6,617 students with the most significant cognitive disabilities had the opportunity to participate in state content assessments

- 4.9% students with no observable communication
- 59 misadministrations

Ms. Spangenberg spoke about the accessibility features and accommodations. She then took questions from the panel.

SEAP Business

Consideration of Committee Work Needed

State Board of Education Committee

June 24 meeting

- Primary focus was sex education and changes to rules- not something for SEAP to worry about

August 9-10 retreat

- K-3 Ad Hoc Committee for literacy to create statewide early literacy assessment

August 26 meeting

- School Safety
- Infant/Toddler developmental guidelines are open for comment
- AZM2 is replacing AzMerit (10th grade)
 - Elementary assessment is not changing
 - Technical webinars regarding

The committee judged that there was nothing in the content from the meetings for SEAP to work on.

The August 26 meeting also discussed Move On When Reading and the four exclusions (3rd grade).

Annual Report Committee: Mses. Cocchiarella, Murrillo, and Puckett

Report will be written for the November meeting so it can be submitted to the State Board of Education by January 1, 2020.

Consideration of Items for Advisement

PEA Determination feedback

State Systemic Improvement Plan and comparison of school sites

Key Points from the Meeting

Hot topics from Mr. Copenhaver's presentation, especially Dyscalculia

Teach Camp and recruitment/retention

Changes in Parent Survey

Upswing in ELA and Math assessment scores

Continuous Improvement

Met compliance requirements as a state for the first time since 2013

- Only 20 other states also met requirements

Agenda Items for the Next Meeting

Educational Legislation from Spring

- Dyslexia Screener
- Dual-Labeled Students- EL & SPED Students

Mental health and trauma-informed innovative practices

Pre-ETS- employment readiness

- Probably too early according to Ms. Voirol
- Could probably revisit in January
- Ms. Trollinger recommends this topic for the Secure Care Community of Practice meetings- Ms. Niven can then report at meetings

Associate Superintendent of Equity, Diversity, and Inclusion: goals and objectives- Ms. Trollinger will ask about her availability for future meetings

Moving students / Inclusion and practices

- This is not an issue that ADE can advise on- local districts make these decisions. Ms. Trollinger suggests that SEAP could make a report to the State Board of Education to express the concern.
- Could possibly pair with Indicator 5- LRE data

Raising Special Kids

Research about outcomes

- Guidance for parents regarding MSAA

Breakdown of Assessment data

- Grade level
- Disability category

The meeting adjourned at 3:25 p.m.

[Next meeting](#)

November 5, 2019 at 3300 N Central Ave, rm 16-101, Phoenix, AZ