

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

Date of Report	9/8/25
Member	Beverlee Kroll
Stakeholder Group(s)	<p>A State Child Welfare Agency Responsible for Foster Care</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>Support for the IDEA Parent (when the natural parent retains EDM rights), expeditious identification of the need for a surrogate parent and how this is accomplished, and ensuring transportation as a related service of the IEP (when appropriate) provides necessary transport to and from school, whether it's from or to the home or a daycare (for working foster caregivers).</p>
What is working well?	<p>Collaboration with LEAs continues to strengthen. ADE ESS staff are very helpful.</p>
What need(s) does the stakeholder group express?	<p>Need to clarify when/how to obtain a surrogate parent expeditiously and navigate IEP questions including transportation; resources for IDEA parents.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Increase supports available to IDEA parent to navigate complex issues.</p>

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Date of Report	9/23/25
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?	Clarify which initiatives pertain to secure care schools for example - Post School Outcomes Survey - we receive regular messages about the survey
What is working well?	Monitoring is very clear
What need(s) does the stakeholder group express?	Networking of resources to support teachers
What suggestions/ideas has the stakeholder group put forward, if any?	We would like to invite everyone to the ACE Conference - Arizona Correctional Educators - June 2-4th 2026 at Harrah's Ak-Chin in Maricopa.

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Date of Report	September 8th, 2025
Member	Kara Swierz,
Stakeholder Group(s)	<p>If you are filling a dual role, please indicate the additional role below:</p> <p>Parents of children who have disabilities.</p>
What is currently the stakeholder group's biggest concern?	Meaningful partnership, communication, and collaboration between school and home.
What is working well?	Families feel supported when they are provided with meaningful communication. Timely communication is necessary if there is a problem but also when there is progress that warrants celebration among all settings. Families trust their student's school team when they are active participants in their child's education. When trust is formed, hard conversations are more likely to be productive and well received. Continuity between home and school occurs when adequate communication is provided.
What need(s) does the stakeholder group express?	Frustration and disappointment accumulates when parents do not receive adequate communication from their school team. In some cases, our students might have an intellectual or speech and language disorder that limit's the student's ability to share their 6.5hr day with their parent. A parent/caregiver doesn't know what goes on with their child at school without communication and partnership with school. If there is a disconnect with school and home, there is a lack of trust and the student will never thrive.
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Offer weekly phone call check-in's with the parent</p> <p>Offer a daily communication log</p> <p>Reach out to the parent prior to the IEP for parent input on their child's progress, goals, and transition plan.</p> <p>Provided an IEP draft at least 4-5 days before the IEP meeting.</p> <p>Stay connected. Be sure to share school event schedules.</p>

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Date of Report	9-8-2025
Member	Kara Swierz
Stakeholder Group(s)	<p>If you are filling a dual role, please indicate the additional role below:</p> <p>Parent of children with disabilities.</p>
What is currently the stakeholder group's biggest concern?	<p>Children not only have the right to be educated in the least restrictive environment among their same age peers of all abilities, but they also have the right to be included in before and after school extracurricular activities. This includes sports, clubs, etc with adequate supports, modifications, and accommodations provided to be sure every student is able to contribute and have a feeling of belonging among their peers and environment.</p>
What is working well?	<p>When there is proper communication, partnership, and acceptance from the administration towards all of their students and families, this form of leadership resonates to staff, educators, and all students. When educators and administrators welcome all students and nurture friendships, social inclusion, and peer buddy programs, organically, kids with unique abilities feel welcomed and have a sense of joy to participate in a school activity among their peers. All Students feel welcomed.</p>
What need(s) does the stakeholder group express?	<p>At times, parents have been informed that if an activity occurs before or after school, then it is up to the parent to provide supports for their child with disabilities to participate in the school sponsored event. This just simply is not correct and educating school staff on the law is needed. When administration and school staff only focus on the majority of their students, the absence of kids with disabilities is noticed throughout the campus.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Provide education to administration about their responsibility to include ALL of their students in school based activities while providing the proper supports so they can activity participate. Nurture friendships of all abilities, social inclusion, and peer supports so that everyone matters.</p>