

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 3300 N. Central Ave, 16th Floor, Room 100/101, Phoenix, Arizona, on January 19, 2016, 10:00 a.m. – 3:30 p.m.

Members Present

Lara Bruner
Diane Bruening
Ron Denne
Susan Douglas
Robert Gilmore
Wendi Howe
Cathy Humphrey
Sophia Lenny
Leanne Murrillo, Vice Chair
Patrice Robinson
Judith Shideler
Lisa Soeby
Christopher Tiffany
Nancy K. Williams, Co-Chair

Others Present

Robin Kauakahi, Associate Superintendent
Lisa Yencarelli, ESS/ADE
Jeannette Zemeida, ESS/ADE

Members Absent

Kristina Blackledge
Amanda Heyser
Edward O'Neill, Co-Chair
Kathleen Puckett

Minutes Approved (As Read)(As Amended)

Chairperson:

Signature

Date



3-15-16

03-15-2016

Topic	Discussion	Outcome
1. Call to Order	Leanne Murrillo, Vice Chairperson, called the meeting to order at 10:15 a.m.	1. None.
2. Approval of November 10, 2015 minutes.	Susan Douglas made a motion to approve November 10, 2015 minutes. Christopher Tiffany seconded the motion. Motion approved.	2. Motion carried.
3. Public Comment.	Leanne Murrillo welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. General Announcements.	Robin Kauakahi, the new Associate Superintendent for Exceptional Student Services (ESS) and Title I programs, introduced herself to the Panel. Deputy Associate Superintendent, Angela Denning has resigned. A new DAS should be hired soon.	4. None.
5. SEAP New Panel Member Introduction and Position Recruitment Needs.	Ms. Murrillo welcomed Robert Gilmore to SEAP. Mr. Gilmore introduced himself to the Panel. The Panel has the following position recruitment needs: Administrator of Programs for Children with Disabilities Representatives of a Vocational, Community, or Business Organization Concerned with the Provision of Transition Services to Children with Disabilities Representative from the State Child Welfare Agency Responsible for Foster Care Representative from the State Juvenile Detention Agency Representative from the State Adult Corrections Agency	5. None.
6. Members' Reports from the Field.	Sophia Lenny – Postsecondary accommodations. She would like to have a presenter at the SEAP meeting from an organization that does this well. Diane Bruening – Would like to see responsibility and a federal funding shift to postsecondary institutions to postsecondary education. Districts are ramping up to hire for next year but the individuals in specialized fields aren't available for hire. Her district (Higley) hasn't had a PT for the last 3 months. Robert Gilmore – Transition is a big deal at The Children's Center for Neurodevelopmental Studies. They've partnered with the Phoenix Union High School District regarding transition. It's an eye-opening experience to see what is available for their student population, especially for those who are lower functioning.	6. None

Topic	Discussion	Outcome
	<p>Lisa Soeby – There is a great deal of need for transition resources in the West Valley. She enjoyed the Transition Conference and got a lot of information. She would like to see parents more involved in the conference. Could there be a half day with some of the speakers just for families? Lower cost for parents, better advertising. Reported that high school did not keep parents involved with team.</p> <p>Chris Tiffany – Transition is a challenge for parents. The handoff between high school and adult services is never really smooth. Seeing this as challenge as a parent and an employee of Raising Special Kids. Not all children are comfortable participating in IEP meeting. Parents want their children engaged and active in the community after 18.</p> <p>Patrice Robinson – She is continuing to meet with other parents of kids with special needs. Parents are confused when their child is in special education and needs gifted services as well. Parents are also concerned about children on medication being moved from private placement back to general placement.</p> <p>Leanne Murrillo – Recommended “Full Life Ahead” workbook for parents and students – a workbook on secondary transition.</p> <p>Susan Douglas – Charter schools are unique in small size. Costs to parents are double for the schools. Would like to have someone talk at March meeting about AzMERIT test. She has concerns about what accommodations should be in test.</p> <p>Lara Bruner – Concerns about SLD (specific learning disability) students. Would like to have information from community college system and universities about criteria used to move from IEP to 504. She also has concerns about accommodations for AzMERIT test – paper tests specifically.</p> <p>Cathy Humphrey – Broaden the definition of transition to kids in elementary school to high school. She'd like to see more information on what to expect for transition.</p> <p>Wendy Howe – Parents of children moving from elementary to junior high have concerns about what to expect. What is a 504 when moved from IEP to 504? How can parents support teachers who have students in inclusion with a disability?</p>	
7. Dispute Resolution	<p>Kacey Gregson, Director of Dispute Resolution.</p> <p>The information listed below will appear in the State Performance Plan/Annual Performance Report (SPP/APR) as Table 7.</p> <p>State Complaints – The complaint numbers seem to be going down but the complaints are becoming complicated. They often are system-wide and contain multiple issues. [Attachments 1 and 2]</p>	7. None.

