

# SEAP

Special Education Advisory Panel  
2022-2023

# *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 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

SEAP has eight duties. Duties one through five are in accordance with 34 C.F.R. §300.169. Duties six through eight are added under Pennsylvania SEAP By-Laws.

The SEAP advises the State Education Agency (The Pennsylvania Department of Education) on:

1. The unmet needs within the commonwealth as to the education of children with disabilities.
2. Any rules or regulations proposed by the State regarding the education of children with disabilities.
3. Developing evaluations and reporting on data to the Secretary under Section 618 of the Act.
4. Developing corrective action plans to address findings identified in Federal monitoring reports.
5. Developing and implementing policies relating to the coordination of services for children with disabilities.
6. 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.
7. The education of eligible students with disabilities living in congregate care (i.e., Psychiatric Residential Treatment Facilities, adult prisons, youth detention facilities, psychiatric hospitals, medical facilities).
8. Any other activities or actions required by its governing statutes or regulations.

## For More Information

For more information on the SEAP responsibilities, membership, and operations see [Pennsylvania Special Education Advisory Panel Flyer](#)

For more information on the SEAP meeting dates, by-laws, agendas, and minutes see the following <https://tinyurl.com/SEAPinPA>

Email the SEAP at [SEAP@pattan.net](mailto:SEAP@pattan.net)



# Summary of SEAP Recommendations to Bureaus 2022-2023

Each year SEAP develops a work plan and establishes committees to deeply study the SEAP's priorities. During 2022-2023, the SEAP approved the following committee recommendations to the Bureau of Special Education (BSE) and/or the Bureau of Early Intervention Services and Family Supports (BEISFS).

## Family Engagement

- Establish a multilingual mobile app for school age services.
- Create a more family-friendly Pennsylvania Training and Technical Assistance Network (PaTTAN) website.
- Continue partnerships to provide a family perspective at the Pennsylvania Department of Education (PDE) conference and survey families about their experience.
- Consider adopting the Office of Child Development Early Learning (OCDEL) early intervention (EI) model of compensation for families participating in leadership opportunities.
- Increase family access to training and professional development opportunities by removing barriers like childcare and paying for hotels and meals (using a direct pay rather than reimbursement model), paying for mileage (providing gas cards), etc.
- Include more family centered and interactive methods of communication, such as the Be Strong Family Cafés and HUNE's Andy's Café to reach underserved families.
- Explore methods of communication with families in languages beyond English and Spanish.

## Least Restrictive Environment

- Collaborate to address the problem of students transitioning from preschool to school age being predetermined for placement in segregated settings based on disability category without consideration of family goals and of supplementary aids and services.
- Heavily publicize the release of the Framework for Access and Belonging (FAB); develop a Basic Educational Circular (BEC) and a one-page guide to assist school teams in recognizing when the FAB would be appropriate. Produce and distribute a FAB tip sheet to family-facing organizations, with all drafts to be reviewed by the SEAP.
- Establish a data-collection tool or other ways to compile data regarding the use and success of the FAB Toolkit.

## Transition

- Fund dedicated transition coordinators in every district and/or Intermediate Unit (IU).
- Create a multi-faceted initiative to expand access and support for students to participate in career and technical education (CTE) programs, including considering alternatives to certification, enhancing student and family knowledge of CTEs, and creating tailored training and technical assistance to CTE teachers, instructors, and staff.
- Provide opportunities for students to share their lived experiences and promote information and materials on student-led Individualized Education Programs (IEPs).
- Identify successful programs that transition children and their families between pre-school, early intervention, and school age services, including students with complex needs and diverse communication methods and cultures, for replication. Include two members of the Transition Committee on the planning committee for the Success for Pennsylvania Early Learners (SPEL) grant that supports this transition phase.



- Educate the field on the need for students with disabilities to have access to curriculum, and information on healthy relationships, social emotional growth, and sexuality and existing materials including the Elevatus curriculum.
- Provide training on Augmentative Alternative Communication (AAC) and Assistive Technology (AT) specific to transition points and every year require Intermediate Units (IUs) to take a refresher training that includes advancements in AAC and AT.

## Mental Health

- Facilitate the opportunity for the Mental Health (MH) Committee to identify mental health best practices, materials, and initiatives to integrate into the current SPEL grant and the Preschool Development Grant (PDG).
- Facilitate and support a member of the MH Committee to become part of the 988 Advocacy Coalition. Investigate the public relations aspect of the universal suicide prevention crisis line as it relates to publication and branding in current materials.

- Provide the MH Committee with the opportunity to provide input before final dissemination of guidance on congregate care discharge planning and assure that students with disabilities do not have lapses in their educational plans.

