

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
March 30, 2021 Meeting**

Date of Report	5/25/21
Member	Julie Bartanen
Stakeholder Group(s)	<p>Administrators of Programs for Children with Disabilities</p> <p>If you are filling a dual role, please indicate the additional role below:</p>
What is currently the stakeholder group's biggest concern?	<ul style="list-style-type: none"> • What is the status with the Special Education cost study? • Special Education Funding, Specifically High Cost • Disparity between district and charter school special education number and percentages • Compensatory Education for COVID • Monitoring and technical assistance, upcoming topic for special education director check in this month by ADE. • Special Education recruitment and staffing, all areas • Learning loss due to this past school year closure • Social Emotional support for students and staff • ASDB partnerships and voucher program
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	

Arizona Special Education Advisory Panel (SEAP)

Report from the Field

March 30, 2021 Meeting

Date of Report	5/25/20
Member	Martha A. Cocchiarella, PhD
Stakeholder Group(s)	<p>If you are filling a dual role, please indicate the additional role below:</p> <p>Representation of individuals with a disability/disabilities.</p>
What is currently the stakeholder group's biggest concern?	<p>Article from Disability Scoop: https://www.disabilityscoop.com/2021/05/21/ed-department-sets-expectations-for-special-education-as-schools-reopen/29350/</p> <p>With students with disabilities returning to schools, the concern is whether their needs will be appropriately met in an efficient manner.</p>
What is working well?	<p>Might be too soon to identify what is working well. The US Department of Education has published a 23 page question and answer document as a guide for schools (see link above).</p>
What need(s) does the stakeholder group express?	<p>The desire is to ensure that best practices are being utilized as students with disabilities return to schools.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>With schools given the OK to reopen and receive students into such settings, what does this mean at the federal level for students with disabilities? How might the panel advise ESS/ADE on how to make note on whether best practices are being utilized to meet the needs of students with disabilities in varied school options?</p> <p>Is it possible to collect data on how districts are meeting their needs along with that of students with disabilities?</p>

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
June 8, 2021 Meeting**

Date of Report	5/27/21
Member	Ceci Hartke
Stakeholder Group(s)	Parent of Children with Disabilities (child age birth through 26) If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	Parents stated that IEP meetings have been rushed this year. Parent stated that IEP's were loosely followed this year. Parents have stated that placement decisions are made without parents' consent. Appropriate translation is not being offered to the parents that are monolingual. Overall Spanish-speaking only parents struggled along with their children's education due to the complexity of the school year along with the additional language barrier.
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
March 30, 2021 Meeting**

Date of Report	5/26/21
Member	Sophia Lenny
Stakeholder Group(s)	<p>Parent of Children with Disabilities (child age birth through 26)</p> <p>If you are filling a dual role, please indicate the additional role below:</p>
What is currently the stakeholder group's biggest concern?	<p>One of the topics many parents have been talking about is the difficulty in choosing schools for their child, especially during a year when a preschooler will be transitioning to kindergarten or even middle school students transitioning to high school. With Covid protocols in place many families were unable to go visit different schools or classrooms to try to get a feel for a good fit for their child.</p>
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
June 8, 2021 Meeting**

Date of Report	5/23/21
Member	Karla Phillips-Krivickas
Stakeholder Group(s)	<p>Parent of Children with Disabilities (child age birth through 26)</p> <p>If you are filling a dual role, please indicate the additional role below:</p>
What is currently the stakeholder group's biggest concern?	<p>The parent community is getting very involved in the #FundAZSpEd movement however I'm concerned that many don't understand how the school finance system works and that money may not have a direct impact on SpEd resources.</p> <p>Although parent stories were submitted the school districts and special education administrators opposed the dual enrollment provisions that would have increased opportunities for special education students.</p>
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	

Arizona Special Education Advisory Panel (SEAP)

Report from the Field

June 8, 2021 Meeting

Date of Report	May 14th 2021
Member	Kara Ann Swierz
Stakeholder Group(s)	Parent of Children with Disabilities (child age birth through 26) If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	An area the stakeholders have expressed concerns and interest to address involve greater inclusive opportunities for students with disabilities to participate in District Run after school programs such as: Kids Express, Running Clubs, Choir, Band, etc..Also to include Camps that are offered during Fall, Spring, and Summer breaks. Stakeholders would like for these programs to offer accommodations in order for All students to participate.
What is working well?	WE are starting to see a systemic shift with greater inclusive practices within the district. This is progress.
What need(s) does the stakeholder group express?	AS the general education classroom becomes more diverse, we look would like to assure: 1. Training and support provided to the General Education Teacher. 2. Continued shift towards a proactive inclusive model such as Universal Design for Learning in order to provide equity and inclusion for all students.
What suggestions/ideas has the stakeholder group put forward, if any?	Buddy programs in order to offer support for students with disabilities to participate in after school programs and camps. Our district has made positive gains with AT. We suggest that they remain flexible and willing to change as new technology becomes available to support students with their academic needs.

Arizona Special Education Advisory Panel (SEAP)

Report from the Field

March 30, 2021 Meeting

Date of Report	5/24/21
Member	Christopher Tiffany
Stakeholder Group(s)	<p>Parent of Children with Disabilities (child age birth through 26)</p> <p>If you are filling a dual role, please indicate the additional role below:</p>
What is currently the stakeholder group's biggest concern?	<p>Currently families are reporting concern with transition and understanding legal options (guardianship, power of attorney, etc.) at the age of majority. This is a common theme at the end of any given school year as students with disabilities graduate from, or age out of, high school, and their parents and families search for resources, programs and support in the transition to post secondary education and training, employment and independent living.</p>
What is working well?	<p>Home and school communication is generally working well. Many parents report that their children are back in school or will be going back in the fall at the start of the 2021/2022 school year, and that they are generally in regular contact with their child's teacher or school. Continued Medicaid flexibilities to allow for provider support in-home for students (eligible for Long Term Services and Supports) with complex needs are going well. It is anticipated that AHCCCS will continue to provide this flexibility until the federal Public Health Emergency (PHE) designation is lifted.</p>
What need(s) does the stakeholder group express?	<p>Parents and families report challenging behavior in school and in their homes, possibly due to lengthy COVID restrictions. The pandemic continues to complicate access to services and service provision (specifically mental and behavioral health supports), though things have begun to open up a little more in recent weeks. Though many schools have implemented Social and Emotional Learning (SEL), there may not be an awareness of this work with families and engagement with families in this work has not been widely seen.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Intentional engagement with families in Social and Emotional Learning (SEL) programs at the district and school level may be a natural place for authentic parent and professional collaboration in the education of students with disabilities.</p>