

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 2005 N. Central Ave., Room 105, Phoenix, Arizona, on June 10, 2008, from 9:30 am to 3:30 pm..

Members Present

Molly Bright
M. Diane Bruening
Ronald L. Clanton
Phyllis Green
Ileen G. Herberg
Alecia Jackson
Gail Jacobs, Ed.D.
Dr. Ida Malian
Kathy McDonald
Terisa Rademacher, Co-chair
Kim Simmons
Kay B. Turner, Ed.D, Vice-chairperson
Nancy Williams

Others Present

Cynthia Bolewski, ADE/ESS
Roberta Brown, ADE/ESS
Colette Chapman, ADE/ESS
Diane Mignella, ADE/ESS
Valerie Andrews James, ADE/ECSE
Jeannette Zemeida, ADE/ESS

Members Absent

Susan Douglas
Robert Hill, Ed.S., Co-Chair

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Kay Turner, Vice-Chairperson,, called the meeting to order at 9:40 a.m.	1. None.
2. Approval of May 13, 2008 minutes.	Ron Clanton made a motion which was seconded by Phyllis Green to approve the minutes of the AM portion of the May 13, 2008 meeting. The motion was approved. Terisa Rademacher made a motion which was seconded by Ileen Herberg to approve the minutes of the joint meeting with the Interagency Coordinating Council (ICC) in the afternoon of May 13, 2008. The motion was approved.	2. Motion approved.
3. Public comment.	Ms. Rademacher 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.	3. None.
4. Institutes of Higher Learning Report	Dr. Ida Malian is a SEAP member who represents Institutes of Higher Learning. Dr. Malian gave the Panel an overview of the Special Education Programs from the following universities: Arizona State University, Northern Arizona University and the University of Arizona. The commonalities that the programs share include: Community College collaboration 2+2 programs for students who are certain of their major, know what state university they want to transfer to after community college 2+2+2 programs for high school students – students can earn university credits while still in high school Initial teacher preparation programs All programs are approved or going through approval from ADE All programs have graduate degrees Collaboration with local school districts The program uniquenesses include: Types of certification and endorsements Unique focus of graduate programs Expertise of faculty Time to completion The universities offer classes in a number of ways. These include: traditional on campus during the day, evening classes, weekend classes, hybrid formats, and online classes.	4. None.

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	<p>Responding to a question by a member, Dr. Malian informed the Panel that ASU West has a 0-3 Infants and Toddlers with Disabilities Program. This is a very multi-disciplinary degree – most participants are not special education teachers. The ASU Tempe campus has a master's degree program in Autism which is online. U of A also has a program in Autism.</p> <p>All of the universities have a disability resource center.</p> <p>The University of Arizona has the following Special Education Certificate programs:</p> <ul style="list-style-type: none">Undergraduate<ul style="list-style-type: none">Cross categorical special educationInterpreter trainingGraduate<ul style="list-style-type: none">Learning DisabilitiesCross categorical special education (new program in review)Deaf/hard of hearingBlind/Low visionSevere and multiple disabilities <p>The U of A deaf/hard of hearing program is an online, web-based program. The certification program is only open to those who already have a master's degree and appropriate background in education or special education. The program is accredited by the Council on Education of the Deaf</p> <p>The visually impaired program in an on-campus graduate program for teachers of visually impaired and orientation and mobility specialists.</p> <p>U of A is the only state university with a program in severe and multiple disabilities. This is an on campus program. The autism program in on-line and is under this graduate program.</p> <p>Arizona State University has four campuses: West, Tempe, Polytechnic and Downtown.</p> <p>The Tempe campus has the following programs:</p> <ul style="list-style-type: none">Undergraduate Specialist Certificate<ul style="list-style-type: none">Categorical ED, MR, LDDual Certificate to elementary and special education cross categoricalGraduate Programs<ul style="list-style-type: none">Autism Spectrum Specialist CertificateMaster of Arts in Gifted Education	

Topic	Discussion	Outcome
	Master of Arts in mild disabilities and autism Masters and certification in ED, MR, LD, Cross-categorical	
	The West campus has the following programs:	
	Undergraduate Dual certificate-Special Education (K-12) mild cross categorical and Elementary Education (1-8) Focus on collaboration and co-teaching, family centered and management	
	Graduate M.Ed. in Collaboration and Consultation M.Ed. in Infants and Young Children with Disabilities MAC Teach for America Phoenix Fellows Ed.D. in Leadership and Innovation	
	The Downtown campus has the following education programs:	
	Teach for America Phoenix Fellows	
	The Polytechnic campus has the following programs:	
	Undergraduate Program Cross categorical mild disabilities STEM Initiatives with math disabilities	
	Graduate program MAC Consultation and Collaboration (pending) Education	
	Northern Arizona University has the following Special Education Certificate programs:	
	Undergraduate programs: B.S.Ed. – Dual Certificate Program B.S.Ed. – Special and Secondary Education (English, Social Science or Biology)	
	Graduate programs:	