## Crisis Intervention and Restraint Prevention/Elimination

- Promote schools' access to information to help the IEP team work together to involve the student to best implement individualized strategies for the students displaying challenging behaviors, such as used in the Collaborative and Proactive Solutions<sup>®</sup> approach.
- Create a family-friendly, one-page document to explain the restraint process and the timelines that schools must follow after a restraint has taken place.
- Increase trauma informed care training to every two years for all school staff so that they are able to use trauma informed approaches to help de-escalate students during crisis situations.

## Topics of Additional Recommendations

- Target setting for the State Performance Plan/Annual Performance Report (SPP/APR) Indicator 17, the State Systemic Improvement Plan (SSIP);
- Methods to increase response rates of the parent survey for the SPP/APR Indicator 8, which calculates the percent of parents who report that the school facilitated parent involvement;
- Practices to promote consistency of conference presenters' messaging with BSE's stance on the importance of collaborative educator-parent relationships and culture;
- Input on implementation of the Disability Inclusive Curriculum; and
- Ideas for increasing awareness of, access to, and use of PaTTAN resources and trainings.

## 2022-2023 Special Education Advisory Panel Members – Membership Role and Term

SEAP is a requirement of the Individuals with Disabilities Education Act (IDEA) Public Law 105-17. The law outlines the requirements for panel members and stipulates the various agencies and programs they are to represent. IDEA also requires that panel membership be comprised of more than 50 percent individuals with disabilities or parents of students with disabilities. The members serve a three-year term. The following is a list of the members, their position, requirement of IDEA, and terms. The 2022-2023 panel made the recommendations that are summarized in this report.

| Member Name           | Requirement of IDEA   | Term      |
|-----------------------|---|-----------|
| Heidi Allen           | Parent/Individual With a Disability   | 2022-2025 |
| Cynthia Alvarez       | Parent/Individual With a Disability   | 2022-2025 |
| Kimberly Brown-Flint  | Representative of Private School  | 2022-2025 |
| Gretchen Daugherty    | Parent/Individual With a Disability   | 2022-2025 |
| Maria Edelberg        | Representative Administrator of Programs for Students With Disabilities                           | 2021-2024 |
| Amy Fisher            | Parent/Individual With a Disability   | 2022-2025 |
| Lisa Fulton           | Parent/Individual With a Disability   | 2022-2025 |
| Naomi Galman          | Parent/Individual With a Disability   | 2022-2025 |
| Elizabeth Gaylor      | Representative of DHS, Office of Developmental Programs   | 2019-2022 |
| Luz Hernandez         | Representative of a Group Involved in or Concerned With Education of Children With Disabilities   | 2022-2025 |
| Aaron Ios             | Parent/Individual With a Disability   | 2021-2024 |
| TaWanda Jackson       | Representative of DHS, Office of Developmental Programs   | 2022-2025 |
| Sharon Janosik        | Parent/Individual With a Disability   | 2022-2025 |
| Michele Jennings      | Representative of State Juvenile Corrections  | 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 |
| Joe Kleppick          | Parent/Individual With a Disability   | 2021-2023 |
| Diane Perry           | Representative of Group Involved in or Concerned With the Education of Children With Disabilities | 2021-2024 |
| Lucille Piggott-Prawl | Parent/Individual With a Disability   | 2022-2025 |
| Cathy Rocchia-Meier   | Parent/Individual With a Disability   | 2022-2025 |
| Perri Rosen           | Representative of Office of Mental Health and Substance Abuse Services                            | 2020-2023 |
| Kaitlin Salvati       | Representative of Office of Vocational Rehabilitation   | 2022-2025 |
| Robert Savakinus      | Representative of School-Age Transition   | 2020-2023 |
| Gina Scala            | Representative of Higher Education  | 2022-2025 |
| Rachel Schlosser      | Parent/Individual With a Disability   | 2022-2025 |
| Klarissa Spencer      | Representative of Office of Early Childhood   | 2020-2023 |
| Jane Swan             | Representative Charter School Administrator of Programs for Students With Disabilities            | 2020-2023 |
| Cecelia Thompson      | Parent/Individual With a Disability   | 2022-2025 |
| Edward Titterton      | Parent/Individual With a Disability   | 2022-2025 |
| Dawn Traill           | Representative of DHS, Office of Family, Children and Youth                                       | 2022-2025 |
| Erin Weierbach        | Parent/Individual With a Disability   | 2021-2022 |
| Ned Whitehead         | Parent/Individual With a Disability   | 2022-2025 |

## For more information

- SEAP Meeting Schedule and Public Attendance—<https://tinyurl.com/SEAPinPA>
- 2022-2023 Full Annual Report— <https://www.pattan.net/Publications/SEAP-Annual-Report-full-report>
- [Pennsylvania Special Education Advisory Panel Flyer](#)
- Email the SEAP at [SEAP@pattan.net](mailto:SEAP@pattan.net)



# Commonwealth of Pennsylvania

Josh Shapiro, Governor

