

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education developed a special subcommittee at its regularly held meeting in September. The subcommittee meeting was held via Zoom on November 9, 2023 from 9:30 a.m. – 11:00 a.m. Th

Members Present

Qwaye Bright
Nicole Guysi
Sophia Lenny
Leanne Murrillo (Co-Chair)
Sabrina Salmon
Shaylyn Savage
Susan Voirol (Chair)

Others Present

Bekah Arrowsmith, ADE/ESS
Lisa Livesay, ADE/ESS
Ana Nunez, ADE/ESS
Megan Reddell, ADE/ESS
Alissa Trollinger, ADE/ESS

Topic	Discussion	Outcome
1. Call to Order	Susan Voirol, Representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities, called the meeting to order at 2:02 p.m.	None
1. Welcome and Introductions	Ms. Voirol welcomed members to the meeting. Alissa Trollinger, Deputy Associate Superintendent of Special Education presented information on the recommendation for SEAP to bring some kind of letter or proposition on the current proposal to lower the age and/or grade for Secondary Transition in the state of Arizona. This document would then be presented to the State Board of Education.	None
2. Discussion	<p>Alissa Trollinger confirmed to the panel that more than ½ of the states have lowered the age to below 16. Many states are currently at 9th grade, age 14 or combination of both.</p> <p>Issues that were brought up during discussion:</p> <ul style="list-style-type: none"> - Nicole Guysi mentioned that it might be beneficial to have transition begin with ECAP, with no age specification and the ECAP triggering the transition planning. This would ensure that special needs students would get both the ECAP and Transition Plan. - Sophia Lenny said that in her lengthy experience that the ECAP and Transition planning happen at the same time. The most glaring issue she sees are students coming into high school without knowing what their disability is and what accommodations they should have. - Ana Nunez from ADE said she had the opportunity to interview many states, and many are starting at age 14. Keeping in mind the training of the middle school staff should be something to be taken into consideration. The training that will be needed to help support the middle school staff will be heavy. Middle school training piece has been a nightmare for many. <p>Regarding the staff training, it was asked to the ADE Transition Team what components are required in a transition plan, what exactly is involved in writing a transition plan. The response included:</p> <ul style="list-style-type: none"> - Plenty of evidence that there is an increase in post school outcomes if we start earlier. There needs to be a conversation about training staff if the age is moved to the middle school level. - The secondary transition process requires that the student was invited to the IEP, updates are made annually, evidence that outside agencies were invited, prior consent was obtained. Collecting information about the student (activities, special interests, occupation interests), multiple assessments. Using this information to 	None

develop post-secondary goals (career, living). As plans are written every year, the specificity of those goals grow because you are getting to know more about the student.

- Secondary Transition team clearly stated that there is a complex level of requirements for the process from start to finish.

Alissa Trollinger offered the option to omit the middle school level by specifying 9th grade. Looking at data there are only three states that go below the 9th grade level. Vast majority of state specify age 14 or 9th grade, whichever comes first.

Sabrina Salmon offered that being from a very large district, it takes many resources to do these annual assessments. Scheduling and logistics can be very difficult. Her district has implemented transition plans for 9th grade for the last 7-8 years. They advocate for their elementary schools to start having those conversations about what the student wants to do after graduation. Her opinion is that 9th grade is a very good starting point.

Qwaye Bright said with her experience most educators that come from elementary grade levels would have a very difficult time completing a transition plan. Their mind-set is often that they are elementary education teachers and don't think in that way. It would be a huge undertaking to support and train teachers on transition.

It was agreed by the panel that raising the grade to 14 or 9th grade combination would present the most robust transition plan.

There was also a discussion on the need to specify when the IEP is updated to include the Transition Plan. The first IEP that touches the student when they are in the 9th grade seems the best way to word this, with the understanding that there could be some bleed over into 8th grade. ADE would need to figure out how they will adjust the compliance piece and report that. Word choice will be important and should read prior to the end of 9th grade or during the school year of 9th grade. Will need to be complete by the end of Freshman year.

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| 3. Outcome | SEAP Subcommittee will develop a short statement to present to the SEAP Panel at the next regularly scheduled meeting. This statement will be a proposition of the Panel's recommendation to the State Board of Education regarding lowering the age to 14 or 9 th Grade. | None |
| 4. Adjourn | Meeting was adjourned at 3:21pm | None |