

ANNUAL REPORT

2021



Special Education Advisory Panel

Introduction	3
Purpose of the Special Education Advisory Panel (SEAP)	3
SEAP Leadership	3
SEAP Membership	3
Calendar	3
Bylaws	3
SEAP Contact Information	3
Panel Meetings	5
Regular Meetings	5
Special Meetings	5
Presentations to the Panel	5
Standing Topics	5
Special Topics	8
Panel Activity	8
Major Accomplishments	8
Recommendations to Supt. Hoffman	8

INTRODUCTION

PURPOSE OF THE SPECIAL EDUCATION ADVISORY PANEL (SEAP)

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of students with disabilities
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the IDEA
- Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part of the IDEA
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities
- Review and comment on completed due process hearing findings

SEAP LEADERSHIP

Co-Chairs: Dr. Kathleen Puckett and Susan Voirol

Vice Chair: Leanne Murrillo

State Director of Special Education: Alissa Trollinger

Administrative Support: Bekah Arrowsmith

SEAP MEMBERSHIP

A current list of panel members, their roles on the panel, and their appointment dates are posted on the SEAP webpage on the Arizona Department of Education website.

[Panel Members](#)

CALENDAR

The current SEAP calendar is posted on the SEAP webpage on the Arizona Department of Education website.

<https://www.azed.gov/specialeducation/seap/>

BYLAWS

The current SEAP bylaws are posted on the SEAP webpage on the Arizona Department of Education website. These bylaws were most recently updated on 1/17/2012.

[By-laws](#)

Other information regarding SEAP is available on the main page of the website:

<https://www.azed.gov/specialeducation/seap/>

SEAP CONTACT INFORMATION

Email: SEAPInbox@azed.gov Phone: 602-542-5446

PANEL MEETINGS

REGULAR MEETINGS

The Special Education Advisory Panel meets regularly to discuss regular standing agenda items relating to IDEA Indicators, Due Process Hearings, and Legislative Updates. Regular meetings also include informational presentations and opportunities for panel members to provide advisement to the Arizona Department of Education and/or the Arizona State Board of Education.

Regular meetings were held on the following dates during 2020/2021:

Date	Agenda Link
September 15, 2020	9/15/2020 SEAP Agenda
November 10, 2020	11/10/2020 SEAP Agenda
January 26, 2021	1/26/2021 SEAP Agenda
March 30, 2021	3/30/2021 SEAP Agenda
June 8, 2021	6/8/2021 SEAP Agenda

SPECIAL MEETINGS

No Special Meetings were held during the 2020/2021 year.

PRESENTATIONS TO THE PANEL

All presentation materials presented to the panel are linked on SEAP Meeting Agendas and the SEAP webpage on the Arizona Department of Education's website.

When meetings are recorded, the recordings are also posted on the SEAP page.

<https://www.azed.gov/specialeducation/seap/>

YEAR IN REVIEW

STANDING TOPICS

Individuals with Disabilities Education Act (IDEA) Annual Performance Report for the State Performance Plan: Throughout the year, individuals from the ADE/ESS staff reported to the Special Education Advisory Panel (SEAP), Arizona's advisory group. SEAP provides input and feedback during the process of determining targets, and ADE/ESS representatives respond to questions and comments from SEAP members regarding indicator data. Each indicator was addressed during the SEAP meeting dates below with a link to the presentation included when applicable.

Indicator 1: Graduation- Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

- ❖ [November 10, 2020](#)
- ❖ November 10, 2020 [State Performance Plan / Annual Performance Report FFY 2018](#)

Indicator 2: Drop Out- Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

- ❖ [November 10, 2020](#)
- ❖ November 10, 2020 [State Performance Plan / Annual Performance Report FFY 2018](#)

Indicator 3: Statewide Assessments

3B: Participation for Students with IEPs- Participation of children with IEPs on statewide assessments

3C: Proficiency rate for children with IEPs

[January 26, 2021 SPP/APR](#)

Indicator 4: FAPE in the LRE

4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

[March 30, 2021 SPP/APR Update](#)

Indicator 5: Education Environments (ages 6-21)- : Education environments (children 6-21): Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

