

September 21, 2021 Panel Materials for John Copenhaver Presentations

- Arizona State Special Education Advisory Panel Agenda (1 page)
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Arizona State Special Education Advisory Panel Training

September 21, 2021 ♦ Virtual

Objective

This training is meant to provide Special Education Advisory Panel members information regarding their purpose and functions as an effective Panel under the Individual with Disabilities Act (IDEA). This training will also address hot topics in special education that could impact the Panel.

Trainer

John Copenhaver, Program Director - Technical Assistance for Excellence in Special Education (TAESE) at Utah State University

Discussion Items

- The Purpose of the Advisory Panel Under IDEA
- IDEA Regulations Regarding the Advisory Panel
- Required Panel Membership
- Representing Your Stakeholder Group
- Working as an Advisory Panel
- A Review of the Major Functions of the Panel Under IDEA
- The Roles of the State Director of Special Education
- APR Data and Trends, APR Target Setting, and DSM
- The Panel Annual Report
- Hot Topics in Special Education and Their Possible Impact on the Advisory Panel - My Perspective

Conclusion and Final Remarks

Adjourn

DISABILITY AWARENESS

A Primer on **People First Language**

Addressing Individuals with Disabilities with Respect



“The difference between the right word and the almost right word
is the difference between lightning and the lightning bug.”

Mark Twain

Revised 2021

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**Language in relation to individuals with disabilities is always changing. This booklet represents proper language as of March 2021.*



Technical Assistance for Excellence in Special Education

UtahStateUniversity

INSTITUTE FOR DISABILITY RESEARCH, POLICY & PRACTICE

This document was developed by the Center for Technical Assistance for Excellence in Special Education (TAESE) of the Institute for Disability Research, Policy & Practice in the Emma Eccles Jones College of Education and Human Services at Utah State University.

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This information is available in alternative formats including large print, Braille, audio tapes, or CD.

The purpose for this booklet on “People First Language” is to help us understand the importance of addressing persons with disabilities in a respectful manner. Practice and reflection will help break our habits of how we verbally address each other.

The beginning of wisdom is to call things by their right names.

Old Chinese Proverb



*Language
of the*
Past

- Impaired individuals
- The handicapped...
- People who “suffer” from the “tragedy” of “birth defects...”
- Categorically... “the disabled, the retarded, the autistic, the blind, the deaf, the learning disabled” and more
- Disabled person
- Autistic child



*Language
of the*
Present

Individuals who have a disability are moms, dads, sons, daughters, employees, employers, scientists, friends, neighbors, movie stars, leaders and followers, students, and teachers.

THEY ARE PEOPLE. THEY ARE PEOPLE, FIRST.



People First Language describes what a person *HAS*, not what a person *IS*!

Are you myopic or do you wear glasses?
Are you cancerous or do you have cancer?
Are you freckled or do you have freckles?
Are you disabled or do you have a disability?



People First Language puts the person before the disability.

Disability has been defined as a physical or mental function that operates differently.

Contrast that meaning with the past definitions of **“handicap”**:

A *published* origin of **“handicap”** refers to “hand in cap,” a game where winners were penalized or put at a disadvantage.

A *legendary* origin of the word “handicap” refers to a person with a disability required to beg on the street with “cap in hand.”



“Handicapped,”
“Disabled,”
or
“People with Disabilities”

Which description is more accurate?



Using “the handicapped,” and even “the disabled,” usually evokes and negative feelings (sadness, pity, fear, and more) and creates a stereotypical perception that people with disabilities are all alike. Just as all people who have brown hair are not alike; all people who have disabilities are not alike. Many people who have disabilities would never think of themselves as “handicapped.”

In the 1990’s, the federal special education law dropped the term “handicapped” and replaced it with “disability”. The law went from the Education of All Handicapped Act (EHA) to the Individuals with Disabilities Education Act (IDEA). The community of persons with disabilities is the largest minority group in our country. It includes people of both genders and from all religions, ethnic backgrounds, and socioeconomic levels. About the only things people with disabilities have in common with one another are 1) having a body function that operates differently and 2) often encountering prejudice and discrimination. Unique to the community of persons with disabilities is that it’s the only minority group that any person can join in the split second of an accident.

