

**STATE BOARD ADVISORY PANEL  
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on September 30, 2008, from 9:30 am to 3:30 pm.

Members Present

Molly Bright  
M. Diane Bruening  
Ronald L. Clanton  
Susan Douglas  
Robert Hill, Ed.S., Co-Chair  
Alecia Jackson  
Gail Jacobs, Ed.D.  
Eugena Lambajian  
Dr. Ida Malian  
Kathy McDonald  
Kristie Melkers  
Katie Petersen  
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

D.J. Carpenter  
Sam Carpenter  
Phyllis Green  
Ileen G. Herberg

Minutes Approved (As Read)(As Amended)

Chairperson: \_\_\_\_\_

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Robert Hill, Co-Chair, called the meeting to order at 9:41 a.m.	1. None.
2. Approval of June 10, 2008 minutes.	Ron Clanton made a motion which was seconded by Ida Malian to approve the minutes of the June 10, 2008 meeting. Ida Malian made changes to the portion of the minutes that covered her presentation. The motion was approved. Robert Hill abstained.	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. Panel Introductions.	Attending SEAP members introduced themselves, informed everyone which category they were representing and gave a brief description of why they became members.	4. None
5. Update on Office of Special Education Programs' Activities	<p>John Copenhaver, Director of Mountain Plains Regional Resource Center (MPRRC) updated the Panel on their responsibilities as a Panel.</p> <p>Mr. Copenhaver spoke briefly about the new Panel member orientation which was held that morning, prior to the SEAP meeting. He felt that the new members would be an asset to the Panel.</p> <p>MPRRC has been around for nearly 30 years. MPRRC serves 11 states in the western region, including Arizona. MPRRC is in its last year of their 5 year contract with the US Dept. of Education. MPRRC would like to renew its contract with the USDOE. Mr. Copenhaver asked Ms. Chapman and SEAP for letters of support.</p> <p>There will be dramatic changes in education after the general election, with whatever party prevails. The prevailing thought seems to be seamless education – instead of the current separation of general education and special education. The emerging Issues are.</p> <ol style="list-style-type: none"><li>1. General Election</li><li>2. Reauthorization of IDEA in 2009 This may be delayed to 2010 due to the possibility of change in political parties in Washington, DC and the change to the new President. No Child Left Behind Up for reauthorization. In Mr. Copenhaver's opinion, NCLB may be dropped due to the change in administration. It is currently being delayed due to the upcoming shift in administration.</li><li>3. Office of Special Education Programs (OSEP) Monitoring When Arizona is finally selected to be monitored by OSEP, there will be 3 areas of</li></ol>	5. None.

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	<p>emphasis: fiscal accountability, data and general supervision. In anticipation of the federal focus, states are starting to emphasize these areas at the local levels.</p> <p>4. Support to PEAs Levels of determination. State support to help PEAs improve their rating.</p> <p>5. OSEP Evaluation of APR Emphasis on improvement strategies in the SPP and APR. Most states are now pulling together stakeholder groups to look at improvement strategies for each of the 20 indicators. Mr. Copenhagen believes that states have a good understanding on what needs to go into the SPP and APR but doesn't believe that the same is true at the PEA level. He suggested that SEAP help the state strategize about how to get the information down to the teacher level.</p> <p>6. Data Driven Decision Making Training, in-service, etc. should be connected to data.</p> <p>7. Current Economy</p> <p>8. General Education/Parent Involvement in Special Education</p> <p>9. Autism and Dyslexia A lot of legislation and advocacy groups are emerging around these two disabilities.</p> <p>10. Continued effort to recruit and retain qualified special education staff.</p> <p>Mr. Copenhagen informed the Panel that many Panels now require at least 2 individuals on the Panel that represent general education.</p> <p>Mr. Copenhagen fielded questions from the Panel.</p> <p>The Panel was reminded that their role to provide guidance to the Dept. of Education, Exceptional Students Services. A member's job is not as an advocate but as a representative of their stakeholder group. Mr. Copenhagen also cautioned Panel members that not all their recommendations would move forward.</p>	
6. Arizona Instrument to Measure Standards-Enhanced Alternate	<p>Dr. Leila Williams, Exceptional Student Services and Melanie Mosiman, ADE Assessment Unit presented information to the Panel on the upcoming new AIMS assessment, AIMS-EA.</p> <p>The ESS Unit and the Assessment Unit are currently collaborating to develop AIMS-EA. The AIMS-EA will allow students to participate in an alternate assessment based on modified academic achievement standards versus the AIMS-A which is participation in an alternate assessment based on alternate academic achievement standards.</p> <p>The purpose of the AIMS-EA is to enhance accessibility for the special education population of students. Students will still be assessed on grade level content standards. The difference is</p>	6. None.

