

**State Task Force
On the Right to Education
Wednesday, January 9, 2019 Meeting (Final)**



Zoomlink to view webinar: <https://pau.zoom.us/recording/share/KyS-tLbHreVJBY0cmxXYEbn63Q3icQZ06WJtKNS-JYCwIumekTziMw?startTime=1547046099000>

Members in Attendance:

Mr. Keith Focht, PDE, Bureau of Special Education, (717-783-6921), kfocht@pa.gov

Mr. Devon Grant, Governor’s Designee (717-783-4287), dgrant@pa.gov

Mr. Philip Rosenbauer, The Arc of Pennsylvania, (724-282-6215) philipnros@embarqmail.com

Mr. Kevin Burrell, Office of Developmental Programs, (717-425-5698), kburrell@pa.gov –

Absent – Report given by Devon Grant

Guest Speakers – Ronnie Russell – PaTTAN Consultant “How to Write a Transition Plan”

Audience Members

Rachel Schlosser, Co-chairperson LTF 2	Judy Zetts, IU 9 LTF Liaison
Mary Myers – IU 11 Liaison	Roseann Polishan, Parent Chairperson LTF 19
Sharon Janosik, Vice-chairperson LTF 3	Dan Cullen- Supervisor of Special Education - IU 20
Debbie Efke, Chairperson, LTF 3	Vincenza Glynn, Vice Chairperson LTF 19
Sharon Kennedy, PaTTAN Hbg. – STF	Susan Kluge, LTF 20
Suzanne Mulhern – Arc Advocate	Jeff Pelly, IU 17 LTF Liaison
Ryan Gill, IU 10 LTF Liaison	Kathy Gingerich, Chairperson LTF 15 / The Arc of Dauphin County
Sandra Salerno, Chairperson, LTF 13	Judi Di Fonzo, Vice Chairperson LTF 24
Joy Smith Linton, Vice-chairperson LTF 13	Christine Lewis, IU 8 Supervisor
Beth-Ann McConnell – IU 15 Liaison	Shirley Keith-Knox – The Arc of PA – Communication Director
Ben Smith – Parent from LTF 10	Dan Currie, MCIU 23

Anita Nair - HHSD	Linda Cartwright – PaTTAN Consultant
Marty Gilbrowski – SIL Altoona / Blair	Emily Smith - IU 16
Christine Lewis – IU 8	

Additional Viewers were Live Streaming yet did not sign in

- ❖ **Call to Order:** Keith H. Focht called the meeting to order at 10:05 am
- ❖ **Welcome:** Keith Focht welcomed all for joining in on the State Task Force January meeting. He thanked all for participating in today’s meeting.
- **Old Business:**
 - **September 26, 2018 Minutes** - sent via e-mail and will be posted on the STF Website pending STF Member approval, review, motion to accept the may minutes. This motion was placed by – Devon Grant; seconded by- Kevin Burrell.
 - **This Years – 2018 – 2019 State Task Force Meeting with Assigned Presentation Topics**
(Time of all State Task Force meeting for the 2018-2019 school year 10:00 am – 12:00 pm)
 - ✓ **March 27, 2019** – School-wide Positive Behavior Support – Individual Positive Behavior Support Plans.
 - ✓ **May 15, 2019** - Suspensions and Expulsions as it Relates to Chapter 14 and Chapter 15
 - **STF Website Link:** Mr. Focht shared the update of PaTTAN’s website is continuing to evolve. **Update: upon checking the PaTTAN website the State Task Force Address has changed. **
New State Task Force Address on PaTTAN is:
<https://www.pattan.net/about-us/partners/state-task-force/>
 - Keith Focht shared the LTF Contact List is on the STF Website yet plans on reviewing it and updating it as there are some new Chairs and Vice-Chair persons and one or two misspelled names that need to be corrected.
 - **Parent Satisfaction Survey Update** - The two URLs listed below are:

English URL Parent Satisfaction Survey Hyperlink –
<https://www.surveymonkey.com/r/ltf-16-17>
Spanish URL Parent Satisfaction Survey Hyperlink-
<https://es.surveymonkey.com/r/local-espanol16-17>

Mr. Focht shared there are reports being run on the following districts:

- Woodland Hills School District

Once the reports are run, they will be shared back to the corresponding LTF to share and discuss with the participating LEA.