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5. Exceptional Student Services.	<p data-bbox="627 266 1010 415">M.Ed. in Special Education Early Childhood handicaps Emotional handicaps Learning disabilities Mental retardation</p> <p data-bbox="499 451 1608 599">Dr. Malian fielded questions from the Panel. In response to a question from a Panel member, Dr. Malian informed the group that Emergency Certificates are being phased out and being replaced by Intern Certificates. Teachers who are on Intern Certificates have entered into a contract with the district in which they are employed which allows them to teach while they are attending school to become fully certified.</p> <p data-bbox="499 634 1608 688">Steve Mishlove, Director of Special Projects, Arizona Department of Education, Exceptional Student Services (ADE/ESS) gave the Panel a report on Transition.</p> <p data-bbox="499 719 1608 805">In 2007 ADE received a parent complaint regarding graduation in relation to transition plans. As a result of the complaint investigation, the controversial issue of graduation in relation to the provision of transition services was introduced.</p> <p data-bbox="499 836 1608 984">The individual who was at the center of the complaint was a student who was participating in a Youth Transition Program (YTP). ADE does not regard YTP as a stand-alone program; it is an element of transition services for secondary students. In this case, the student was out of state in a full-time employment situation as a welder and was still being counted as an enrolled student in the school district's program.</p> <p data-bbox="499 1015 1608 1190">In order to graduate, a student must acquire the number of required credits decided upon by the school district. This varies from district to district. The state requirement is 20 credits. There are also assessment requirements. When the student meets these requirements, he is eligible for a regular high school diploma. Once a student has earned a regular high school diploma, he is no longer entitled to a Free Appropriate Public Education (FAPE). A district can't delay the provision of a diploma if the student has met graduation requirements.</p> <p data-bbox="499 1221 1608 1369">As a result of investigating this complaint, the state discovered that there were several students in YTP who were maintained in school for more than the traditional four years. They were involved in a YTP Extender Program. For these students it appeared that the diplomas had been awarded but not given to the students. The diplomas were held so that the students could participate in continued transition services.</p> <p data-bbox="499 1399 1608 1450">The complaint prompted the ADE Audit Unit to become involved in the situation. The Audit Unit conducted 7 or 8 audits in districts. Some districts had minimal problems and some had</p>	5. None.

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	<p>significant problems.</p> <p>Transition is not something that should be looked at in isolation of the overall graduation requirements for a student. The transition services must be infused into the overall graduation requirements for a student.</p> <p>The IEP team is required to develop measurable postsecondary goals for each high school student with an IEP. Those goals have to be developed in the areas of education/training, employment and, if appropriate, adult living. There is also a requirement to align the postsecondary goals with measurable annual goals. The measurable annual goals need to help support the student in their quest to arrive at their postsecondary goals.</p> <p>One of the other issues that ADE has seen in the schools is a reluctance to pass the baton over to the adult service agencies when the time is appropriate. Many students will be eligible to continue receiving services from the Rehabilitation Services Agency (RSA) after they leave the secondary programs.</p> <p>ESS has conducted several trainings for the districts in how to include secondary transition goals into a student's IEP. Training in this area will continue in the future as well.</p> <p>Mr. Mishlove fielded questions from the Panel.</p> <p>Panel members discussed the graduation confusion for special education students faced by both parents and districts.</p> <p>Panel members discussed ways to address the confusion. Suggestions included: a hearing with agencies involved with transition training beyond high school, a session at the 2008 Arizona Transition Conference, an alternative to a high school diploma (a certificate of completion), and an Arizona Technical Assistance document created by ESS.</p> <p>Ms. Rademacher suggested that individuals in the field of transition be invited to the September SEAP meeting to give the Panel their concerns and issues. Panel members also discussed holding a roundtable discussion by the Panel at the 2008 Arizona Transition Conference, Sept. 22-23, 2008. The focus of the discussion would be how to intertwine the transition requirements into the overall graduation requirements.</p> <p>Colette Chapman, Deputy Associate Superintendent, ADE/ESS reported on the Office of Special Education's (OSEP) response to the State Performance Plan (SPP) and Annual Performance Report submitted by Arizona.</p>	

