

Minutes
State Advisory Council
For the
Education of Individuals with Disabilities

The Arkansas Advisory Council for the Education of Individuals with Disabilities met in the Conference Room at the Victory Building, Suite 445, on Thursday, January 19, 2012.

Council Members Present:

Christine Archer
Kim Coles
Debra Culpepper
Rod Duckworth
Courtney Eubanks
Cindy Hogue
Julie Mayberry
Kenneth Muldrew
Kimberly Parker
Alisia Rameriz-Hartz
Deborah Swink
Marsha Tolson
Barry Vuletich

Guest(s) Present:

None

Special Education Staff Present

Ella Albert	Danny Reed
Martha K. Asti	Courtney Salas-Ford
Jody Fields	Donald Watkins
Howie Knoff	Erica Baldwin
Lisa Haley	

The meeting began at 9:09 AM with introductions of the Advisory Council Members and Special Education Staff.

Mr. Barry Vuletich made a motion that the minutes from the October 13, 2011 meetings be approved. Kim Coles seconded the motion. Motion carried.

Election was held for officers for Chairperson and Vice Chairperson. Deborah Swink was nominated and voted in as Chairperson. Debra Culpepper was nominated and voted in as Vice Chairperson.

Jody Fields reviewed the draft of the 2010 – 2011 State Performance Plan (SPP), presenting on the 20 Indicators of the Part B Annual Performance Report (APR).

Indicator 1: Graduation Rates

Percent of youth with IEPs graduating with a regular diploma

Indicator 2: Dropout Rates

Percent of youth with IEPs dropping out of high school

Indicator 3: Participation and Performance on Statewide Assessments

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards

Indicator 4: Suspensions and Expulsions

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Indicator 5: Participation/Time in general Education Settings (LRE)

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements

Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility

Indicator 7: Preschool Children with Improved Outcomes

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs

Indicator 8: Parental Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Indicator 10: Disproportionate Representation in Specific Disability Categories

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Indicator 11: Timeframe Between Evaluation and Identification (Child Find)

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe

Indicator 12: Transition Between Part C and Part B

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Indicator 13: Post School Transition Goals in IEP

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

Indicator 14: Participation in Postsecondary Settings One Year After Graduation

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school
- B. Enrolled in higher education or competitively employed within one year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Indicator 15: Timely Correction of Noncompliance

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification

Indicator 16: Resolution of Written Complaints

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and

the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State

Indicator 17: Due Process Timelines

Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines

Indicator 18: Hearing Requests Resolved by Resolution Sessions

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

Indicator 19: Mediations Resulting in Mediation Agreements

Percent of mediations held that resulted in mediation agreements

Indicator 20: Timelines and Accuracy of State Reported Data

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate

Council Members were encouraged to ask any questions and make comments on topics they would like to discuss in the next meeting.

1. A greater explanation on districts not meeting adequate yearly progress with subgroup of children with disabilities. What is being said is, one district may be doing ok while another district is not because they do not have the number of kids with special needs, therefore they do not have a subgroup.
2. Schools that have too many kids would create that subgroup are moving the kids to a different school so that they would not get in trouble with the state for not meeting adequate yearly progress. Is this a problem? Is there any truth to this?
3. Not sure where the law is on this but a lot of parents are complaining that there are not enough nurses available at schools to help the children.
4. How do we improve numbers by doing better with behavior support intervention?

Barry Vuletich moved to adjourn the meeting. Alicia Ramirez-Hartz seconded the motion. The meeting adjourned at 2:20pm.

Tentative date for next meeting is April 19, 2012.