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7. Certification and Licensure of Speech-Language Pathologists	<p>that the achievement standards will be modified. AIMS-EA will match the standard AIMS blueprints. The goal is to make the items more accessible -- bias-free test items, simple, clear instructions and procedures, maximum readability and comprehensibility, and optimal legibility.</p> <p>Panel members gave Dr. Williams and Ms. Mosiman accommodations suggestions to be included in the test.</p> <p>When it is ready the AIMS-EA will initially be for reading and math only. There is a 2 percent cap on this assessment for AYP reporting.</p> <p>The AIMS-EA will be available beginning at the 4<sup>th</sup> grade level. This will allow the school to determine whether or not the student really does need to take an alternate assessment.</p> <p>At the time of the September SEAP meeting Dr. Williams and Ms. Mosiman were preparing to take the AIMS-EA out to the education field to help pilot the eligibility criteria. The criteria listing should be posted on the ADE website by February.</p> <p>Eligibility requirements for students taking the AIMS-EA include: must have an IEP, 3-year history of not scoring within MEETS category (or passed) and 2 additional data sources verify student will not master AIMS. The IEP team will be responsible for determining a student's eligibility to take the AIMS-EA.</p> <p>The test should be ready Spring 2010.</p> <p>Dr. Williams and Ms Mosiman fielded questions from the Panel.</p>	7. None.
8. Exceptional Student Services.	<p>Item tabled for later meeting.</p> <p>Colette Chapman, Deputy Associate Superintendent, ADE/ESS updated the Panel on recent ESS activities.</p> <p>The Director's Institute was held in early September. There were over 700 participants. The main focus of this year's institute was the SPP/APR.</p> <p>The Office of Special Education's (OSEP) has placed Arizona in the category of "Needs Assistance" for the second year in response to its State Performance Plan (SPP) and Annual Performance Report for Part B.</p>	8. None.

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	<p>Indicator 11 (60 day evaluation timeline) slipped 2% from 86% to 84%. Indicator 13 (Secondary Transition) went from 83% in the prior year to 57%. Indicator 12 (Preschool Transition) was reported at 82% -- up from 63% reported the previous year. Indicator 15 (data reporting and reporting of noncompliance) was reported at 93% -- up from 92% reported the previous year. These indicators were found out of compliance which is why Arizona was placed in the "Needs Assistance" category.</p> <p>ESS Directors have been reviewing the activities listed in SPP/APR and are trying to determine why Arizona is not meeting its goals in the above indicators. Ms. Chapman told the Panel that their preliminary report would be due on October 1.</p> <p>Ms. Chapman reported on current ESS activities aimed at improving activities to serve PEAs.</p> <p>ESS is already getting in preliminary data for the SPP due February 1, 2009. Early indicators are showing improvement. The report will be for FY 2007 (school year 07-08) data.</p> <p>Cynthia Bolewski, Director, ADE/ESS gave the Panel a report on the preliminary data that ADE has collected for the next SPP/APR reports.</p> <p>Indicator 8, Parent Involvement: FY 2007 data is at 90%; FY 2006 data was at 48.2%.</p> <p>Indicator 11, Evaluation Timelines: FY 2007 data is at 89%; FY 2006 data was at 84%. The target for this indicator is 100%. Ms. Bolewski gave the Panel some of the reasons stated for not meeting the 60-day timeline. Ms. Bolewski fielded Panel questions on this indicator.</p> <p>ESS has created an Excel spreadsheet to help districts track the 60-day timeline. The information was distributed on CDs at the Director's Institute.</p> <p>Mr. Copenhaver suggested that the state develop a one-page guide on Informed Parental Consent which would clearly define when the 60-day timeline starts.</p> <p>Indicator 13, High School Transition: FY 2007 data is at 61%; FY 2006 data was at 57.8%. This is a 100% compliance indicator. Ms. Bolewski explained the ESS activities and technical assistance that are being conducted.</p> <p>Data for the other indicators is still being collected. This data is currently being analyzed. There are a few PEAs still sending their information in to ESS.</p> <p>The data collection timeline for Indicators 1(Graduation Rate) and 2 (Dropout Rate) is approximately December 31, 2008.</p>	

