

**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 November 18, 2008, from 9:30 am to 3:30 pm.

Members Present

M. Diane Bruening
D.J. Carpenter
Sam Carpenter
Ronald L. Clanton
Susan Douglas
Ileen G. Herberg
Robert Hill, Ed.S., Co-Chair
Alecia Jackson
Gail Jacobs, Ed.D.
Eugena Lambajian
Dr. Ida Malian
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
Colette Chapman, ADE/ESS
Maria Dragoumanos, ADE/ESS
Valerie Andrews James, ADE/ECSE
William McQueary, ADE/ESS
Diane Mignella, ADE/ESS
Lorrie Sheehy, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Molly Bright
Phyllis Green
Kathy McDonald

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Terisa Rademacher, Co-Chair, called the meeting to order at 9:30 a.m.	1. None.
2. Approval of September 30, 2008 minutes.	Approval of minutes was tabled to the January meeting since the Panel didn't have the opportunity to review them prior to the meeting.	2. None.
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. State Performance Plan and Annual Performance Report.	<p>Colette Chapman, Deputy Associate Superintendent, Arizona Department of Education, Exceptional Student Services (ADE/ESS) gave the Panel a brief overview of the State Performance Plan (SPP) and Annual Performance Report (APR).</p> <p>This year ESS was charged with reviewing all the improvement activities included in the SPP.</p> <p>Ms. Chapman reported that on Nov. 4-5, 2008, the ADE/ESS staff members reviewed all the improvement activities in the current State Performance Plan to determine if they met the new criteria outlined by the Office of Special Education Programs (OSEP). The recommendations were then reviewed with a Mountain Plains Regional Resource Center (MPRRC) consultant. ESS is proposing to discontinue many of the improvement activities.</p> <p>The justifications for discontinuing the activities include the following: the activity was completed or will be revised, the activity was a "management task," the activity was not measurable, or was an internal agency-wide collaboration.</p> <p>Ms. Chapman provided the Panel with a list of indicators and the activity numbers that would be removed from the SPP. Ms. Chapman clarified that some activities that are being removed from the SPP are not being discontinued, they are simply conducted as policy and/or procedure and no longer need to be included in the SPP.</p> <p>Cynthia Bolewski, Director, ADE/ESS answered Panel questions.</p> <p>Ms. Chapman provided the Panel with a copy of the October Special Education Monitoring Alert: Guidance on Indicator 11 (Evaluation Timelines).</p> <p>Secondary Transition is addressed in Indicators 1: Graduation Rate; 2: Dropout Rate; 13: High</p>	5. None.

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	<p>School Transition; and 14: High School Outcomes. Ms. Chapman introduced William McQueary, Transition Specialist, ADE/ESS.</p> <p>Mr. McQueary explained how the four indicators tie together for Transition. ESS has begun intensive training on Indicator 13, targeting technical assistance. In one year the transition specialists have trained 127 districts. Some districts have attended the trainings more than once in order to absorb all the information.</p> <p>Lorrie Sheehy, Transition Specialist, ADE/ESS, reminded the Panel that Indicator 13 is a 100% compliance indicator. This indicator receives a lot of attention from districts and in monitoring. Arizona hasn't reached 100% yet but the state is improving in this Indicator. The proposed new improvement activities should move the state closer to the 100% target.</p> <p>The first activity is targeted assistance to identified PEAs. The transition specialists are finding the PEAs that need assistance through the monitoring specialists as they go out to the schools for their monitoring. The transition specialists are then going to the identified districts and conducting regional trainings. PEAs are given very specific examples of how to look at their IEP forms and looking at what needs to be adjusted.</p> <p>The next proposed activity is a pilot project in Southern Arizona. It would be a targeted mentoring program for PEAs in their second and third year of the monitoring cycle. The PEAs would receive extensive training, on a voluntary basis, and then monthly follow-ups. ADE is contemplating hosting the training in Tucson and then in a rural area as well. It will be a one-year pilot. Data will be collected on how well the mentoring worked. By the time they complete their training, each PEA will have an identified person that is a one hundred "percenter" for that District. This person will be a local resource to help the PEA make improvements and support sustainability.</p> <p>Some of the suggested incentives for participation in the program include posting mentors' names in an ADE publication, or sending letters of congratulations to district superintendents.</p> <p>ESS hopes that when they analyze the data from this program that it will have a positive impact on PEAs. After the data is analyzed, ESS will make the determination on whether or not to expand the program statewide.</p> <p>Maria Dragoumanos, Transition Specialist, ADE/ESS, spoke to the Panel regarding Indicator 14. PEAs are required to gather contact information from students with IEPs prior to graduation. One year after the students graduate the PEAs are required to contact them to find out what they have been doing since they left high school.</p>	