Topic	Discussion	Outcome
80 signed written complaints 52 issued investigation reports 36 had at least 1 finding of noncompliance 28 complaints were withdrawn or dismissed	All 52 reports were issued within the mandated 60-day timeline.	
61 requests 35 mediations were held 10 were held as part of a due process 5 resulted in a mediation agreement 25 were not related to a due process 17 resulted in a mediation agreement 9 mediations still pending on June 30, 2015 17 mediations were withdrawn	Mediation – Numbers are going up. This is good as this is an option to dispute resolution. This option is best at helping to maintain a relationship between schools and families.	
Due Process Complaints		
51 requests 21 opted to go through the resolution session process 11 were resolved with a resolution agreement 4 went through a fully adjudicated hearing (as of June 30) 5 pending as of June 30 42 complaints were withdrawn or dismissed		
Expedited Due Process Hearing (specific to discipline)		
2 requests 1 resolution session – not settled 2 withdrawn or dismissed		
Ms. Gregson fielded questions from the Panel.		
Amy Dill, Dispute Resolution Specialist, report to the Panel on Facilitated IEPs (FIEP).		
Forty-three states are developing and using IEP facilitation.		

Topic	Discussion	Outcome
	<p>Beginning in 2014, Arizona committed to provide state-wide capacity building FIEP trainings.</p> <p>A PEA employee, designated as a facilitator, assists IEP teams in developing an IEP.</p> <p>A PEA-led facilitated individualized education program (IEP) meeting is one which includes: A PEA employee, designated as the facilitator, assists the IEP team in developing an IEP that provides a free appropriate public education (FAPE) to the student An IEP is developed by a collaborative team whose members share responsibility for the meeting process and results</p>	
	<p>An FIEP culture builds and improves relationships among IEP team members and between parents and schools and keeps the meeting focused on the student.</p>	
	<p>Dispute Resolution staff currently facilitate two-day trainings to teach PEAs how to create a facilitated system. However, based on feedback from the field they are currently working on paring this down to a one day training.</p>	
	<p>Beginning in the 2016-2017 school year, a state-wide facilitated IEP system will be established. It will be similar to the mediation system. Parents or the PEA can request a facilitator – both parties must agree There is no cost to either party The facilitator will facilitate the IEP meeting.</p>	
	<p>Ms. Dill fielded questions from the Panel.</p>	
<p>8. Employment First Initiative</p>	<p>Item tabled.</p>	<p>8. None.</p>
<p>9. Exceptional Student Services (ESS)</p>	<p>Pat Reynolds, Accessibility Specialist.</p> <p>The staff of the ADE Assessment Unit knew that moving to a computer-based state-wide assessment would be a challenge for students with disabilities. A task force was created to look at and recommend accommodations that could be used in the new assessment.</p> <p>The task force began with staff at ADE with the intention of including experts from the field.</p>	<p>9. None.</p>
	<p>Due to the swiftness of the change from the Common Core test to AzMERIT, accommodations were put on the backburner while the state worked to get AzMERIT up and running. The accommodations that were already in place from the AIMS assessment were left in place for the 2014-2015 school year state</p>	