- **LTF Meeting:** Mr. Focht reviewed the importance of gathering the below information when LTFs have their local meetings.

- ✓ Take attendance of members and others attending the meeting. He explained the importance of keeping attendance as the STF / LTF Handbook requires a guest to attend two meetings a year for consideration to be a member of that LTF. Attendance provides the documentation to candidate membership status.
 - ✓ Have someone take minutes of the meeting and have the local IU submit this to corresponding STF member assigned to your area (see below).
 - Mr. Philip Rosenbauer is assigned to LTF -1, 2, 3, 4, 5, 6, 7
 - Mr. Devon Grant is assigned to LTF - 8, 9, 10, 11, 12, 13, 14,
 - Mr. Kevin Burrell is assigned to LTF - 15, 16, 17, 18, 19, 20, 21,
 - Mr. Keith Focht is assigned to LTF – 22, 23, 24, 25, 26, 27, 28, 29.
 - ✓ Send out your meeting information to your membership of those that attended and did not attend.
 - ✓ On a sidebar, Mr. Focht shared the Special Education Advisory Panel had asked him to present to them on the State Task Force and the Local Task Force on January 16, 2019. The SEAP wishes for the me to discuss the STF / LTF's functions and goals as well as the date we keep. He additionally shared the function of this Governor's Appointed group and the valued input they provide to the Commonwealth.
- **Want to Meet?** - If you want a State Task Force member to attend a get-together or attend a Local Task Force meeting, please feel free to contact us:

Members of the STF

- Philip Rosenbauer (philipnros@embarqmail.com) - STF representative from The Arc of Pennsylvania- (724) 679 - 1955
 - Devon Grant (dgrant@pa.gov) - Executive Director - Governor's Cabinet and Advisory Committee for People with Disabilities, Phone: (717) 783-4287 | Fax: (717) 772-2062
 - Kevin Burrell (kburrell@pa.gov) - The Office of Developmental Programs - State Task Force Liaison - (717) 425-5698
 - Shirley Keith-Knox (skeithknox@thearcpa.org)– Communications Director– The Arc of Pennsylvania (717) 780-7050
 - Keith Focht (kfocht@pa.gov) – State Task Force Chairman – Bureau of Special Education - (717) 283-6921
 - Mr. Focht shared out to the audience of the recent visits to the different IUs and the LTFs. It was shared the following LTFs have been visited since the last STF meeting:
 - LTF 15
 - LTF 20
 - LTF 26 (3 times)
 - LTF 23
- **PA ABLE Savings Program** - **This informational bullet will continue to be posted in our minutes and shared out in our State Task Force Meetings.**

The PA ABLE Savings Program through the PA treasury department is an exciting tax savings program that allows people with disabilities to save money while maintaining their benefits. They can save money while at the same time achieve more independence. The PA Able offers people with disabilities a new way to build financial security. To access the PA website visit: <http://www.paable.gov>. To get an overview of the PA ABLE program visit: <http://www.paable.gov/overview/>

Mr. Focht shared the Department of Treasury may be looking out how to reach out to more individuals providing their information in different languages.

- **Local Task Force Round Table Discussion**

The State Task Force and Local Task Forces have a session reserved to present at the 2019 PDE / BSE Conference. - A session of LTFs sharing - Who we are and the Importance of networking with all players – Mr. Focht asked that any LTF Chair or Vice-chairpersons that wish to participate in this round table to please provide him your name if you wish to be part of this group. **The Round Table discussion will be on the first day of the conference, March 11, 2019 from 10:30 am – 11:30 am.**