The Disability Rights Movement is following in the footsteps of the Civil Rights Movement of the 1960’s and the Women’s Movement of the 1970’s.

While people with disabilities and their advocates work to end discrimination and segregation in education, employment, and our communities at large, we must all work to end the prejudicial language and perceptions that create an invisible barrier from being included in the ordinary mainstream of life.



“Disability is a *natural condition* of the human experience.”

*The U.S. Developmental Disabilities Act and
The Bill of Rights Act, 1993*

Disability is not the “problem”.

We need to avoid the word “problem” when talking about people’s needs! A person who wears glasses doesn’t walk around saying, “I have a problem seeing”. They would say, “I wear (need) glasses”. We must recognize that a “problem” is really a need.

The Real Problem is *Attitudinal Barriers*.

There have always been people with disabilities in our world and there always will be.



If **EDUCATORS** - and our society at large - perceive children with disabilities as individuals who have the potential to learn, who have the need to receive the same education as their peers without disabilities, and who have a future in the adult world of work, we wouldn’t have to push for inclusive education.

If **EMPLOYERS** - and our society at large - believed adults with disabilities have valuable job skills (because they received a quality education), we wouldn’t have to fight for real jobs or for real pay in the real community.

If **BUSINESS OWNERS** - and our society at large - viewed people with disabilities as consumers with money to spend (because they are wage-earners), we wouldn’t have to pass laws for accessible entrances and other accommodations.

The odds are great that you will have a short-term or long-term disability in your lifetime. If you acquire a disability in your lifetime, how will you want to be described? How will you want to be *treated*?

Most people who do not have a disability now will have one in the future.

Using People First Language is a *crucial* issue.

Disability issues affect all Americans!

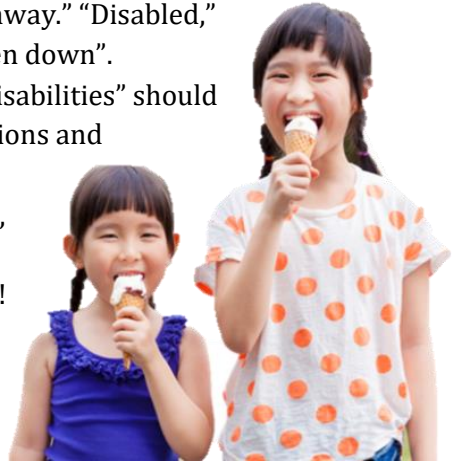
Most individuals in our society will have a disability at some time during their lifetime. If people with disabilities are to be included in all aspects of our communities—in the very ordinary, wonderful, typical activities most people take for granted—then they must talk about themselves in the very ordinary, very wonderful, very typical language other people use about themselves.



Children with disabilities are children first. The only labels they need are their names!

In our society, “handicapped” and “disabled” are all-encompassing terms that are misused.

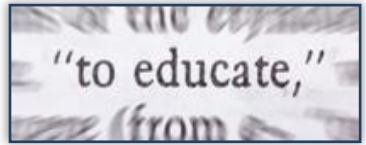
- People with hearing or vision impairments don’t need “handicapped” parking or restrooms. People with mobility impairments do need accessible parking and restrooms.
- If a “handicapped” entrance has a ramp for people who use wheelchairs, does the doorway have Braille signage for people with visual impairments?
- Accommodations that enable people with disabilities to access a facility—regardless of their disabilities—are accessible!
- Society has a negative perception of certain words. When the traffic report mentions a traffic jam, you’ll often hear, “There’s a disabled vehicle on the highway.” “Disabled,” in that context, means “broken down”.
- The terms “disability” and “disabilities” should be used in appropriate situations and with people first language.
- If a new toaster doesn’t work, we return it, saying “It’s defective,” and get a new one! Instead of babies who have birth “defects,” the proper term is “congenital disability”.



When we understand the meanings of words and how they’re misused, we realize they are the tip of the iceberg in relation to inappropriate language and false perceptions.

When people with disabilities are referred to by their diagnoses, we have devalued them as human beings. When we devalue others, we devalue ourselves.

When we start calling people by their right names, when we recognize that people with disabilities are people first, we can begin to see how people with disabilities are more like people without disabilities than they are different. When we understand that disability labels are simply diagnoses, we can put them in their proper perspective.



