

**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 November 5, 2019, 9:30 a.m. – 3:30 p.m.

Members Present

Julie Bartanen  
Jonas Camp  
Michelle Capriotti  
Martha Cocciarella  
Megan Conrad  
Jennifer Dillon  
Nicole Guysi  
Paul Johnson  
Sophia Lenny  
Leanne Murrillo  
Julie Niven  
Karla Phillips  
Shaylyn Savage  
Kara Swierz  
Christopher Tiffany  
Susan Voirol  
Nancy Williams

Members Absent

Lisa Aaroe  
Kristina Blackledge  
Ceci Hartke  
Kathleen Puckett  
Heidi Sinkovic

Others Present

Alissa Trollinger, ADE/ESS  
James Rivera, ADE/ESS  
Tracey Sridharan, ADE/ESS  
Kim Rice, ADE/ESS  
Connie Hargis, ADE/ESS  
ADE/ESS Secondary Transition Team  
Aanya Rispoli, ADE/ESS  
Sean Ross, ADE/K-12 Academic Standards  
Kathy Hoffman, Superintendent of Public  
Instruction  
Jason Baggs, ADE/ESS

Minutes Approved (As Read) (As Amended)

Chairperson:  1-21-2020  
Signature Date

# SEAP Meeting Minutes

November 2019

## Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N. Central Ave, Phoenix, AZ on November 5, 2019. **The meeting was called to order at 9:30 a.m.**

## Quorum

### Members Present

Julie Bartanen, Jonas Camp, Michelle Capriotti, Martha Cocciarella, Megan Conrad, Jennifer Dillon, Nicole Guysi, Paul Johnson, Sophia Lenny, Leanne Murrillo, Julie Niven, Karla Phillips, Shaylyn Savage, Kara Swierz, Christopher Tiffany, Susan Voirol, Nancy Williams

### Members Not Present

Lisa Aaroe, Kristina Blackledge, Ceci Hartke, Kathleen Puckett, Heidi Sinkovic

## Approval of minutes from the meeting on September 10, 2019

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

## Reports

### Dyslexia Screening and Training Update

Mr. Ross provided the definition of dyslexia as a starting point and talked about its common occurrences and misconceptions.

The legislation calls for teacher training and for ADE to hire a dyslexia specialist. Also, students are to be screened for characteristics consistent with dyslexia within the first 45 days of school. MOWR screens students within the first 4 weeks already, so the two are being combined. Vendors were able to provide screening at no extra charge. The result is that there is no extra time or cost burden to schools.

When students are found to have characteristics consistent with dyslexia, parents will be notified, which includes:

- Schools will identify specific areas of struggle
- Targeted interventions at school
- Strategies for parents to use at home
- Dyslexia resources for parents
- Potential timelines

At school, the types of intervention will be specifically identified. Interventions will be multi-modal.

Mr. Ross shared the general timelines (taking into account that Arizona is a local control state). If a student is not making progress over time, the student would likely get a referral for special education.

Mr. Ross shared some resources available to parents.

Mr. Ross took questions and feedback from the panel throughout his presentation. Other ADE/ESS personnel took questions and feedback as well.

### **Reports from the field**

Sophia Lenny

- Has recently been wondering about folding grief counselling into trauma-informed care for students with disabilities

Shaylyn Savage

- Legislation about ELL students and not having access to AZELLA
- Lack of accommodations on AZELLA is a concern
- Attending, conference in December regarding students with disabilities experiencing trauma

Nicole Guysi

- Lack of willingness of schools to be transparent with families
- If schools feel threatened or concerned, they need to know where they can go for help

Julie Bartanen

- Balancing old and new legislation
- Staffing shortages
- As a parent, dealing with transition from Part C to Part B and many changes in Part C

Jennifer Dillon

- Stakeholders struggling with full inclusion
- Teachers not having time to modify curriculum
- Recently attended a conference put on by Down Syndrome Network and really liked 2 of the speakers
- Will also attend the TASH Conference in December