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	<p>Ms. Bolewski will bring additional information to the Panel at the November SEAP meeting.</p> <p>Diane Mignella, Program Support Director, ADE/ESS, gave the Panel a monitoring update.</p> <p>ESS is currently revising the monitoring system. The Department has been working with Carol Masanarri, MPRRC. Sandy Schmidt, Data Accountability Center, was scheduled to work with the monitoring team to help them move from the concept of monitoring being an on-site visit to being a yearly activity. On-site visits would be restricted to PEAs that need the most intensive intervention from ADE. The challenge is out to get out of the 6 year cycle for on-sites when the state has more than 600 PEAs and how to enforce noncompliance. ESS would like to have a pilot program ready by January 2009. Ms. Mignella will bring an updated report to the Panel in January.</p> <p>Ms. Mignella fielded questions from the Panel.</p> <p>Ms. Rademacher informed the Panel that a focus group had been formed to look at the Postsecondary Transition and Graduation issue. The group had its first meeting during the Transition Conference. The focus group includes members of SEAP. Alicia Jackson, Kay Turner and Terisa Rademacher attended the first meeting. The group also contains special education directors from around the state, Dept. of Education staff, and the three Transition specialists from ADE. A second meeting was scheduled for November 7, 2008.</p> <p>The Graduation focus group has invited the Arizona School Boards Association to the next meeting to help them look at the reaction that school districts and governing boards may have if the group added a transition services piece to graduation requirements.</p> <p>The focus group will also be developing a technical assistance document for Transition. Lorrie Sheehy and Maria Dragoumanos, ADE Transition Specialists, will send the information to be considered for the document out to the group members. One of the items to be included in the TA document will be the definition of graduation.</p>	
9. Early Childhood Special Education	<p>Valerie Andrews James, Director, Early Childhood Special Education (ECSE) updated the Panel on recent ECSE activities.</p> <p>Indicator 12, Preschool Transition: FY 2007 data is currently at 90%; FY 2005 data was 63% and FY 2006 data was 82%.</p> <p>ECSE implemented regional trainings in conjunction with AzEIP in order to increase PEA knowledge for this area. A lot of the training has focused on how to collect the data for this</p>	9. None.

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	<p>indicator. The current data shows that the trainings have been effective.</p> <p>EIEP-Pro has been updated so that school districts can track 60-day timeline.</p> <p>An Early Childhood Education Certificate was developed in the last few years. It is for regular early childhood education so that individuals teaching early childhood block grant programs, community education programs that are within school districts, family literacy programs, or head start centers that the grantee is in a school district would have to be certified by July 2009. For the past 3 years, ECSE has been alerting everyone that the deadline is approaching. However it is taking institutes of higher education time to align their curriculums with this certificate.</p> <p>The State School Board has opened these rules and is taking public comment on this issue. The Board is considering extending the date to 2012. ECSE's recommendation is to have individuals put in for an internship certificate. But if the deadline is extended ECSE would recommend just working toward the Early Childhood Certificate before the 2012 deadline.</p> <p>The Early Childhood Education Certificate covers birth to age 8 or Grade 3. Kindergarten teachers are required to have it. It is an option for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers. The Early Childhood Special Education Certificate covers birth to age 5.</p> <p>Unfortunately, when the Early Childhood Education Certificate was created it didn't include both early childhood and early childhood special education. Since early childhood special education wasn't included ECSE has created a certification stakeholders group to look at updating the Early Childhood Special Education Certificate. The group has had 2 meetings so far. The group is considering an early childhood special education endorsement to be added to the Early Childhood Education Certificate. SEAP members were invited to be members of the stakeholders group.</p> <p>ECSE is working with the Governor's Head Start Collaboration Office. Currently each school district is required to have a memorandum of understanding (MOU) with their Head Start. ECSE is working on a technical assistance document to answer questions from the field. ECSE is also working with the Head Start Collaboration Office to consider a state MOU that would be a model for districts.</p> <p>ECSE finally has a printed version of their HELP Manual (Help for Early Learning Professionals). The manual is also online. The manual covers Early Childhood "A-Z". Panel members can contact Ms. James at <a href="mailto:Valerie.James@azed.gov">Valerie.James@azed.gov</a> to request a copy. The Early Childhood website is: <a href="http://www.ade.az.gov/earlychildhood/">http://www.ade.az.gov/earlychildhood/</a>.</p>	