A Story

He loves ice cream and playing on the computer. He has blonde hair, blue eyes, and cerebral palsy. His disability is only one small piece of his life. For many people with disabilities, their diagnoses define who they are and how they are treated.

When I introduce myself to people, I don't tell them I'll never be a prima ballerina. Like others, I focus on my strengths — the things I do well — not on what I can't do. Don't you do the same? I don't say, "My son can't write with a pencil." I say, "My son uses a computer to do his school work." I don't say, "My son can't walk." I say, "My son uses a walker and a wheelchair." And Benjamin isn't "wheelchair bound." He's free when he uses it — free to go when and where he wants to go.



We know a person's self-image is strongly tied to the words used to describe that person. We've been told that descriptions can become a self-fulfilling prophecy. If a child is told she is retarded or slow or lazy, she will probably live up to that expectation. If told she's brilliant, she'll probably exceed at school.

People with disabilities, having been described by their labels all their lives, must often convince themselves that they are capable and have potential for success. Parents must convince themselves, and their children, that their kids are capable and have potential for success.

Examples of People First Language

PEOPLE FIRST LANGUAGE	INSTEAD OF
People with disabilities	The handicapped/disabled
People with a cognitive delay	The mentally retarded
He has a cognitive impairment	He's retarded
My son has autism	My son is autistic
She has Down Syndrome	She's a Downs kid, a mongoloid
He has a learning disability	He's learning disabled
He's short of stature	He's a dwarf/midget
She has an emotional disturbance	She's emotionally disturbed
He uses a wheelchair or a mobility chair	He's wheelchair bound or confined to a wheelchair
Typical kids or kids without disabilities	Normal and/or healthy kids
He receives special ed. services	He's in special ed.
Congenital disability	Birth defect
Accessible parking, bathrooms, etc.	Handicapped parking, bathrooms, etc.
She has a need for.	She has a problem with.

**People First Language can change
how people with disabilities
*feel about themselves.***



**People First Language can change how
society views and treats
people with disabilities.**

Make People First Language a habit.

***Remember - the language we use today might
not be appropriate tomorrow as we as a society
become more sensitive and accepting.**

Notes:

Special Education Advisory Panel (SEAP)

The Special Education Advisory Panel (SEAP) was established in accordance with IDEA 97 and updated in IDEA 2004.

20 U.S.C. 1412(a)(21)(A)(B)(D)

(21) STATE ADVISORY PANEL –

- (A) **IN GENERAL** – The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.
- (B) **MEMBERSHIP** – Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including--
 - (i) parents of children with disabilities (ages birth through 26);
 - (ii) individuals with disabilities;
 - (iii) teachers;
 - (iv) representatives of institutions of higher education that prepare special education and related services personnel;
 - (v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et.seq.);
 - (vi) administrators of programs for children with disabilities;
 - (vii) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
 - (viii) representatives of private schools and public charter schools;
 - (ix) not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
 - (x) a representative from the State child welfare agency responsible for foster care; and
 - (xi) representatives from the State juvenile and adult corrections agencies.
- (D) **DUTIES** – The advisory panel shall:
 - (i) advise the State educational agency of unmet needs within the State in the education of children with disabilities;
 - (ii) comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
 - (iii) advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
 - (iv) advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and
 - (v) advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

SPP/APR Indicators

The U.S. Department of Education, Office of Special Education Programs (OSEP) requires states to report annually to the public on the performance of the state and each local education agency (LEA) on the following indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14.

Indicator 1: Graduate w/ Regular Diploma (Four-Year Adjusted Cohort Graduation Rate) – Percent of youth with IEPs graduating with a regular diploma. Data collection aligned with ESEA; *Target and reported data are lag year data. *Data source is ED Facts FS C150 & C151.*

Indicator 2: Dropout – Percent of youth with IEPs dropping out of high school. *Target and reported data are lag year data. *Data source is ED Facts FS C009 and ADR, Exiting/SETS.*

Indicator 3: Statewide Assessments – Participation and performance of children with IEPs on statewide assessments:

3B. Participation rate for Reading and Math.

3C. Proficiency rate for Reading and Math.

