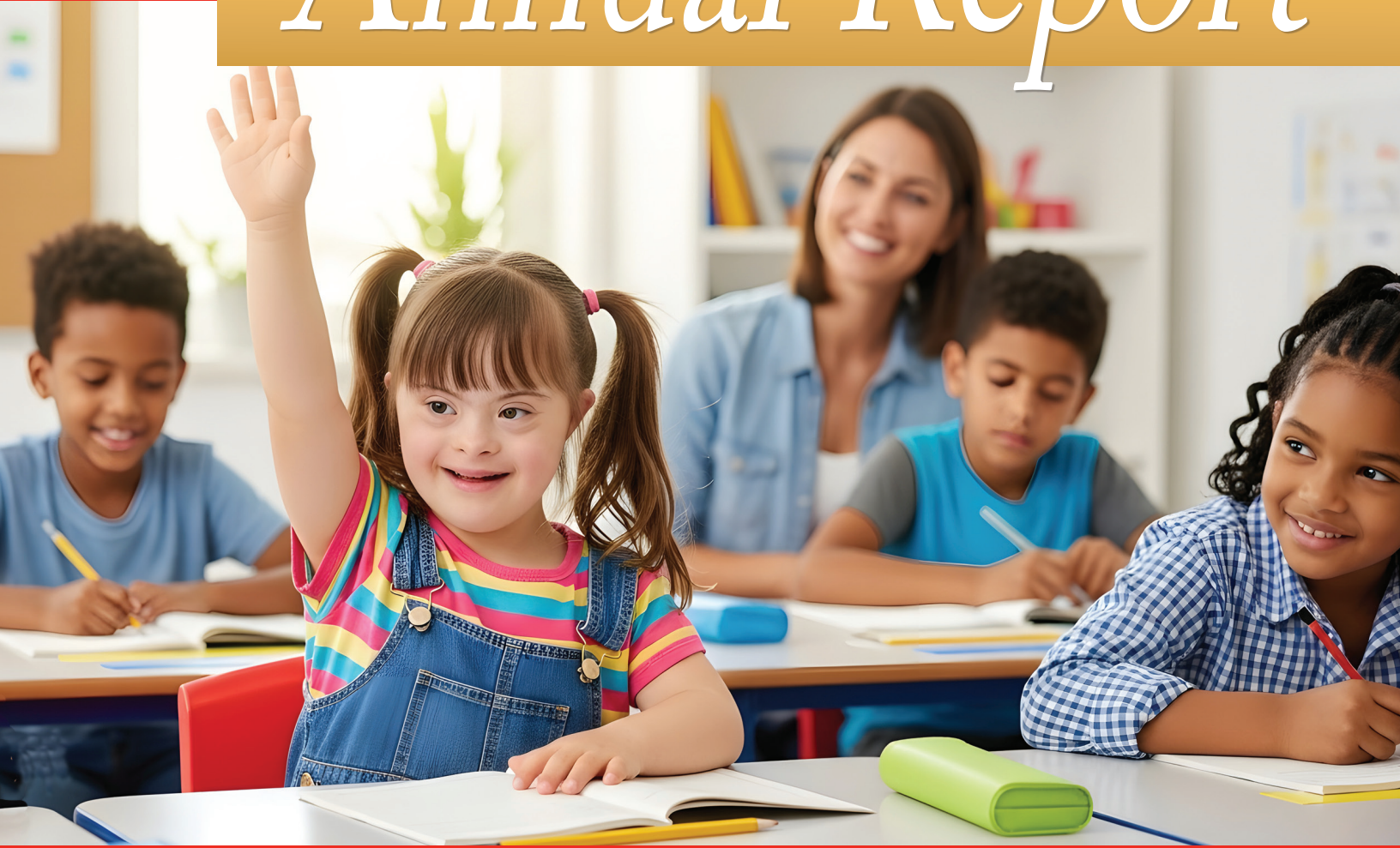


SEAP

Special Education Advisory Panel
2024-2025

Annual Report



Pennsylvania
Department of Education

SEAP Purpose

The Individuals with Disabilities Education Act (IDEA) requires that each state establish and maintain an advisory panel for the *purpose of advising the state special education staff regarding the education of eligible students with disabilities*.

That includes advising the Pennsylvania Department of Education (PDE) on the education of students with disabilities ages three to twenty-one who are educated through the use of public funds, including, but not limited to, children served in public schools, private schools, hospitals, prisons, and in the home.