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	<p>Most PEAs only have to conduct this survey once every six years. PEAs collect student exit form data in Year 1 of their monitoring cycle. Then PEAs contact their students in Year 2 of their monitoring cycle, between April and September.</p> <p>One of the new improvement activities being done by the ESS Transition Team is to provide targeted technical assistance to PEAs on how to collect the student data. As of the end of September 2008 only 49% of the required PEAs had submitted their data. The missing PEAs will be contacted and given the targeted technical assistance.</p> <p>The second improvement activity revolves around community transition teams. Community Transition Teams are an ADE grant-funded opportunity for PEAs. PEAs sign up and attend with their local interagency teams. The grants have been available for 3 years. The training consists of a series of two-day trainings. The facilitators are University of Kansas faculty members. Ms. Sheehy gave the Panel further information on the CTT trainings.</p> <p>PEAs that need help with their transition programs and their surveys will be encouraged to apply for the CTT grant.</p> <p>The Transition Specialists fielded questions from the Panel.</p> <p>Diane Mignella, Program Support Director, ADE/ESS, gave the Panel a monitoring update.</p> <p>ESS is working to revise the monitoring system. This will tie directly to Indicator 11: Evaluation Timelines and Indicator 15: Effective Corrective Action. ESS is working on format and process changes to monitoring. Monitoring will now be an ongoing activity. Data will be reviewed on a yearly basis. There will still be a cycle – PEAs will be grouped by size and by type (elementary, union, unified, charter). There will be a selection based on data from those different groups. The chosen PEAs may be selected to perform a targeted self-assessment or may be chosen for an on-site visit. However, the onsite visit will no longer be an automatic activity. It will be based on hierarchy of needs. This should help PEAs with compliance and one-year close-outs. MPRRC is providing technical assistance as ADE/ESS works to develop this new monitoring system.</p> <p>Ms. Bolewski gave the Panel an update on some of the proposed Indicator activities.</p> <p>Indicator 4: Rates of Suspension and Expulsion</p> <ul style="list-style-type: none">• An activity will be rewritten for PBISAz (Positive Behavioral Interventions and Supports).• The Arizona High Achievement for All Initiative (AHAA) will be used as an activity for an incentive (AHAA curriculum has been modified with an increased emphasis	

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	<p>on behavior).</p> <p>Indicator 5: School-Aged Placements</p> <ul style="list-style-type: none">• Use of AHAA activities• Possible incentives for LEAs who attend PBISAz and AHAA trainings <p>Ms. Bolewski fielded questions regarding ESS trainings.</p> <p>Indicator 8: Parent Involvement</p> <ul style="list-style-type: none">• Becky Raabe will develop two activities <p>Indicators 9: Racial/Ethnic Disproportionality and 10: Racial/Ethnic Disproportionality by Disability</p> <ul style="list-style-type: none">• Identify PEAs who are at-risk at 2.5 (cut is 3.0) and notify them <p>Indicators 16 – 19 (Dispute Resolution)</p> <ul style="list-style-type: none">• Kacey Gregson, Dispute Resolution Director, will develop improvement activities• A maintenance improvement activity will be written for Indicator 16 <p>Indicator 20: Reporting Accuracy and Timeliness</p> <ul style="list-style-type: none">• New improvement activity: ADE will make a financial contribution to the rewriting of SAIS <p>Ms. Bolewski fielded questions from the Panel.</p>	
6. Transitioning At-Risk and Adjudicated Youth at the Arizona Department of Juvenile Corrections.	<p>Dr. Gail Jacobs, Director of Special Education, Arizona Department of Juvenile Corrections (ADJC) and SEAP member gave the Panel a report on juveniles in correctional facilities.</p> <p>There are 15 detention centers in Arizona. These are short-terms facilities. The average stay is 2-3 weeks. Juveniles who have been through the system on numerous occasions may eventually be sentenced to ADJC in an attempt to turn their lives around.</p> <p>The typical youth in ADJC has not been successful in the traditional school setting. Approximately 72% are below grade level and 20% arrive three or more years below grade level. Many of the students are drop-outs and have been out of school for at least two years. 90 percent of the youth have been suspended at least once.</p> <p>Over 1/3 (33%) of the students have special education needs. Nationally, less than 9% of students in an average K-12 school district have special education needs.</p> <p>The career education programs at ADJC include: Automotive, Building Trades, Culinary Arts,</p>	6. None.