*Data reported in the Consolidated State Performance Report (CSPR). *Data source is ED Facts FS C178, C188, C175 & C185.*

Indicator 4: Suspensions and Expulsions – Rates of suspension and expulsion:

4A. 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.

4B. 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.

Data source is ED Facts FS C005, C006, C007, C088, & C144 and SIR/INOW.

Indicator 5: School Age Least Restrictive Environment – Percent of children with IEPs aged 6 through 21 served:

5A. Inside the regular class 80% or more of the day.

5B. Inside the regular class less than 40% of the day.

5C. In separate schools, residential facilities, or homebound/hospital placements.

Data source is ED Facts FS C002 & C089 and Child Count/SETS.

Indicator 6: Preschool Least Restrictive Environment – Percent of children with IEPs aged 3 through 5 with IEPs attending a:

6A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

6B. Separate special education class, separate school or residential facility.

Data source is ED Facts FS C002 & C089 and Child Count/SETS.

Indicator 7: Preschool Outcomes – Percent of preschool children aged 3 through 5 with IEPs that demonstrate improved:

7A. Positive social-emotional skills (including social relationships):

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

7B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

7C. Use of appropriate behaviors to meet their needs:

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

Data source is the Early Learning Progress Profile (ELPP).

Indicator 8: Parent 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.

Data source is the Parent Survey.

Indicator 9: Disproportionality (Child w/ Disability) – Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. **Target set by OSEP.** *Data source is EDFacts FS C002 & C089 and Child Count/SETS.*

Indicator 10: Disproportionality (by Specific Disability Category) – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. **Target set by OSEP.** *Data source is EDFacts FS C002 & C089 and Child Count/SETS.*

Indicator 11: Child Find (Students Evaluated within 60 Day Timeline) – 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. **Target set by OSEP.** *Data collected from the Students Evaluated within Timeline Report. *Data source is IEP, Eligibility Info/SETS.*

Indicator 12: Part C to B Transition – 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 birthday. **Target set by OSEP.** *Data collected from the EI to Preschool Tracking Log. *Data source is Part C, GIFTS/SETS.*

Indicator 13: Secondary Transition – Percent of Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals, that are annually updated, and transition assessments and services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; including evidence that the student and, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority to discuss transition services. **Target set by OSEP.** *Data collected from the Transition Verification Report. *Data source is IEP/SETS.*

SPP Indicator 14: Post School Outcomes – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

14A. Enrolled in higher education within one year of leaving high school.

14B. Enrolled in higher education or competitively employed within one year of leaving high school.

14C. 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.

Data source is the Alabama Post School Outcomes Survey and SETS.

Indicator 15: Resolution Sessions – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. *Data source is from received state complaints and due process hearings.*

Indicator 16: Mediation – Percent of mediations held that resulted in mediation agreements. *Data source is from received state complaints and due process hearings.*

Indicator 17: State Systemic Improvement Plan (SSIP) – The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. *Data source is SPP/APR Indicator 14b.*

Arizona Special Education Advisory Panel Bylaws

PURPOSE

The purpose of the by-laws is to provide information regarding the Arizona Special Education Advisory Panel (herein referred to as “Panel”) operating procedures for the Panel that is required under P.L. 108-446 the Individuals with Disabilities Education Act of 2004 and ARS 15 §235.

LEGAL AUTHORITY

Individuals with Disabilities Education Act. [P.L.108-446](#). ([34 CFR §300.167-169](#))

ARTICLE ONE

NAME OF PANEL

The name of the group is The Arizona Special Education Advisory Panel.

ARTICLE TWO

PURPOSE OF PANEL

STATE ADVISORY PANEL— (34 CFR §300.167)

IN GENERAL—The State has established and maintains an Advisory Panel for the purpose of providing policy guidance with respect to special education and related services for children and youth with disabilities (ages 3 years to 21 years) in the State.

ARTICLE THREE

MEMBERSHIP OF PANEL

(34 CFR §300.158)

Membership Demographics—Membership is determined by the requirement of P.L. 108-446 Individuals with Disabilities Education Act of 2004 and [ARS 15 §235](#).

