

**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	November 1, 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:
What is currently the stakeholder group's biggest concern?	Recruitment and retention of special education staff continue to be a concern.
What is working well?	Consensus about this issue state-wide to increase awareness of the concern.
What need(s) does the stakeholder group express?	As identified above, we need help to recruit and retain special education staff.
What suggestions/ideas has the stakeholder group put forward, if any?	Districts are trying a variety of strategies to attract staff.

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Date of Report	11/08/2022
Member	Stacy Jantzi
Stakeholder Group(s)	Private Schools ▼ If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	Helping families understand the IEP process and maintaining partnership with the school district to ensure that their child is getting all of the resources they need to maintain access to the gen ed currciulum.
What is working well?	Finding that families are benefitting from conversation to rebuild/repair relationships with their child's public school following conversation with them. Share resources for the desired outcomes for all students.
What need(s) does the stakeholder group express?	How can a student spend the day on an ipad in the public school setting and still be getting the resources for college, carrier, and community prepared?
What suggestions/ideas has the stakeholder group put forward, if any?	Increase partnerships between private & public to share resources and responsibilities as a community.

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Date of Report	11/8/22
Member	Christopher Tiffany
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> <p>Parent of a child with disabilities</p>
What is currently the stakeholder group's biggest concern?	<p>- Students experiencing shortened school days due to behaviors. Parents are being called to come pick up their child hours early. Not isolated to any one district, but a practice/trend that we are seeing in several places. Behavioral removals are happening regularly, daily in some cases, without initiating the IEP process.</p>
What is working well?	<p>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.</p>
What need(s) does the stakeholder group express?	<p>The stakeholder group expresses the need for transparent communication between families and schools and strong parent and professional partnerships in the education of students with disabilities.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>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.</p>

Arizona Special Education Advisory Panel (SEAP)
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November 15, 2022 Meeting

Date of Report	11/3/22
Member	Susan Voirol
Stakeholder Group(s)	<p>Representative of a Vocational, Community, or Business Organization Concerned</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>Students/young adults are unprepared for employment, independent living after exiting HS. Adult agencies are having to do more foundation work than expected.</p> <p>Seeing an increase in students/young people who have autism experiencing above.</p>
What is working well?	<p>Collaboration, team work, parental involvement, bringing transition partners to the table (early); sharing responsibilities and seeing the activities/work through to success.</p>
What need(s) does the stakeholder group express?	<p>More accountability on family and students to assure they are seeing transition activities/goals through before exiting H.S. with the expectation they will be more prepared when they exit.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Accountability and enforcement (for all involved) to assure transition services under IDEA are individualized and progressing throughout the H.S. years.</p>

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Date of Report	11/8/22
Member	Nancy Williams
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>Lack of adequate supports at schools for children to address mental health needs on any given day. Many schools have staff to serve them but they are only there on certain days. Some schools have an outside agency providing supports but not all kids qualify because they do not have AHCCCS insurance.</p>
What is working well?	<p>Schools that have a trained professional to support mental health needs on campus full-time everyday.</p>
What need(s) does the stakeholder group express?	<p>Increased funding for all schools in the mental health staffing area. Even if some funds have been received, they are not enough for the daily demand at every single school.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>The parents feel that they have to either pick their child up for them to receive appropriate intervention, or they feel they need to hire an advocate to ensure that their child gets what they need on any given day.</p> <p>The model needs to change where there is a recognition that in this current time and society, any child may need support with their mental health. Teachers cannot do it all, nor are they trained in this</p>