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6. Early Childhood Special Education	<p>Arizona has been placed in the category of "Needs Assistance" for the second year for Part B. Part C has been moved up to "Needs Assistance". Indicators 11, 12, 13 and 15 were found out of compliance. The Department is considering incentives to PEAs to get them to complete their monitoring corrective actions within one year.</p> <p>Ms. Chapman reported that ESS will continue to look at the current activities related to the SPP and will be meeting with Mountain Plains Regional Resource Center in July to make sure the state is focused on the SPP.</p> <p>R7-2-401, R7-2-402, and R7-2-405 were adopted.</p> <p>Diane Mignella, Program Support Director, ADE/ESS, gave the Panel a copy of the Monitoring Alert scheduled to be e-mailed to PEAs the following week regarding monitoring corrective action requirements. In the past PEAs were expected to ensure that future IEPs had the correct information on line items discovered to be out of compliance during a monitoring. OSEP now requires that corrective action be done on all individual line items found to be noncompliant during the on-site monitoring. ESS Specialists will now need to go back to a school and look at a sample of the files previously pulled for the on-site monitoring to ensure that the corrections have been made.</p> <p>Valerie Andrews James, Director, Early Childhood Special Education (ECSE) told the Panel OSEP informed Part C that their reports need to be more specific about enforcement activities. As soon as ECSE is aware of which PEAs are out of compliance they will address the compliance issues in a timelier manner. Future trainings will focus on those PEAs that are out of compliance.</p> <p>ECSE will be holding trainings at the Director's Institute that will focus on those areas of the SPP/APR that were out of compliance. PEAs who are out compliance will be personally invited to the session.</p> <p>Ms. James shared with the Panel the contents of the "Early Childhood Education Alert" that was sent to the PEAs.</p> <p>The Preschool Entitlement Grant will be posted July 1, 2008 and is due August 10, 2008.</p> <p>The ECSE HELP Manual (Help for Early Learning Professionals) is now available on-line. It covers everything from Child Find to Comprehensive Developmental Assessments (CDAs) to Transitions to School-Aged Services.</p> <p>The alert also contained reminders for Child Find trainings, Early Interventions trainings and Head Start screenings.</p>	6. None.

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7. Special Education Advisory Panel	<p>The Early Childhood conference was scheduled for the following week.</p> <p>Ms. Rademacher distributed the 2008-09 SEAP Calendar. She encouraged everyone to put the dates on their calendars. She also made note of the joint meeting with the Interagency Coordinating Council on March 6, 2009.</p> <p>Ms. Rademacher distributed a draft of the "Overview for SEAP Activities", a timeline that will track yearly SEAP activities. This chart will be used to ensure that annual SEAP activities occur on a regular basis. Panel members suggested timeline changes for some activities. An annual report on Secondary Transition will be added to the June activities. The overview will be added to the new member notebooks.</p> <p>Ms. Rademacher reviewed the upcoming renewals and current SEAP vacancies. She reminded members whose terms expire June 30, 2008 to submit their applications to the State Board if they were interested in serving on the Panel again.</p> <p>The Panel currently does not meet the special rule regarding parents of individuals with disabilities/individuals with disabilities. This group must be more than 50% of the Panel. Due to the addition of two positions, a representative of Private Schools and a representative of Adult Corrections, two additional parent positions need to be added to the Panel. Ms. Rademacher created a flyer to be distributed to the public through various agencies which will attempt to recruit new Panel members in the parent or individual with disabilities categories. The Panel reviewed the flyer and suggested changes.</p> <p>Ms. Rademacher reviewed the duties of the vice chairperson. This is a one-year position. Ms. Rademacher opened the floor for nominations of the vice chairperson. Alecia Jackson nominated Kay Turner for the position. Diane Bruening seconded the nomination. Dr. Turner was re-elected for the position of co-chair.</p> <p>A co-chair position (Terisa Rademacher) was opened for election. Dr. Turner reviewed the duties of the co-chair. Dr. Turner opened the floor for nominations of the co-chair. This is a two-year position. Molly Bright nominated Terisa Rademacher for the position. Alecia Jackson seconded the nomination. Ms. Rademacher was re-elected for the position of co-chair.</p> <p>A draft of the 2007-2008 SEAP Annual Report will be e-mailed to Panel members upon completion. Ms. Rademacher asked for suggestions for items to be included in the annual report. Dr. Turner would like to have someone from the School Facilities Board and someone from the Center for Disability Law speak to the Panel.</p>	7. Motion Carried.

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8. Members' Reports from the Field	<p>Molly Bright is a member of the Arizona Educational Summit Team, which is sponsored through Kasey Family Programs. It is designed to improve educational outcomes for youth in foster care. Ms. Bright informed the Panel about an upcoming presentation which was scheduled for June 26 from 12:00 noon – 2:00 pm.</p> <p>In light of recent economic events the Governor's Office has launched a new campaign, Family Economic Relief. Information is posted on www.az211.gov. Brochures are available as well.</p> <p>Dept. of Economic Security (DES) has recently made the decision to prepare a proposed policy on Family Cost Participation.</p> <p>Ileen Herberg handed out the new RSA brochures. Vocational Rehabilitation has created a new marketing campaign. They are creating new brochures, posters and a new orientation video. The video will be close-captioned and include sign-language. A new policy manual has been created and should be available on the RSA website on July 1, 2008.</p> <p>Kay Turner and Diane Bruening reported that school districts are currently working on their data reporting to the State.</p> <p>Ron Clanton attended a Foster Care Conference in May. He reported that there are over 550,000 children in the foster care system nationwide. The Foster Care Association is working on a national campaign to make both political parties aware of the situation.</p> <p>Alecia Jackson is a Head Start Disability Manager. She was invited to two preschool transition meetings this year for children who were in her Tribal Head Start Program. This year her Head Start will have three children coming in to the program with their IEPs already written.</p>	8. None.
9. Adjournment	<p>The next SEAP meeting is scheduled for September 30, 2008.</p> <p>Ms. Rademacher adjourned the meeting at 2:32 pm.</p>	9. Adjournment.