The voting membership of the Panel shall consist of at least one representative of each of the following groups and individuals:

- (i) Parents of children with disabilities (child’s age birth through 26);
- (ii) Individuals with disabilities;
- (iii) Teachers;

- (iv) Institutions of higher education that prepare special education and related services personnel;
- (v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et.seq.);
- (vi) Administrators of programs for children with disabilities;
- (vii) Other State agencies involved in the financing or delivery of related services to children with disabilities;
- (viii) Private schools;
- (ix) Public charter schools;
- (x) Representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;
- (xi) A State child welfare agency responsible for foster care;
- (xii) The State Juvenile Detention and Correction agencies; and
- (xiii) Adult correction agencies.

SPECIAL RULE—(34 CFR §300.168 (b)) A majority of the members of the Panel shall be individuals with disabilities or parents of children with disabilities (child’s age birth through 26).

There will be an annual orientation, for Panel officers and new members, held the day before the first official meeting of each year.

ARTICLE FOUR

MEMBERSHIP NOMINATION AND APPOINTMENT

SECTION 1—Nominations—The Arizona State Board of Education may request nominations for vacant positions from the Arizona Department of Education, Arizona Special Education Advisory Panel, and interested parties and agencies in Arizona.

SECTION 2—Appointments—All members of the Panel shall be appointed by the Arizona State Board of Education.

SECTION 3—Terms of Membership—The Panel will have a membership appointed to three-year terms, staggered so the terms of one-third of the membership expire each year. The regular term of membership begins on July 1 of the year of appointment unless a vacancy occurs during the year.

SECTION 4—Absentees—Due to the requirement for establishing a quorum to conduct Panel business, it is necessary that members strive to be in attendance. Members who are absent from three meetings during a fiscal year may be subject to dismissal. The Executive Committee of the Panel will contact members who are frequently absent to determine their continued commitment and interest. Recommendations may be made to the Arizona State Board of Education for removal of a member due to high absenteeism.

SECTION 5— Resignation —Resignation by any member must be in writing and submitted to the Deputy Associate Superintendent of Exceptional Student Services who will forward it on to the Arizona State Board of Education and to the leadership of the Panel. The newly appointed member's term starts upon appointment and ends at the end of the resigned member's term and shall maintain the Panel composition in compliance with Article Three.

ARTICLE FIVE

PANEL LEADERSHIP

The leadership of the Panel shall consist of Co-chairpersons and Vice-Chairperson. Elections shall be held during the last meeting of the school year (June). Co-Chairpersons will be elected to serve a two-year term. Their terms will be staggered so that only one Co-Chairperson will be elected by the membership each year. The membership, by a majority of those voting, will elect a Co-Chairperson and Vice-Chairperson annually.

These individuals and the Deputy Associate Superintendent of Exceptional Student Services at the Arizona Department of Education, or designee, shall be called the Executive Committee. If none of these positions are filled by an individual with a disability or a parent of an individual with a disability, one shall be elected to serve as a member-at-large of the Executive Committee.

Duties of Leadership

A. Co-Chairpersons

Co-Chairperson duties include the following:

1. Preside at all meetings.
2. Comply with Arizona open meeting requirements.
3. Collaborate with the Deputy Associate Superintendent of Exceptional Student Services or designee.
4. Call to order all meetings.
5. Serve in ex-officio capacity on all committees.
6. Appoint all committees at the direction of the Panel.
7. Perform such duties that pertain to this office.

B. Vice-Chairperson

The Vice-chairperson duties include the following:

1. Conduct meetings in the absence of the Co-Chairpersons.
2. Serve in ex-officio capacity upon designation by one of the Co-Chairs.
3. Comply with and use Robert's Rules of Order.
4. Perform such duties as pertain to this office.

C. Member-at-large

The Member-at-large duties include the following:

1. Attend all meetings of the Executive Committee.
2. Participate in all activities of the Executive Committee.

D. Deputy Associate Superintendent of Exceptional Student Services

The Deputy Associate Superintendent of Exceptional Student Services serves as an ex-officio member of the Panel and provides information and support to the Panel.

ARTICLE SIX

FUNCTIONS OF THE PANEL

The purpose of the Panel is to make recommendations and advise the Arizona State Board of Education, the Superintendent of Public Instruction, and the State Education Agency (SEA) through the Deputy Associate Superintendent of Exceptional Student Services regarding the functions in this section, including special education issues, programs, and services as they relate to eligible individuals with disabilities as per P.L. 108-446 the Individuals with Disabilities Education Act of 2004 and [ARS 15 §235](#).