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10. Members' Reports from the Field	<p>The Dept. of Health Services recently informed Ms. James that they are rewriting their rules. They are taking preschool out of their rules for hearing screenings. The reason they are doing this is because there is no definition of preschool and there is nothing about preschool in the DHS statute. Therefore DHS can't write a rule about something that isn't in the statute. DHS is not considering writing a statute for this. This does not affect special needs preschoolers because they have to have their hearing screened as part of their evaluations. First Things First is involved in this issue.</p> <p>Indicator 6, Preschool Placements – Least Restrictive Environment. This indicator asks how much time a child is with typically developing children in an 8 hour day. ECSE is still waiting for guidance from OSEP. ECSE developed a chart to help figure out the time. However, this data does not need to be included on the February 1 report.</p> <p>Indicator 7, Preschool Outcomes. ECSE is working on a data system to help districts to collect this data. The n is at about 1,000 children. ECSE will need to set targets in 2010.</p> <p>Ron Clanton informed the Panel that at the last legislative session there were some reforms and rules passed for CPS regarding foster children in special education. One of the rules is a very strong emphasis to limit the student being removed from class for visitation and therapies. Mr. Clanton did not have the rule number but agreed to forward the number to Jeannette Zemeida who would give the information to the Panel members.</p> <p>Sue Douglas reported that the charter schools that were authorized in the first two years of charter legislation are all facing their 15-year reauthorization requirement.</p> <p>Molly Bright provided copies of the brochure "Feeling the Economic Crunch?" She encouraged Panel members to hand out the brochures to anyone who might need the information.</p> <p>She also gave an update on First Things First.</p> <p>The Governor has just appointed several new members to the ICC.</p> <p>Nancy Williams talked about the fact that special education teachers are not seeing many incentives for staying in the special education field. A lot of teachers are leaving. She felt that retention efforts to be explored.</p> <p>Kay Turner reported on her dilemma in hiring some professionals. She had 8 unfilled positions at the beginning of the school year. She spoke about the difficulties in getting stipends for group of professionals or teachers over another group.</p>	10. None.



Topic	Discussion	Outcome
11. Adjournment	<p>Diane Bruening spoke about the cost of private day schools to districts.</p> <p>Ida Malian told the Panel that the Early Childhood community has gotten together and have created a Master's Degree for the Early Childhood Education Certificate. The program will be the same at all the ASU campuses and is online as well. There are currently 70 students in the program. The special education masters programs at all the ASU campuses have agreed on common courses and unique courses. ASU is now looking at the undergraduate program to see if there is one program that can be moved forward.</p> <p>ASU is committed to the dual certificate program. The chairs of special education programs are communicating with each other to look at the programs across the state and looking at making them similar from school to school.</p> <p>Gail Jacobs reported that the Arizona Department of Juvenile Corrections offers a \$5,000 stipend to its special education teachers. ADJC got the stipend through the Arizona Department of Administration.</p> <p>The Panel discussed retention issues and incentives for teachers.</p> <p>The next SEAP meeting is scheduled for November 18, 2008.</p> <p>Proposed agenda items for next meeting:</p> <ul style="list-style-type: none"><li>• Transition –ESS Transition Specialists</li><li>• APR – Cyndi Bolewski</li><li>• Letter of Support for Mountain Plains Regional Resource Center</li><li>• Reauthorization</li></ul> <p>Ms. Rademacher adjourned the meeting at 2:46 pm.</p>	11. Adjournment.