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	<p>Fire Science, and Cosmetology. The academic programs include: high school credits, GED, and college credits.</p> <p>Most of the students are not allowed to leave the facility, so outside agencies come to them. However, the students who train in the Fire Science program do go outside the fence for their training. Most of the students who will be attending the next semester of this program will be trained to go on the wildfire crews in Tucson. There has already been a graduation class of 8 students. Students are required to pass rigorous criteria before they are allowed to attend classes outside the fence.</p> <p>ADJC is an NCA accredited high school. ADJC has an agreement with ADE that allows students with a GED to transfer that to 10 freshman and sophomore credits. Students also receive social and life skills training (VOC 256) and can earn college credits.</p> <p>Voc 256 was created to give students school to work skills. Aztec Software, the Merging 2 Worlds curriculum and Transition Program are some of the programs that are used to teach the students. One of the requirements of the program is that each student has to do 10 hours of community service (while they are incarcerated). One of the projects that the girls did was to write little books for a school in Africa. One of the boys refinished the benches at Adobe Mountain. Every student gets a career assessment and career inventory.</p> <p>Most of the money used for the programs is provided by federal grants. No state money is used. The money is secured through: ADE, Title I, Title II and Secure Care grants. Grant money was used to buy Smart Boards for 6 classrooms.</p> <p>Resources include smart boards, mock interviews, job coaching, and job placement. Four students have recently acquired jobs that they interviewed for while they were incarcerated.</p> <p>ASU is currently assisting ADJC and ADE to evaluate the effectiveness of the VOC 256 curriculum, looking at students 30 days and 90 days out.</p> <p>ADJC has six transition coordinators who are responsible for all students' transition into the community. They work one-on-one with the students. They work hand in hand with parole officers and vocational rehabilitation. They help students once they leave ADJC to find jobs or return to school. The transition coordinators also collect data at 30 and 60 days post-release to assess student transition outcomes.</p> <p>Some of the positive outcomes of teaching and training the students includes: increasing public safety by reducing recidivism through employment and stability, breaking the cycle of criminality in families and community and positive contributions to the community.</p>	

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7. Exceptional Student Services.	Ms. Chapman did not have anything to report.	7. None.
8. Special Education Advisory Panel.	<p>Ms. Rademacher announced that the letter of support for Mountain Plains Regional Resource Center hadn't been completed. She will contact John Copenhaver to find to whom the letter should be mailed. A signature sheet was circulated among Panel members to be included with the letter.</p> <p>The Panel discussed the Indicator 11 monitoring alert regarding the 60-day evaluation timeline.</p> <p>The March SEAP meeting is scheduled for March 6. This is the joint meeting with the Interagency Coordinating Council (ICC) and is scheduled according to the ICC calendar for 2009. Ms. Rademacher announced that she has been informed that the CASE Conference is scheduled for the same date. This will cause a conflict for some SEAP members and ESS staff. Ms. Rademacher is attempting to work with the co-chairs of the ICC to move the meeting to March 13. There was motion to approach ICC about moving the March 6, 2009 Joint ICC/SEAP Meeting to March 13, 2009. Ron Clanton moved and it was seconded by Gail Jacobs. The Panel voted unanimously to propose the meeting date change.</p> <p>Kay Turner reported on the activities of the Secondary Transition Graduation Focus Group. An AG Opinion from 1989 determined that a school cannot delay a student's graduation if the student has met all the school/district requirements for receiving a regular education high school diploma. Dr. Turner provided the Panel with a basic chart she created from her notes of the Secondary Transition Graduation Focus Group discussions to date that begins to outline whether or not a student should be graduated.</p> <p>The focus group is working on creating an AZ-TAS (Technical Assistance) document for secondary transition and graduation. The outline was developed at their November 7, 2008 meeting. Their next meeting is scheduled for January 2009.</p> <p>Panel members shared their struggles with this issue.</p> <p>Mr. Hill requested Panel member volunteers for the Bylaw Review Subcommittee. Sue Douglas, Nancy Williams, and Gail Jacobs volunteered to review the current bylaws. They will report their recommendations at the January 20, 2009 SEAP meeting.</p> <p>Ms. Rademacher reminded SEAP members that e-mailing a member of the Executive Committee with suggested agenda items is encouraged. A current list of SEAP member information will be e-mailed to members.</p>	8. Approved.