SEAP Responsibilities

Under the Individuals with Disabilities Education Act (IDEA) and SEAP By-Laws, the panel has ten duties:

1. Advise the State Educational Agency (The Pennsylvania Department of Education) on the unmet needs within the Commonwealth as to the education of children with disabilities. (34 C.F.R. §300.169)
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. (34 C.F.R. §300.169)
3. Advise the State Educational Agency in developing evaluations and reporting on data to the Secretary under section 618 of the Act. (34 C.F.R. §300.169)
4. Advise the State Educational Agency in developing corrective action plans to address findings identified in Federal monitoring reports. (34 C.F.R. §300.169)
5. Advise the State Educational Agency in developing and implementing policies relating to the coordination of services for children with disabilities. (34 C.F.R. §300.169)
6. Advise on patterns and trends that are observed through review of hearing officer decisions as provided by the State Educational Agency following the deletion of any personally identifiable information. (CFR §300.513(d) & §300.514(c))
7. Provide consultation to the State Education Agency in determining that Free Appropriate Public Education (FAPE) is currently available to all eligible children with disabilities in the State when the State Education Agency is determining/requesting waiver of the requirement regarding supplementing and not supplanting with Part B funds. (CFR §300.164(2)(4)).
8. Advise the State Educational Agency on other issues as deemed necessary by the Secretary of the Department of Education, the Director of the BSE, and the Director of the BEISFS, or their respective designees.
9. Advise the State Educational Agency on other issues as deemed necessary by the Secretary of the Department of Education, the Director of the Bureau of Special Education (BSE), and the Director of the Bureau of Early Intervention Services and Family Supports (BEISFS), or their respective designees.
10. Undertake any other activities or actions required by its governing statutes or regulations.

Summary of SEAP Recommendations to Bureaus 2024-2025

Each year SEAP develops a work plan and establishes committees to deeply study SEAP's priorities. During 2024-2025, SEAP approved the following recommendations to the Bureau of Special Education (BSE) and/or Bureau of Early Intervention Services and Family Supports (BEISFS).

Meaningful Family Engagement and Participation

- Provide guidance to LEAs on increasing meaningful family engagement on their Special Education Plans.
- Provide guidance on the use of digital documents and the use of e-signature programs like DocuSign, ensuring families can access them, offering electronic or hard copy response options, and providing families with the ability to opt-out of digital documents.
- Encourage districts and IUs to work collaboratively with Local Task Forces (LTFs) to increase meaningful family engagement.

Inclusive Practices

- Update materials to reflect the new name FAB: Framework for Access and Belonging, and add language to the Annotated IEP resource documents that direct IEP teams to the FAB toolkit and explain its use.
- Develop training sessions for general education teachers, including non-core subject teachers, on supporting the needs of students with disabilities in accessing the general education environment and curriculum, especially those with the highest support needs.
- Develop professional development for district and IU administrators and school board members on how to facilitate students with disabilities' right to access the general education environment and curriculum.

Transition

- Support families to actively and confidently participate and possibly lead their child's IEP meeting.

- Provide guidance, training, information, and support to school teams and families regarding transition assessments and evaluations beginning in the middle school years.
- Establish the transition from middle school to high school as a critical entry point into the transition to adulthood process..
- Ensure Social and Emotional Learning curriculum is available and appropriate for students with disabilities..
- Create and disseminate materials that align Social Emotional Learning skills with the PA Career Ready skills..

Mental Health

- Recommend that both Bureaus, in collaboration with PaTTAN/EITA and the Office of Safe Schools, finalize a re-integration plan/protocol for school-age students reentering school from any outside placement, including mental health facilities and identify ways to disseminate the document(s) to the field.
- Recommend that both Bureaus identify early intervention and school-age resources in relation to mental wellness and students with disabilities and develop a repository of accessible resources.
- Recommend that BSE establish the transition from the middle school years to high school as a critical entry point in the transition to adulthood process.
- Ensure Social and Emotional Learning curriculum is available and appropriate for students with disabilities.
- Create and disseminate materials that reframe Social Emotional Learning skills and align with the PA Career Ready skills.



Crisis and Restraint Prevention

- Provide guidance, in collaboration with PaTTAN facilitators, to LEAs to collect Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) data (i.e., discipline referrals, restraints, behavior incidents) disaggregated by disability and examine that data in order to identify any positive or negative impacts of implementing a SWPBIS program.
- Provide access to local behavior management trainings for school leaders and staff regarding addressing problematic issues and individualizing SWPBIS systems for students with disabilities.
- Provide guidance to LEAs regarding the importance of family and student involvement in the development of SWPBIS programs.

