

Reports from the Field – SEAP Meeting January 26, 2021

Member: Nancy Williams

1. There have been some parents with challenges in finding appropriate residential treatment for their children who have been adopted from foster care. While the child's emotional health is the primary focus when they are in crisis, it would be great for parents to have information about the educational programming at each treatment center so they can determine if there are appropriate educational services for their child there. Perhaps a partnership between ADE and the Department of Health could produce a type of document with a list of treatment facilities in AZ, ages they serve, specialties, and educational services structure and staff would be beneficial to parents as I have not seen one in existence.
2. Some parents of students with disabilities continue to be more challenged with educating their students at home through the online choice since their child is high-risk. Some online choices are not live direct instruction with the teachers, and the teachers are only there for questions. While instruction is offered in a recorded video, that does not allow students to ask questions when they have them during the instruction nor does it allow for teachers to see that students are struggling. Thankfully in our district, we saw a change to this in January where the teacher is live in Zoom for each elementary subject area to reinforce the concept, reteach, pull small groups, etc.
3. I have heard from parents who have chosen the ESA for their child that they think there should be a representative department beyond just operations at the state level. They feel that they should have some sort of department that can help support them in their choices to meet the needs of their student.
4. Many parents have expressed that the schools need to do more in partnership with them in the area of their child's self-determination. Arizona systems seem to be behind in implementing full integration into the community for those with disabilities with supports built into the individual's chosen setting and activities. Staff should not make assumptions about where they think is best for the individual to live or where to work. This takes more than just documenting it in the IEP. The transition activities should indicate and be implemented by the staff working with the individual to figure out how to make it happen with the community supports. Schools, VR, DDD, RBHA should be working together prior to the student graduating to be ready to support the individual. More collaborative agency work needs to be done.