

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field**

Date of Report	
Member	
Stakeholder Group(s)	If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	

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Date of Report	8/27/24
Member	Beverlee Kroll
Stakeholder Group(s)	<p>A State Child Welfare Agency Responsible for Foster Care</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?	Ensuring youth with disabilities are receiving individualized services necessary to support ensure progression through secondary education, throughout the time they are in foster care (and across foster care settings).
What is working well?	Partnership with ADE Foster Care Point of Contact/POC to assist in navigating difficult scenarios with LEAs and CWA staff.
What need(s) does the stakeholder group express?	A Foster Care-Special Education POC who is well-versed in the ESSA and foster care, who can provide guidance, clarity, and intervention (when needed) on an array of questions related to roles, requirements/mandates, and authority for the respective partners (including child welfare staff) around special education issues.
What suggestions/ideas has the stakeholder group put forward, if any?	ESS POC for foster care, at the state level.

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Date of Report	9/16/24
Member	Eric Bucher
Stakeholder Group(s)	<p>Institutions of Higher Education that Prepare Special Education and Related Services</p> <p>If you are filling a dual role, please indicate the additional role below:</p> <p>Person with a Disability</p>
What is currently the stakeholder group's biggest concern?	Full inclusion of children with disabilities in quality early learning settings
What is working well?	<p>The Children's Equity Project at Arizona State University published a new report this summer called "Learning, Joy, and Equity: A New Framework for Elementary Education".</p> <p>This report proposes a new framework for elementary education that builds on, and is informed by, previous foundational efforts, centered on children and the ways we know children learn, and disrupting well-documented, historically rooted, and contemporarily entrenched</p>
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)
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Date of Report	9/24/2024
Member	Heidi Sinkovic
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?	<p>Evaluation requests for students attending private schools are steadily increasing. Every request received so far this year has been for a student using ESA and for a re-evaluation, not an initial identification. These requests are siphoning away a significant amount of time and resources from students enrolled in our district. Larger districts have had to hire additional staff to address these requests--for which they are not funded and for which they cannot access proportionate share funding set asides.</p>
What is working well?	
What need(s) does the stakeholder group express?	<p>As administrators we need updated guidance now that ESA has been expanded on what constitutes a child find evaluation and what may fall outside of the scope of the district's obligation under IDEA.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>With ESA in place in AZ, clearly define what constitutes child find responsibility and put forward a document that can be used by ESS and ESA.</p> <p>Re-examine how proportionate share funds can be accessed, if possible, to complete required evaluations for students using ESA.</p>

**Arizona Special Education Advisory Panel (SEAP)
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Date of Report	8/12/24
Member	Judith Mendoza-Jimenez
Stakeholder Group(s)	<p>State and Local Education Officials, Including Officials Who Carry Out Activities Un</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>Private schools denying re-enrollment to students with disabilities that were served last year. Requesting that parents provide a 1:1 or that ESA covers such aides.</p> <p>Charter schools denying re-enrollment to students with disabilities stating they have to go back to their home district as they don't have the services they need. Also, enrolling student and once they notice the child has a possible disability they dis-enroll the student and sent them to the public school district.</p>
What is working well?	
What need(s) does the stakeholder group express?	Accountability for both private and charter schools receiving public funds.
What suggestions/ideas has the stakeholder group put forward, if any?	Hold all charter and private schools accountable if receiving public funds.

**Arizona Special Education Advisory Panel (SEAP)
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Date of Report	9-5-2024
Member	Kara Swierz
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>Despite ADA and IDEA laws, The January 2024 Dear Colleague addressing Assistive Technology, The 2015 ammended Every Student Succeeds Act (ESSA) and IDEA stance on UDL, equitable health continues to have room for improvement in the classroom and on campus.</p>
What is working well?	<p>I want to acknowledge the administrators and educators who have embraced meaningful, inclusive practices, UDL, and AT and the direct impact their practices have on all students with and without disabilities. Our district has had additional professional development classes on inclusive practices and the utilization of Universal Design for Learning. This is encouraging news and motivating.</p>
What need(s) does the stakeholder group express?	<p>Despite the progress made, exclusion continues to occur in the general classroom and during grade level extracurricular activities on campus. In addition, not all academic and non-academic experiences are meaningful.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Grade-level events should include ALL students. This includes appropriately supporting students with disabilities so they can contribute, actively participate with their same age peers without disabilities, and engage in meaningful, inclusive experiences.</p>

**Arizona Special Education Advisory Panel (SEAP)
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Date of Report	9/19/2024
Member	Fran Grossenbacher
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?	The number of evaluations district staff are needing to conduct for students not enrolled in the district continues to stretch resources.
What is working well?	The IDEA Conference provided an opportunity for learning and networking amongst special education professionals.
What need(s) does the stakeholder group express?	No specific needs identified at this time.
What suggestions/ideas has the stakeholder group put forward, if any?	None at this time.

**Arizona Special Education Advisory Panel (SEAP)
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Date of Report	9/20/24
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> <p>Arizona Parent Training and Information Center</p>
What is currently the stakeholder group's biggest concern?	<p>Our biggest concern continues to be the extreme shortage of teachers, instructional assistants, related service providers, school psychologists to provide special education, related services, and the full range of support for serving Arizona's students with disabilities in the public school system. We continue to hear from parents of children with disabilities this justification (lack of personnel, and/or unqualified personnel) being used in IEP, Evaluation/Eligibility, and other school-based meetings.</p>
What is working well?	<p>In some cases what works well in spite of our shortage is thoughtful parent and professional collaboration. Families that we talk to who report success, generally credit their child's school team and proactive family engagement.</p>
What need(s) does the stakeholder group express?	<p>Our stakeholder group is broad and expresses a variety of needs, however, data from the first quarter of the 24-25 school year suggest that general knowledge and understanding of the Special Education process and help advocating for inclusive environments are the most prominent needs.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>One idea that we are working on is showcasing successes families are having with their school teams and sharing how (with actionable steps) these successes were achieved.</p>