



Special Education Advisory Panel

**ANNUAL REPORT
2020**

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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. SEAP transitioned to virtual meetings in March 2020 due to the COVID-19 pandemic. These meetings were recorded and have also been saved on the 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 January 21, September 15, and November 10, 2020.

Special Meetings

SEAP held 3 special meetings, June 26, July 9, and July 9, 2020 for the purpose of drafting recommendations to ADE regarding considerations for students with disabilities during COVID restrictions. Recordings or minutes for these meetings may be accessed at the following link.

- [SEAP regular and special meetings](#)

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))

11/05/2019, [State Performance Plan/ Annual Performance Report](#)

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

11/05/2019, [State Performance Plan/ Annual Performance Report](#)

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

09/10/2019, [Indicator 3](#)

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.

06/02/2020, [Indicator 4: Suspension/Expulsion \(Significant](#)

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.

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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.

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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.

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.

09/10/2019, [Parent Survey](#)

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.

06/02/2020, [Indicator 4: Suspension/Expulsion \(Significant](#)

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.

06/02/2020, [Indicator 4: Suspension/Expulsion \(Significant](#)

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 timeframe.

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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.

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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.

11/05/2019, [State Performance Plan/ Annual Performance Report](#)

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.

11/05/2019, [State Performance Plan/ Annual Performance Report](#)

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

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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

01/21/2020, [State Performance Plan/ Annual Performance Report](#)

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

01/21/2020, [FFY 19 Target Setting](#)

06/02/2020, [State Systemic Improvement Plan \(SSIP\)- Indicator 17](#)

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 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.

September 10, 2019

Recruitment and Retention: ADE/ESS staff presented information on recruitment efforts and answered panel questions.

ESS Math Specialists: New staff introduced themselves to the panel and shared about the professional development work they are engaged in.

PEA Determinations: ADE/ESS staff discussed proposed changes to PEA Determinations and demonstrated the current and proposed models. Accountability and Continuous Improvement are equally important at both the state and local levels. The presenters took questions and feedback from the panel.

[Full Meeting Minutes](#)

November 5, 2019

[Dyslexia Legislation Update:](#) ADE/ESS staff presented information on Arizona Dyslexia legislation (SB: 1318). Information and resources were shared with panel members. Staff listened to feedback and answered questions from the panel.

[Secondary Transition Update:](#) ADE/ESS Secondary Transition Team shared information regarding professional development, inter- and intra-agency collaborations and State and federal initiatives. The team responded to feedback and answered questions from the panel.

[Certification Update:](#) Staff from ADE Certification presented information on State Special Education Endorsements to: address the shortage of qualified special education teachers, better serve Arizona's students with disabilities, provide a pathway for teachers certified in general education to join the ranks of special educators without having to complete an entire teacher preparation program. [DRAFT Document- Special Education Endorsements](#)

[Social Wellness Supports:](#) ADE/ESS staff from Professional Learning and Sustainability presented information on 3 trainings the department provides: Neurosequential Model in Education, Neurosequential Model in Therapeutics and Youth Mental Health First Aid.

January 21, 2020

[IDEA Part C- AZEIP Process:](#) Staff from the Arizona Early Intervention Program (AZEIP), Arizona's Part C Lead Agency, presented information on early intervention, transition to Part B 619 and accountability to OSEP under the IDEA.

[AZELLA & SPED Exit Policy Changes:](#) Staff from ADE Assessment presented information from the EL (English Language) and Special Education Taskforce to share resources that were developed in response to changes in guidance and policies (specifically: Special Education Withdrawal), and share resources that were developed in response to support collaboration and decision making for teams that support dual labeled students. 1). [FAQ](#) 2). [Participation in AZELLA \(Arizona's English Language Learner Assessment\)](#)

[Open Meeting Law:](#) Staff from the Arizona Attorney General's office presented information to the Special Education Advisory Panel (SEAP) on Arizona's Open Meeting Law that applied to the Arizona SEAP. Key takeaways from the presentation included actions panel members need to be aware of to stay in compliance with open meeting law.

June 2, 2020

[Compensatory Education Services:](#) Staff from the ADE/ESS and Dispute Resolution provided information on recently released [Compensatory Education Guidance](#) in response to the COVID-19 pandemic and school closures. Staff fielded questions from the panel.

Extended School Year (ESY): Staff from ADE/ESS and Dispute Resolution continued from the discussion on compensatory service to Extended School Year and how the two compare and contrast. 1). [Extended School Year AZ-TAS Document](#) 2). [Extended School Year/Compensatory Education Comparison Grid](#)

IDEA Funding Updates: Staff from ADE/ESS provided information on IDEA Funding and fielded questions and feedback from panel members.

June 26, 2020; July 2, 2020; July 9, 2020

The Special Education Advisory Panel convened three special meetings to provide advisement, in the form of a letter to Arizona's Superintendent of Public Instruction, to the SEA on the reopening of Arizona Schools amid the COVID-19 pandemic. Through discussion and subcommittee work a [letter was drafted](#), and in a full meeting of the Special Education Advisory Panel the [letter of advisement was finalized](#) and sent on behalf of the panel.

Panel Activity

Major Accomplishments

Meeting format:

In response to COVID restrictions, SEAP cancelled the March 24, 2020 in person meeting and moved to an online format with the June meeting using a Zoom app. A recording of the June 2, September 15, and November 10 scheduled meetings, and the June 26, July 2 and July 9 called meetings are posted on the SEAP website. With this new format, reports from the field were received in writing. All presentations are posted 24 hours ahead of the meeting, allowing for panel members to access ahead of time and review afterwards. These changes improved access to relevant material for all members while providing accommodations for panel members with visual, hearing, and geographic barriers.

Recommendations to Supt. Hoffman

A subcommittee of SEAP developed, and the entire panel approved, a letter to the state superintendent requesting revisions to the "Road Map for Reopening Schools" in order to better include students with disabilities.

Discussion on equity

The panel reviewed the Arizona Department of Education [Equity Framework](#) and requested that the director of Exceptional Student Services keep the panel informed regarding the inclusion of children with disabilities as the framework is further developed for the state.