The functions and duties of the Panel shall be as follows:

1. Advise the SEA of unmet needs within the State in the education of individuals with disabilities. (34 CFR §300.169 (a))
2. Comment publicly on the rules and regulations proposed by the State regarding the education of individuals with disabilities. (34 CFR §300.169 (b))
3. Advise the State Education Agency in developing evaluations and reporting on data to the Secretary under section 618. (34 CFR §300.169 (c))
4. Advise the State Education Agency in developing corrective action plans to address findings identified in Federal monitoring reports. (34 CFR §300.169 (d))
5. Advise the State Education Agency in developing and implementing policies relating to the coordination of services for individuals with disabilities. (34 CFR §300.169 (e))

The primary role of the Panel is to provide advice and recommendations regarding the five duties. On or before December 1 of each year, the Panel will submit an annual report of its activities and recommendations to the Deputy Associate Superintendent of Exceptional Student Services who will then forward it to the Arizona State Board of Education.

ARTICLE SEVEN

MEETING PROCEDURES

SECTION 1—The Panel will meet at least four times between July 1 and June 30 of each year.

SECTION 2— General Procedures

1. The Panel will not meet without a quorum. A quorum shall be considered a simple majority of current appointed Panel members to conduct official business of the Panel. Voting members shall be only those members specifically appointed by the Board.
2. The Panel will meet quarterly or as often as necessary to conduct business. All meetings will be arranged by the Arizona Department of Education.
3. All Panel meetings will be conducted at facilities that are accessible for individuals with disabilities.
4. Agendas will be developed by the Panel Executive Committee with input from other Panel members and the SEA.
5. Any action item must meet approval by a majority vote of members present.
6. The Panel will maintain and post minutes for all meetings.
7. All Panel meetings and agenda items will be publicly announced prior to the meeting as required by Arizona open meeting law.
8. Public comments are welcome during a “call to the public.”
 - a. A period of time will be allotted at each Panel meeting for public comments.
 - b. Each member of the public who addresses the Panel may have a time limit of three minutes.
 - c. The member of the public will be required to identify himself/herself and speak only when recognized by the Chair.
 - d. The Chair reserves the right to ask a member of the public to leave if the proceedings of the Panel are disrupted.
 - e. Individuals may submit written comments to the Panel Executive Board who will present them to the Panel membership.
9. Members will be reimbursed for eligible travel expenses related to Panel participation based on the Arizona Department of Administration’s travel procedures.

ARTICLE EIGHT

ROLE OF SEA STAFF

The Deputy Associate Superintendent of Exceptional Student Services at the Arizona Department of Education, or designee, shall serve as a non-voting liaison to the Panel. The Deputy Associate Superintendent/designee assists with functions of the Panel and facilitates the acquisition of information and resources requested by the Panel. The Deputy Associate Superintendent/designee serves as a member of the executive committee.

A designated Arizona Department of Education/Exceptional Student Services staff person shall provide the following support to the Panel and subcommittees:

1. Record and post minutes of each meeting.
2. Adhere to Arizona open meeting requirements.
3. Mail or e-mail Panel minutes, agendas and requested materials to all members.
4. Perform such duties as pertain to this position.

ARTICLE NINE

AMENDMENT OF BYLAWS

Proposed amendments to these bylaws shall be submitted in writing to the Executive Committee. After review by the Executive Committee, the proposed amendment shall be disseminated to the Panel no fewer than 15 days prior to the next regularly scheduled meeting. Proposed amendments to the bylaws must be approved by a two-thirds vote of members present and voting. The Panel shall, no less than annually, review and revise, if necessary, the bylaws.

Date of adoption: _____

Co-Chairperson: _____

Co-Chairperson: _____

Vice-Chairperson: _____

Exercising Advisory Responsibilities

Committee Issue/Priority

Resource/Information (capacity building)

Member Perspective/Experience

Stakeholder Input (maybe advocacy)

Committee Discussion

Objective Advice/Suggestions

Change

Improved services for
children with disabilities.