State Complaints

- Develop a Year End Report of State Complaint Data, which includes formal and informal complaint themes and outcomes disaggregated by Region (West, Central, East).
- Establish a consistent process for families to file state complaints for children ages 3-21, which includes an easily accessible form used by both departments and a family-friendly handout, which explains the process and includes contact information for questions.
- Train all BSE Advisors across the Commonwealth in a consistent method for providing support and handling informal complaints.
- Develop unified language across both bureaus to identify and track informal complaints.

Per Pennsylvania's annual federal reporting on the State Performance Plan/Annual Performance Report (SPP/APR), the SEAP provided recommendations on the following topics:

- Target setting for Indicator 8 on facilitated parent involvement;
- Target setting for Indicator 14 on post-school outcomes;
- Postcard for improving response rate to SPP Indicator 8, School-Facilitated Family Involvement Survey.

The SEAP also established and approved ad hoc committee reports on many internal panel practices including:

- Artificial Intelligence in SEAP Meetings;
- SEAP Open Meeting Practices;
- Practices for Sponsored Conference Attendance of SEAP Members;
- SEAP Stakeholder Engagement Practices.

For More Information

- SEAP 2024-2025 Full Annual Report: <https://www.pattan.net/Publications/Special-Education-Advisory-Panel-SEAP-2024-2025-An?viewmode=0>.
- For more information on SEAP responsibilities, membership, and operations see the [Pennsylvania Special Education Advisory Panel Flyer](#).
- For more information on SEAP meeting dates, meeting registration, and public comment, see: <https://www.pattan.net/Partners/The-Special-Education-Advisory-Panel-SEAP>



2024-2025 Special Education Advisory Panel Members – Membership Role and Term

Member Name	Requirement of IDEA	Term
Heidi Allen	Parent of child with disabilities ages birth through 26	2022-2025
Cynthia Alvarez	Representative of Office of Child Development and Early Learning	2022-2025
Lori Bauerline	Representative of Office of Child Development and Early Learning	2025-2028
Kimberley Brown-Flint	Representative of approved private schools and public charter schools	2022-2025
Gary Decker	Parent of child with disabilities ages birth through 26	2023-2026
Maria Edelberg	Representative of administrators of programs for students with disabilities	2021-2024
Amy Fisher	Parent of child with disabilities ages birth through 26	2022-2025
Lisa Fulton	Parent of child with disabilities ages birth through 26	2022-2025
Naomi Galman	Parent of child with disabilities ages birth through 26	2022-2025
Luz Hernandez	Representative of parent center (HUNE)	2022-2025
Yvonne Hughes	Individual with a disability	2023-2026
Gretchen Humble	Parent of child with disabilities ages birth through 26	2022-2025
Aaron loos	Individual with a disability	2024-2027
TaWanda Jackson	Representative of Department of Human Services, Office of Developmental Programs	2022-2025
Sharon Janosik	Parent of child with disabilities ages birth through 26	2022-2025
Michele Jennings	Representative of state juvenile and adult corrections agencies	2022-2025
Christopher Keeler	Representative of administrators of programs for students with disabilities	2022-2025
Wendy Kinnear	State official responsible for McKinney Vento Homeless Student activities	2022-2025
Joseph Kleppick	Individual with a disability	2023-2026
Jennifer McEvoy	Representative of approved private schools	2025-2028
Ken Oakes	Individual with a disability	2023-2026
Diane Perry	Representative of parent center (PEAL)	2024-2027
Judith Petruzzi	Representative of teachers	2025-2028
Lucille Piggott-Prawl	Parent of child with disabilities ages birth through 26	2022-2025
Cathy Roccia-Meier	Parent of child with disabilities ages birth through 26	2022-2025
Sarah Ronosky	Representative of charter school administrators of programs for students with disabilities	2023-2025
Perri Rosen	Representative of Department of Human Services, Office of Mental Health and Substance Abuse Services	2023-2026
Kaitlin Salvati	Representative of Office of Vocational Rehabilitation	2022-2025
Robert Savakinus	Representative of school age transition	2023-2026
Gina Scala	Representative of Higher Education	2022-2025
Rachel Schlosser	Parent of child with disabilities ages birth through 26	2022-2025
Kirista Sloan	Representative of Office of Vocational Rehabilitation	2024-2027
Klarissa Spencer	Representative of Office of Early Childhood	2023-2026
Cecelia Thompson	Parent of child with disabilities ages birth through 26	2022-2025
Edward Titterton	Individual with a disability	2022-2025
Dawn Traill	Representative of Department of Human Services, Office of Family, Children and Youth	2022-2025
Ned Whitehead	Parent of child with disabilities ages birth through 26	2022-2025

Commonwealth of Pennsylvania

Josh Shapiro, Governor



Pennsylvania

Department of Education