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9. Early Childhood Special Education.	<p>Valerie Andrews James, Director, Early Childhood Special Education (ECSE) updated the Panel on the preschool indicators in the SPP.</p> <p>Indicator 12: Preschool Transition</p> <ul style="list-style-type: none">• 100% compliance required• Current review of last year's data indicates 98% compliance (up from 82% the previous reporting year) <p>ECSE is working more closely with Arizona Early Intervention Program (AzEIP) in the area of training. Trainings began on the Navajo Nation 3 years ago and were a prototype for future trainings. AzEIP service coordinators and district personnel attended the joint trainings.</p> <p>Last year, ECSE took the training to eight regions. The school districts were assigned to a specific training in order to get school district personnel at the same training as their service coordinator. The trainings were also combined with the Child Find trainings.</p> <p>There were a lot of misunderstandings on how the data collection process worked. The trainings were effective in clarifying language used among district and state agencies</p> <p>Another reason for the low ratings was a change in the data collection. ECSE finally got clarification on some reporting issues from the Office of Special Education Programs (OSEP).</p> <p>ECSE is concerned about keeping the high level of compliance without the regional meetings. They are adding more information to their website and expanding their early intervention section of the Help for Early Learning Professionals (HELP) Manual.</p> <p>ECSE has been contacting school districts who are not reporting at 100% to find out the reason. Some of the children being reported were included incorrectly and the districts were able to improve their numbers by removing that data.</p> <p>ECSE is working with the districts that are out of compliance.</p> <p>Indicator 7: Preschool Outcomes</p> <ul style="list-style-type: none">• ECSE is still trying to determine how to collect the data• Will need to set goals next year <p>Ms. James fielded questions from the Panel.</p>	9. None.
10. Members' Reports from the	Alecia Jackson reported that her school district, Higley USD, has increased parent	10. Approved.

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Field.	<p>involvement. It has also created its own Special Education Advisory Panel.</p> <p>Ileen Herberg reported that Vocational Rehabilitation has new brochures and posters available. The brochure is also available electronically, in large print and in Spanish. VR is close to having its new video regarding VR services completed and ready for distribution.</p> <p>Kay Turner announced that the New Director's Training was scheduled for Dec. 10-11, 2008. [Update: The training was cancelled in late November.] The training was a collaborative effort between ADE and CASE.</p> <p>Terisa Rademacher reminded the Panel about the Community Transition Team Training information discussed by Lorrie Sheehy earlier in the meeting and flyers were disseminated to those interested parties.</p> <p>Robert Hill informed the Panel that Phoenix Day School has a new location. A new state of the art facility has been built which has twice the space of the previous 40-year-old location. ASDB also has a new vocational center in Tucson. Arizona may be a hub vocational center for surrounding states.</p> <p>Kristie Melkers is a Program Planning Coordinator at the University of Arizona. She has recently been certified as a Person Center Thinking Trainer and will soon be a Essential Life Style Planning Facilitator/Trainer.</p> <p>Sue Douglas reported that she had recently attended the Charter School State Conference, which was well attended. A lot more charter schools are getting involved in some major initiatives for special education students.</p> <p>The Arizona State Board and the Arizona Charter School Board are working on the renewal process for charter schools which will start next year. These renewals are for the initial charters granted in Arizona 15 years ago. Sue Douglas agreed to keep the panel informed on the process and outcomes.</p> <p>Nancy Williams reported that Dr. Leila Williams and Melanie Mosiman went to her district and gave the staff a training on AIMS-EA and they will be participating in the pilot testing. She voiced her concerns about students in private schools with disabilities who may not be identified or given proper accommodations. She is concerned that private schools don't have to participate in Child Find.</p> <p>Ron Clanton announced that Cave Creek USD Booster Club raised money for new athletic uniforms and they included their Special Olympic athletes.</p>	

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11. Adjournment.	<p>Robert Hill suggested that SEAP send a letter of approval to Cave Creek USD for including the Special Olympians. Nancy Williams moved and Ron Clanton seconded the motion. The Panel approved the motion unanimously. Mr. Hill agreed to compose the letter and send it to the Panel Executive Committee for approval prior to sending it to Cave Creek's Superintendent and Board Members.</p> <p>Sam Carpenter acknowledged that he has already learned something new from attending his first SEAP meeting. He informed the Panel that he is aware of a specific charter school that is not creating IEPs.</p> <p>The next SEAP meeting is scheduled for January 20, 2009.</p> <p>Proposed agenda items for next meeting:</p> <ul style="list-style-type: none">• Open Meeting Law Review• By Law Review• Monitoring Pilot Program -- Diane Mignella• SPP/APR Update – Cyndi Bolewski• Parent Training Center presentations (standard January item) <p>Ms. Rademacher adjourned the meeting at 2:35 pm.</p>	11. Adjournment.