

# ANNUAL REPORT 2024-2025



**Special Education Advisory Panel**

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## 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: Heidi Sinkovic and Susan Voirol

Vice Chair: Qwaye Bright

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.

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

### 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 September 2021.

[Arizona Special Education Advisory Panel 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](mailto:SEAPInbox@azed.gov) Phone: 602-542-5446

## PANEL 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/>

### 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 2023/2024:

Date	Agenda Link
September 24, 2024	<a href="#">Agenda 9/24/2024</a>
November 19, 2024	<a href="#">Agenda 11/19/2024</a>
January 21, 2025	<a href="#">Agenda 1/21/2025</a>
March 25, 2025	<a href="#">Agenda 3/25/2025</a>

### SPECIAL MEETINGS

Date	Agenda Link
December 19, 2024	A special meeting was called to review and approve revision of by-laws and to approve the annual report <a href="#">Agenda 12/19/2024</a>

## 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.

A [list of indicators](#) was presented to SEAP panel members at the 9/19/2023 meeting.

**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))

❖ [9/24/24 Indicators 1, 2, 5, 6, and 7](#)

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

❖ [9/24/24 Indicators 1, 2, 5, 6, and 7](#)

**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

❖ [1/21/25 Indicators 3, 15, 16, 18](#)

**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.

❖ [3/25/25 Indicators 4, 9, 10](#)

**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.

❖ [9/24/24 Indicators 1, 2, 5, 6, and 7](#)

**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.

❖ [9/24/24 Indicators 1, 2, 5, 6, and 7](#)

**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.

❖ [9/24/24 Indicators 1, 2, 5, 6, and 7](#)

**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.

❖ [11/19/24 Indicator 8](#)

**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.

❖ [3/25/25 Indicators 4, 9, 10](#)

**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.

❖ [3/25/25 Indicators 4, 9, 10](#)

**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.

❖ [11/19/24 Indicator 11](#)

**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.

❖ [11/19/24 Indicator 12](#)

**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.

❖ [11/19/24 Indicator 13](#)

**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.

❖ [11/19/24 Indicator 14](#)

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

❖ [1/21/25 Indicators 3, 15, 16, 18](#)

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

❖ [1/21/25 Indicators 3, 15, 16, 18](#)

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

❖ [1/21/25 Indicator 17-The State Systemic Improvement Plan \(SSIP\)](#)

## 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 advice, through members written reports from the field, and more.

Meeting Date	Special Topics
September 24, 2024 <a href="#">Agenda 9/24/2024</a>	<ul style="list-style-type: none"><li>● SEAP National Current Topics &amp; Updates by John Copenhaver from TAESE</li><li>● Panel Membership &amp; Duties training</li></ul>
November 19, 2024 <a href="#">Agenda 11/19/2024</a>	<ul style="list-style-type: none"><li>● AZ Data Trends</li><li>● PEA Determinations</li></ul>
January 21, 2025 <a href="#">Agenda 1/21/2025</a>	<ul style="list-style-type: none"><li>● ADE Presentation of new Secondary Transition: Getting Ahead and Going Beyond initiative, training</li></ul>
March 25, 2025 <a href="#">Agenda 3/25/2025</a>	<ul style="list-style-type: none"><li>● Introduction to and overview of ADE Academic Achievement &amp; Inclusive Practices</li></ul>

## PANEL ACTIVITY

### RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

- SEAP did not provide formal panel input to the State Board of Education during the 24-25 session