

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

Date of Report	8/24/22
Member	Dr. 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>Individual with a Disability</p>
What is currently the stakeholder group's biggest concern?	<ol style="list-style-type: none"> 1. Supporting and increasing inclusive early learning environments for preschoolers age 3-5 with disabilities ("special rights") 2. Recruiting and retaining qualified early childhood educators (1) with special education certification and/or (2) serving in the early learning environments that promote a continuum of inclusion options (e.g., center-based, district-based general education, and family child care)
What is working well?	<p>There have been multiple resources over the past few years that both directly and indirectly supported inclusion. Preschool Development Grants - provided resources and support for increasing inclusive environments and setting thresholds for ratios of children with special needs to children without special needs; Child Care Stabilization Grants - provided stabilization funding to support the child care workforce and maintain diverse early learning settings; Inclusion support through Quality First - provides coaching and technical assistance to improve inclusive practices in general education settings</p>
What need(s) does the stakeholder group express?	<p>Public investments in child care and early learning, specifically focused on improving living wages for educators; policies that maintain professionalism and a minimum of educational experience to serve in early learning environments; actively avoiding increasing ratios (which would put children in harm) or decreasing minimum qualifications for the profession</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Secure state general fund investments for diverse delivery options for child care and early learning specifically through development or expansion grants to eligible providers; maintain minimal requirements for early childhood educators; develop policy and supports to achieve wage parity between early childhood educators and K-12 educators; strengthen partnerships and collaboration between districts and early learning providers in communities around shared transition services</p>

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Date of Report	September 16, 2022
Member	Fran Grossenbacher
Stakeholder Group(s)	Administrators of Programs for Children with Disabilities ▼ If you are filling a dual role, please indicate the additional role below: (I am a Public School District Special Education Director.)
What is currently the stakeholder group's biggest concern?	Limited staffing resources
What is working well?	We just finished the IDEA conference which provided the opportunity for networking and receiving legal and ADE/ESS updates.
What need(s) does the stakeholder group express?	Help with staff recruitment Standardization of rates and provider list for IEEs to provide consistency across the state
What suggestions/ideas has the stakeholder group put forward, if any?	

**Arizona Special Education Advisory Panel (SEAP)
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Date of Report	9/12/22
Member	Leanne Murrillo
Stakeholder Group(s)	Individuals with Disabilities If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	<p>1. Transition - having the skills to transition from high school to college. The skills like budgeting, time management, and organization to help with stress of the transition phase.</p> <p>2. Disability Awareness - being aware of your own disability and accommodations needed in school/work/community. When unaware of disability it is harder to know own self and needs.</p> <p>3. Self-Advocacy - being able to speak up for self in asking for accommodations in school/work/community. Knowing Self-Advocacy can mean just asking for assistance.</p>
What is working well?	The items working well are various school districts and transition programs that are teaching students about disability, transition, and self-advocacy skills.
What need(s) does the stakeholder group express?	The stakeholder group expresses opportunities to learn more about their disabilities accommodations), self-advocacy skills and skills needed to be successful transitioning from school to work/college.
What suggestions/ideas has the stakeholder group put forward, if any?	Opportunities to have more guest speakers going into the classrooms for transition services. Building the community connection for life after high school will assist more students in the transition experience and prevent students from sitting at home life after high school.

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Date of Report	September 13, 2022
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>Collaboration, partnership, and transparency between parents, schools, and administration continues to be imperative to the academic success of all students.</p>
What is working well?	<p>It is not appropriate for School Districts to cap a fee on IEE services. Recently, after a personal experience with a district with Fee Caps, I have started to review IDEA and OSEP guidance and interpretation concerning the district obligation in response to a parent's request for an IEE. As per IDEA and OSEP guidance, a district has two choices in response to a parent's request for an IEE, Due Process or funding the parent's request for an IEE. OSEP's policy permits a district to identify "reasonable cost criteria".</p>
What need(s) does the stakeholder group express?	<p>At district's cost policies should target "Unreasonable and Excessive Fees." It cannot, however, target market average costs to obtain highly qualified professionals who parents have the right to receive. Cost should not be a restriction to parents in choosing preferred qualified professionals within their local area.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>I suggest that guidance is provided to districts to remain informed and up to date on reasonable and comparable psycho-educational evaluation fees within the local areas of the district regularly. This will allow parents to avoid restrictions in choosing the professional to best evaluate their child with responsible rates compared to other professional psychologists with similar training and experience in the area.</p>

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Date of Report	9/12/22
Member	Christopher Tiffany
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?	Main concerns that have been expressed by many families in the 22/23 school year: - Students experiencing more restrictive environments, more time in non-integrated settings. Parents and families are being told that this is due to staffing shortages, and, generally, there appears to be a lack of creative problem-solving, or a lack of willingness, to include students with intellectual and/or developmental disabilities in general education classrooms/environments/activities.
What is working well?	The return to the most 'normal' school year families have experienced since the 2018-2019 school year. To date we have not heard from families that school schedules have been altered due to COVID-19 shutdowns.
What need(s) does the stakeholder group express?	The stakeholder group expresses the need for strong parent and professional partnerships in the education of students with disabilities. With the easing of pandemic restrictions, the sense of 'we're all in this together' appears to be fading.
What suggestions/ideas has the stakeholder group put forward, if any?	Parents and families, in general, are more effective partners than they are adversaries. We are grateful for IDEA's procedural safeguards, and the informal and formal dispute resolution options available to families. We have found Facilitated IEP and Mediation to be two very effective options for families to exercise in assisting IEP Teams to engage in creative problem-solving.

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Date of Report	9/12/22
Member	Letresia Todecheene
Stakeholder Group(s)	<p>Teachers</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, the Special Education Director is vacant and interim is in place. Interim is operating all functions of the special education for Pre-K to twelve grade. Interim has some knowledge in experience, but lacks qualifications of the job criteria, such as degree and certification.</p>
What is working well?	<p>Previous employees know what to do in their field of work that it is not new to them.</p>
What need(s) does the stakeholder group express?	<p>According to teacher, specialized tools are needed for specific needs of disabled students such as special art tools, pencils, and so forth. Teacher expressed that after spending on materials and supplies, there is no money left to order special tools for students.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>The Cultural Center on main campus has supplied some of the teachers with regular tools and supplies to use in classroom. However, the special tools they seek are not there either.</p>

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
September 27, 2022 Meeting**

Date of Report	9/9/22
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?	Lack of connection or awareness of adult transition partners. Lack of individualizing transition plans Informed choice
What is working well?	Parental involvement Inter-agency collaboration When families know and connect with options/resources in community
What need(s) does the stakeholder group express?	More focus on transition areas in IEP; individualizing community and work experiences
What suggestions/ideas has the stakeholder group put forward, if any?	Team/collaborative efforts with transition partners; wrap around services addressing individual needs. Inform families of all options/resources during/after high school.