Chris Tiffany

- Good idea to support taking action with RTI
- Interplay of overidentification and delay in evaluation
- Communication partnership and mainstream placement
- Three school districts have taken steps to engage parents with special education advisory council

#### Megan Conrad

- Still working to get the word out about ESSA, where foster students fall (not McKinney-Vento anymore)
- Hearing a lot about broken communication when students enter and leave foster care

#### Karla Phillips

- Concerned about inclusion
- Schools may not know how to include
- Susan Voirol received an award from raising special kids
- Overidentification- the goal is to achieve outcomes
- National decline of NAEP scores

#### Kara Swierz

- Stakeholders developed a caregiver driven advisory panel within the school district
- District has also hired inclusion expert

#### Jonas Camp

- Echoes that AZELLA is not very accessible to certain students- partly involves a telephone component- difficult for deaf students
- ASDB is a state agency- some TVIs have a hard time obtaining certification
- Recruitment and retention -33% of ASDB staff retiring in the next three years -hard to keep to begin with, and young teachers tend to leave within 1-2 years
- Request sending teach camp info to ASDB
- Better transition services with ASDB, such as mock interviews

#### Michelle Capriotti

- Arizona teacher vacancies- highest turnover rate in the US- also a high number of impending retirements- approx. 22% in the state
- Teachers don't continue to teach in retirement anymore- may not finish the year when hitting retirement day
- The shortage is not of available teachers but of finding those willing to teach- not coming up with long term solutions

#### Julie Niven

- Superintendent visit- shows support for the needs of detention centers
- Pre-ETS services for students while they are detained

#### Paul Johnson

- Getting a lot more adults with autism and intellectual disabilities

Nancy Williams

- Reasserts that parents ought to be better informed and be given better resources
- Understanding foster students and why they are in that situation
- Need more information about transition resources for students at private schools
- Recruit teachers

Martha Cocciarella

- Exposing university faculty to dyslexia
- Started a CEC chapter at ASU
- Talked about cool new vibrating jacket (Monarch Vest) for people with certain physical disabilities

Leanne Murrillo

- Talks in schools about independent living skills and transition services
- Interested in connecting middle school and high school teachers to start on transition earlier

Susan Voirol

- UCEDD and DDD focusing on students in private schools
- Employment First and wages- expanding opportunities

### **Superintendent of Public Instruction**

Time is flying by, but Ms. Hoffman is making a point of visiting schools all over the state

- Has been in every county but one so far and will visit that one next month

Paying attention to the buildings that schools inhabit

Legislation- looking at funding gap for special education (approx. \$100 million)

- Senator Allen is proposing an increase of \$50 million

Teach Camp- appreciates the process

Difficult recruiting educators from in or out of state, so teachers are being hired from other countries

Superintendent Hoffman took questions from the panel.

### **Indicators 1, 2, 13, 14- Graduation, Dropout, Secondary Transition, Postschool Outcomes**

These indicators are interconnected and inform planning for the ADE Secondary Transition team

- Data provided today is lag data from Federal Fiscal Year (FFY) 2017

Graduation rate (Indicator 1) has consistently been in the high 60s since 2011 (target is 80%)

- Civics test requirements seem to be a factor in slippage

Dropout rate (Indicator 2) decreased from 27% to 23% from the previous year (target is 28%)

Secondary Transition (Indicator 13) is made up of 8 components (target is 100% compliance)

FFY17 showed 84% compliance- down from 86% in FFY 16

Data is from schools in year 4 of 6-year monitoring cycle annually, so different schools each year

- ESS expects within 6 years, when all PEAs have undergone current monitoring cycle process, that compliance will start to be closer to 100% annually

Post School Outcomes (Indicator 14) show 75% student engagement

- 22% of students were engaged in higher education (completed at least one term)
- 39% of students started higher education or competitive employment
- 14% of students were engaged in other employment or technical training

Ms. Hargis took questions from the panel.

