

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

Date of Report	9/2023
Member	Julie Bartanen
Stakeholder- Representative Group(s)	<p>Parent of child with a disability</p> <p>If you are filling a dual role, please indicate the additional role below:</p> <p>LEA?</p>
What is currently the stakeholder group's biggest concern?	<ul style="list-style-type: none"> - Social emotional learning (SEL) is essential to safe, healthy, and high performing schools. SEL supports inclusive environments for all children, especially students with disabilities. The research in support of SEL and mental health supports are overwhelming and directly tied to high academic achievement. The recent remarks by Superintendent Tom Horne in his ADE newsletter that SEL is a distraction and dumb games are deeply disturbing as they falsely claim to have a negative impact of student achievement when the opposite is true. - Accessibility continues to be difficult to navigate and advocate for parents rarely know what and how to ask for support around accessibility and schools are given no support (guidance or funding) around true accessibility.
What is working well?	<ul style="list-style-type: none"> - LEAs ability to focus on individual student needs despite a negative political climate

What need(s) does the stakeholder group express?	<ul style="list-style-type: none">- Despite Mr. Horne’s baseless remarks on SEL it needs to be in schools and supported by ADE. The changes in expectations around grants are troubling as it potentially limits students access to mental health professionals in schools.- A better way to collaborate with outside resources such DDD as we continue to find parents having difficulty navigating services and schools services.
What suggestions/ideas has the stakeholder group put forward, if any?	<ul style="list-style-type: none">- None at this time.

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Date of Report	8/22/23
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?	
What is working well?	<p>The Arizona Department of Health Services Bureau of Child Care Licensing, in partnership with the Governor's Office, opened child care rules for public comment and stakeholder engagement to improve clarity in the regulations and create new out-of-school-time regulations for children ages 5-12. One of the great new additions to the rule is an updated term of "children with a special health care need and/or disability". This will help distinguish these two special needs categories and emphasize the inclusion of children with</p>
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	<p>For the child care rule making process, researchers and community advocates have recommended that the licensing regulations specifically protect children with special health care needs and disabilities from discrimination in child care programs and ensure the resources necessary to support their optimal development (e.g., recommendation to disallow exclusion, recommendation for training on inclusive classroom environments).</p>

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Date of Report	August, 2023
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?	The number of significant changes in preschool special education reporting at the same time, including concurrency changes and data reporting.
What is working well?	ESS updates re: special education leadership, Data Management, and Grants Management.
What need(s) does the stakeholder group express?	More time and alignment of systems to effectively roll out new preschool initiatives.
What suggestions/ideas has the stakeholder group put forward, if any?	Test runs or pilots to ensure that all systems (SIS, IEP, AZED) all function together to record and report accurate data when new data is being reported.

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Date of Report	8/17/23
Member	Nicole Guysi
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> <p>Transition Technician with a public high school</p>
What is currently the stakeholder group's biggest concern?	<p>IDEA law states that an annual IEP must have appropriate, measurable, postsecondary goals beginning at age 16. For students with disabilities and their families, this leaves a much shorter window of time to process how the system works, align appropriate services, understand what is best for the student, execute it successfully, before the student leaves high school. Parents are understandably apprehensive about this movement from school to adult life, and students are not given enough time to adjust.</p>
What is working well?	<p>Some districts have implimented successful and logical transition school to work programs. There are incredible resources out there that are helpful to parents and students.</p>
What need(s) does the stakeholder group express?	<p>Transition plans should reflect the student's interests, and most students (with or without disabilities) or at an age where they are still exploring and finding their interests. Transition should be mandated to start before 16 so students are able to be exposed to a variety of different fields so by 16, the transition plan is an accurate representation of their interests. Parents of students with disabilities and staff that work with them have expressed that students often struggle identifying their preference, so this should happen sooner.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Best practices are not always followed because schools are often understaffed. For something to be implimented, it often needs to be mandated. By mandating transition services to start earlier, it not only ensures the student is successful in accomplishing their transition plan, but it actually helps school staff because they are have more time to determine a students skills, versus "cramming" activities into a transition plan to be "in compliance".</p>

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Date of Report	8/17/23
Member	Dr. Stacy Jantzi
Stakeholder Group(s)	<p>If you are filling a dual role, please indicate the additional role below:</p> <p>Private Day School</p>
What is currently the stakeholder group's biggest concern?	<p>When we are coming into contact with high school students/families in need of support, planning, and navigating what's next. They are highly behind the curve and over 80% have not started the process let alone understand the resources they are able to access to support their child.</p> <p>We find that we are able to connect dots rather quickly but we are also finding there is a delay in getting applications for resources accepted, getting into programs for transition services beyond high</p>
What is working well?	<p>We are working to collaborate with services coordinators, DDD, other agencies to create connections with districts and families.</p>
What need(s) does the stakeholder group express?	<p>A well detailed resource that is continuously monitored for changes in locations, phone numbers, addresses, and level of services that can be provided to ensure that parents seek out this help.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>*We create check in points, goal points to support families to help ensure they are reaching these milestones for support before their child exits. We would like to see how we can encourage this model widely.</p>

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

Date of Report	9/14/23
Member	Julie Niven
Stakeholder Group(s)	<p>The State Juvenile Detention and Correction Agencies</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>The important thing to know is deadlines ahead of time as well as getting a better idea when there are different expectations (with monitoring, reporting, etc) for secure care as opposed to mainstream entities.</p>
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Thoughts about transition planning at an early age:</p> <p>Stakeholder quotes: "I see the value of having those students thinking about and exploring careers beginning at age 14. Kids are growing up at a more rapid rate these days, so it does make sense to push transition planning sooner."</p>

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

Date of Report	9/19/2023
Member	Heidi Sinkovic
Stakeholder Group(s)	An administrators of programs for children with disabilities School district administration for special education department
What is currently the stakeholder group's biggest concern?	There seems to be a rise in initial evaluation requests both at the school level and for private/homeschool students under Child Find. As a high school only district, the parent requests for enrolled students is very pronounced when compared to historical numbers.
What is working well?	
What need(s) does the stakeholder group express?	
What suggestions/ideas has the stakeholder group put forward, if any?	<p><u>Reports from the Field:</u> <i>Currently, per IDEA regulations, secondary transition planning for students with disabilities begins at age 16. In addition to any other stakeholder input you would like to provide, the SEAP Executive Committee requests feedback regarding requiring transition planning at an earlier age (i.e., 14 years old).</i></p> <p>In response to this inquiry for input from each members' stakeholder group, special education staff at Tempe Union High School District were surveyed with the following question and a blank comment box:</p> <p><i>"Secondary Transition Planning should be required at an earlier age.</i></p> <ul style="list-style-type: none"> ● <i>Yes--I think transition planning should be required earlier than age 16 in Arizona</i> ● <i>No--Arizona should continue to adhere to the requirements outlined in IDEA</i> ● <i>No Opinion"</i> <p>This survey was also sent to other special education directors in the East Valley to answer and/or pass along to their staff, if they chose to do so.</p> <p>76 people responded to the survey.</p> <ul style="list-style-type: none"> ● 39.5% Yes--I think transition planning should be required earlier than age 16 in Arizona ● 56.6% No--Arizona should continue to adhere to the requirements outlined in IDEA ● 3.9% No Opinion <p>It is important to note, however, that in the comment section many respondents stated that beginning transition earlier is a best practice or that this is already required in their district. For example, in Tempe Union HSD all students begin transitioning planning in 9th grade. Although many respondents stated the benefits and their agreement with the practice, they disagreed with a change to the rules governing document compliance.</p>