[September 15, 2020](#)

Indicator 6: Preschool Environments- Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

[September 15, 2020](#)

Indicator 7: Preschool Outcomes- Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[January 26, 2021 SPP/APR](#)

Indicator 8: Parent Involvement- : Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

- ❖ January 26, 2021 [Indicator 8 - Parent Involvement](#)
- ❖ [January 26, 2021 SPP/APR](#)

Indicator 9: Disproportionate Representation- Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

[March 30, 2021 SPP/APR Update](#)

Indicator 10: Disproportionate Representation in Specific Disability Categories- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

[March 30, 2021 SPP/APR Update](#)

Indicator 11: Child Find- Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that time frame.

[September 15, 2020](#)

Indicator 12: Early Childhood Transition- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

[3/30/2021 Early Childhood Transition Policy and Procedure Updates](#)

Indicator 13: Secondary Transition- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

- ❖ [November 10, 2020](#)
- ❖ November 10, 2020 [State Performance Plan / Annual Performance Report FFY 2018](#)

Indicator 14: Post-School Outcomes- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- ❖ [November 10, 2020](#)
- ❖ January 26, 2021 [Indicator 14 - Post School Outcomes](#)

Indicator 15: Resolution Sessions- Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

[September 15, 2020](#)

Indicator 16: Mediation- Percent of mediations held that resulted in mediation agreements.

[September 15, 2020](#)

Indicator 17: State Systemic Improvement Plan (SSIP)- Comprehensive, multi-year plan focused on improving results for students with disabilities.

[3/30/2021 SSIP Updates](#)

SPECIAL TOPICS

In fulfilling its duties, throughout the year the SEAP heard information from, and provided advisement, to ADE/ESS on a number of Special Topics. The topics listed below were determined in a number of ways: through discussion at open meetings, by ADE/ESS for issues needing panel advisement, through members written reports from the field, and more.

Meeting Date	Special Topics
September 15, 2020 9/15/2020 SEAP Agenda	<ul style="list-style-type: none"> ● Kathy Hoffman, Superintendent of Public Instruction made remarks to the panel ● John Copenhaver from TASE provided a presentation on National Trends, Panel Responsibilities & Functions, and Exercising Advisory Responsibility ● ADE Presented the 2020 AZ Part B State Determination
November 10, 2020 11/10/2020 SEAP Agenda	<ul style="list-style-type: none"> ● ADE Presented information on the Early Childhood Special Education Inclusion Task Force ● Christopher Tiffany Presented information on Raising Special Kids, Arizona's Parent Training and Information Center (PTI) ● ADE Presented on Arizona's Dyslexia Plan
January 26, 2021 1/26/2021 SEAP Agenda	<ul style="list-style-type: none"> ● SEAP Annual Report 2020 Approved ● Overview of Assessments for 2020 through 2022 ● AZ Dept of Child Safety SEAP Panel Member provided data and information on children in group homes receiving special education services ● Indicators 3, 7 and 12- Assessments- no results, waived gr 3-12; Preschool results ● Indicator 8- Parent Involvement- increased number of responses and higher result for parent ratings ● Indicator 14- Post School Outcomes- response rate 78.6%; 72.5% 1 year post-grad students engaged ● Early Childhood- ADE Comprehensive System of Personnel Development
March 30, 2021 3/30/2021 SEAP Agenda	<ul style="list-style-type: none"> ● ADE Presented the ADE ELA Updates Spring 2021 ● ADE Presented the State Systemic Improvement Plan (SSIP) updates ● ADE Presented on Behavior Interventions for Students with Disabilities ADE ESS Behavior Supports ● ADE Presented the Early Childhood Transition Policy and Procedure Updates

June 8, 2021
[6/8/2021 SEAP Agenda](#)

- ADE ESS presented an [Data Presentation](#) update
- ADE presented [New State Performance Plan/Annual Performance Plan Package \(SPP/APR\)](#)
- ASU Prep presented on [Engagement Strategies in Virtual Instruction](#)
- The Reading Certification/Endorsement Update - was *Postponed*

PANEL ACTIVITY

Major Accomplishments

Recommendations to Supt. Hoffman