## **Secondary Transition Program**

Areas of Responsibility

- Indicators 1, 2, 13, & 14
- Best Practice Professional Development
- Inter- & Intra-Agency Collaboration
- State & Federal Initiatives

Regional Training satisfaction rated at outstanding or above average is 88%

Post School Outcomes (PSO) Support

- Training
  - Webinars & In-Person
  - Presentation & documents specific to new PSO Survey Questions
- Data Presentations
- Technical Assistance & Communication

Best Practice Professional Development

- Regional Training
- Targeted Training
- Conference Presentations

#### Inter- & Intra-agency Collaborations

- Transition Conference
- College & Career Competency Team Training (CCCTT)
- Career & Technical Education
- AZCIS

#### State & National Initiatives

- National Technical Assistance Center on Transition
- Customized Employment
- Engage for Change

#### Impact on the Future

- Increased the size of the transition team from 3 to 4 + lead
- Increased communication with monitoring specialists
- Data-based targeted training
- Increased opportunities for technical assistance
  - Webinars
  - Recorded training on each component – update
  - Transition Coalition modules
  - New videos
- Focus groups for PSO
- Focus on Complex Support Needs

The Team took questions and feedback from the panel

#### **Special Education Certification**

Address the shortage of qualified special education teachers

Better serve Arizona's students with disabilities

Provide a pathway for teachers certified in general education to join the ranks of special educators without having to complete an entire teacher preparation program

Ms. Rispoli shared the Mild/Moderate Endorsement Pathway & Courses and the Moderate/Severe Endorsement Pathway & Courses

#### **Mental Health/Trauma-Informed Practices**

Trainings offered

- Neurosequential Model in Education
- Neurosequential Model in Therapeutics
- Youth Mental Health First Aid

#### Additional Trainings

- Crisis Prevention Institute (CPI)
- Multi-Tier Behavior Supports (MTBS)

#### Trainings planned for 2020

- Neurosequential Model in Education
- Neurosequential Model in Therapeutics
- Youth Mental Health First Aid
- Crisis Prevention Institute
- Multi-Tier Behavior Supports

#### Additional social wellness efforts

- Intra-agency
  - ADE Social Wellness Committee
- Interagency
  - Behavioral Health Planning Council
  - ACES Consortium
  - NME/NMT Leadership Committee
  - PBISAz Advisory Council

## SEAP Business

Facilitated IEP Trainings are available through ADE/Dispute Resolution to help parents and schools communicate more effectively together and improve relationships.

- One panel member also recommended having facilitated METs.

### **Consideration of Items for Advisement**

School letter grades and a voice from special education

- Tie to Indicator 14

Get a brief history of the work of the Department of Education

- Local control- helping parents understand
- Provide bullet points related to special education to superintendent for social media

### **Consideration of Committee Work Needed**

SEAP Annual Report

- After discussion regarding notice (14 days advance) for the report, it was discovered that there is not an advance notice rule in the SEAP Bylaws



- Some states use their reports as a time to leverage discussion at state board meetings as an agenda item
  - Created a committee to compile information to be presented to the SBE.
  - Mses. Phillips and Capriotti will be on the committee. Ms. Trollinger will ask the Secondary Transition team to contribute.
- The report was moved for approval by Mr. Tiffany, second Ms. Guysi- Motion carried. The report will be submitted for the January SBE meeting.

State Board of Education Meeting Committee was not present at this meeting, so there was no report.

No further committee work is required.

### **Key Points from the Meeting**

Transition

### **Agenda Items for the Next Meeting**

AZEIP & AZELLA

Inclusive Practices

UDL in Teacher Prep programs

SEAP Social Media program

- Deferred until after training on Open Meeting Law

**The meeting adjourned at 3:29 p.m.**

### **Next meeting**

January 21, 2020 at 3300 N. Central Ave, Phoenix, AZ