


**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
June 14, 2022, Meeting**

Date of Report	June 1, 2022
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?	Limited special education staff has placed a strain on the entire educational system including staff, students, and parents. During COVID schools and parents worked closely. Unfortunately, that level of communication ceased once kids returned to in person learning. When students with IEP services and diverse needs enter the general education classroom it is the responsibility of all interested parties to assist the student in achieving their highest level of academic progress. This includes partnering with the parent/caregiver.
What is working well?	Academic and social progress is only achieved when there is solid collaboration and communication between school and the home. Without this partnership, there is a lack of carryover and there is a gap between the two settings. This is not happening with the stakeholders I represent or myself.
What need(s) does the stakeholder group express?	Trust is built between school and home when there is transparency and honesty. Without trust there is no partnership or collaboration. Our students have many different disabilities. Our students are in school for 6.5 hrs. a day and their voices are not always heard. Without collaboration, communication, and partnership between home and school, the families cannot adequately support their child's academic needs. Parents are working very hard to support their children with disabilities, why do schools need to constantly make this harder?
What suggestions/ideas has the stakeholder group put forward, if any?	Be open and honest with the parents. Be willing to have tough conversations and respect differences of opinions. Lastly, although school has their specialties, a parent is the expert of their child and should be valued. When we consider the Person First... the two settings should come together with the same goals in mind. The Person is who we are working for. The teacher is supporting the child for a year. A parent supports the same child their entire life.

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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	6/10/22
Member	Susan Voirol
Stakeholder Group(s)	Representative of a Vocational, Community, or Business Organization Concerned If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	Student's lack of preparation to transition to adult world. Lack of connection or awareness of adult transition partners. This amplified during pandemic due to the majority of DES/State agency personnel (still) not being able to attend in-person meetings, even though students and educators are in person. School staff have seen a decrease in connecting students and/or a lack of interest, along with less follow through.
What is working well?	When transition partners attend IEPs and/or meet with students to build a relationship prior to exiting HS; making genuine connections with students.
What need(s) does the stakeholder group express?	Better understanding of all the potential adult transition partners.
What suggestions/ideas has the stakeholder group put forward, if any?	Hold or continue to hold transition type events. Increase adult transition partners engagement, and earlier.