Topic	Discussion	Outcome
assessment.	<p>In order to determine what forms of accommodations were being used in the field the task force developed a survey. They expected that they would see a lot of computer-based accommodations. Instead, survey results showed that the typical, traditional accommodations were being used in the classroom, such as: small group instruction, special seating, and using color overlays.</p>	
Based on the survey results, the task force determined that they needed to find a way to get teachers in the field thinking of using Universal Design and more technology. The focus is to change the thinking of the field regarding assessments; instead of thinking that they can/should only use the type of accommodations currently used on the assessment. Teachers really need to be using UDL and more technology in the classroom so that there can be an argument for using them in the state assessment.		
The next meeting for the UDL/Accommodations Task Force was set for February 2, 1:00 pm, ADE Jefferson.		
Ms. Reynolds fielded questions from the Panel.		
Lisa Yencarelli, Director of Federal Initiatives, ADE Retention/Recruitment Updates		
Southern Arizona Job Fair in Tucson; Pima Community College; March 19, 2016 Great Arizona Teach-In; Renaissance Hotel; April 23, 2016		
Setting Targets for the State Systemic Improvement Plan (SSIP)		
The SSIP is Indicator 17 in the State Annual Performance Report.		
The first 16 indicators are due February 1.		
New targets need to be set for the SSIP Indicator 3. The push is for special education and general education collaboration.		
The purpose of the State-Identified Measureable Result (SIMR) is to increase the proficiency on our state reading assessment for students with specific learning disabilities in Grades 3-8 in Arizona's focus and pre-intervention schools.		
Ms. Yencarelli shared the results of the most recent state-wide assessment on focus schools.		

Topic	Discussion	Outcome
10. Special Education Advisory Panel	<p>Ms. Yencarelli asked for Panel input on setting SIMR targets for the next four years. The final target needs to be above .69 for the 2018-2019 school year.</p> <p>The Panel proposal was .69, .70, .84. and 1.0 for the next four years.</p> <p>Subcommittee reports were tabled until the next meeting.</p> <p>Panel members reviewed the draft of the Annual Report. Nancy Williams, Co-Chair, thanked Ed O'Neill, Co-Chair, for his work on crafting the Annual Report.</p> <p>Judith Shideler made a motion to approve the Annual Report; Sue Douglas seconded the motion. Annual Report approved.</p> <p>Sue Douglas proposed reviewing the Annual Report for agenda items for next year.</p> <p>There were no items of consideration.</p> <p>Key Points from the Meeting:</p> <ul style="list-style-type: none">Dispute ResolutionShifts in trends and complaintsFacilitated IEP MeetingsDue Process examples were givenSecondary Transition concerns by stakeholdersCall for interested parties for universal design and accessibility task force <p>The following individuals expressed an interest in joining the Parent Capacity Subcommittee:</p> <ul style="list-style-type: none">Wendi HowePatrice RobinsonLisa SoebySophia Lenny <p>Ms. Robinson volunteered to take the lead on the subcommittee.</p> <p>Ms. Murrillo reminded the Panel that the main function of SEAP is to advise ADE/ESS of unmet needs within the State in the education of children with disabilities. Ms. Williams and Ms. Murrillo informed the Panel about how recommendations and suggestion have been communicated to ESS in the past.</p>	10. Motion carried.
11. Adjournment.	The next SEAP meeting is scheduled for March 15, 2016. It will be held at the Arizona Department of	11. Adjournment.

Topic	Discussion	Outcome
Education, 3300 N. Central Ave., Phoenix, Arizona at 9:30 a.m.	Proposed agenda items for next meeting:	
Secondary Transition		
Available resources		
Successful programs		
Symposium for parents connected to the Transition Conference		
Parent recommendations		
Central location for Transition resources		
Parent Capacity Building		
Postsecondary Outcomes		
Employment First Initiative		
Meeting dates for 2016-2017		
Meeting Start Time		
Potential Agenda Items for future meeting:		
AzMERIT		
Expected accommodations		
University Disability Center		
High school students who are dual enrolled		
Students entering postsecondary education		
Meeting was adjourned at 3:04 p.m.		