- **Conferences for 2018- 2019 School Year**

- ❖ **PDE Conference - March 11-13, 2019; Hershey Lodge and Convention Center; Making a Difference: Educational Practices That Work!**
<https://www.pattan.net/training/conferences/pennsylvania-department-of-education-conference>
- ❖ **2019 PA Community on Secondary Transition Conference – July 17-19, 2019; The Penn Stater Conference Center, State College, PA.**
- ❖ **2018 Pennsylvania Positive Behavior Support (PAPBS) Network Implementers’ Forum - May 14 & 15, 2019; Hershey Lodge and Convention Center, Hershey, PA.**
- ❖ **22nd Annual National Autism Conference - Progress Through Partnership – August 5 - 8, 2019 – The Penn Stater Conference Center Hotel, State College, PA.**
- ❖ **HELIX (High Expectations for Students with Low Incidence Disabilities) – November 8-21, 2019 – The Penn Stater Conference Center Hotel, State College, PA .**
- ❖ **The Arc of Pennsylvania’s Advocacy & Policy Conference - Tuesday, June 11, 2019.**

***Please mark / clear your calendar for these events ***

➤ **New Business: State Task Force**

- ❖ **PDE Conference - Hershey Lodge and Convention Center – March 11-13, 2019 – Making a Difference: Educational Practices That Work!**

http://pattan.net-website.s3.amazonaws.com/images/2017/03/07/PDE2018_DateSvr_0217.pdf

Mr. Focht did a quick review on how to register for a room if the LTF Chairperson and/or Vice Chairperson were coming in for the conference and were traveling 50 or more miles. It was shared to use a credit card to reserve your room, yet your credit card will not be billed. The charge will stay in a que until you check out and the bill will be transferred to the BSE account. He also shared the how to register for the conference and to choose the specific sessions to attend. There were issues noted when someone was trying to find their past password. When you go in to follow the prompts, the system will share it had sent this information to your email. The processing time may take up to 30 minutes or more to come through to your email. If you continue to have problems with this registration process, please contact PaTTAN Harrisburg at (717) 541-4960 and share your concerns and they will work with you to resolve the registration problem.

- LTF Chairpersons and Vice –Chairpersons are complemented their room and their conference registration cost.
- Parent scholarships also available to LTF general members yet they have to submit a registration to determine eligibility.
- This year we will have an Appreciation Luncheon with the Intermediate Unit Special Education Directors and selected BSE staff; This is on the first day, Monday, March 11, 2019 from 12:00 pm – 1:30 pm.
- Additionally, there will be a meet and greet dinner social for the Chairpersons **or** Vice-chairpersons of each Local Task Force and parents that are attending the conference via the Parent Scholarship Registration Process. The Parent Scholarship / LTF dinner is Tuesday, March 12, from 5:30 pm to 6:30 pm. Only one LTF Chair or Vice Chairperson can attend this dinner.
- There will also be a Breakfast Invite for any parent that wishes to meet their corresponding LTF chairpersons and Vice-chairpersons of their IU area.

STATE TASK FORCE AGENCY REPORTS

➤ **Office of Developmental Programs Update – Provided by Kevin Burrell** **(delivered by Devon Grant)**

ODP NEWS

The ODP publishes a monthly newsletter will celebrate individuals' successes and share information on all ODP initiatives and events. Each month they will highlight inspiring people and relevant issues. Email Lynn Miller at: c-lymiller@pa.gov with news or suggestions! Copies of the newsletter may be found on www.myodp.org by using this link.

Delay in Implementation of Waiver Amendment Provisions

Links to all the ODP Announcements mentioned below will be available for your reference as part of the usual written report you will receive after this meeting. If you have additional questions, please contact Kevin Burrell at Kburrell@pa.gov

Transportation Trip was to transition from a cost-based rate to a fee schedule rate effective January 1, 2019. This has been delayed until July 1, 2019. The adjusted rates had the potential to create an access issue for the Transportation Trip service. As a result, more time is needed to implement all changes to the Transportation Trip service to make further adjustments to the fee schedule rates.

Because ODP has received feedback that providers are struggling to have all required staff complete the Basic Employment Services Certificate of Achievement or Professional Certificate of Achievement in Employment Services prior to January 1, 2019, the deadline, the requirement for staff to meet these requirements has been delayed until July 1, 2019.

The Information Sharing and Advisory Committee (ISAC) Plan for Sexual Abuse Prevention and Healthy Relationships is now available

This document is the product of conversations and commitments made by the Office of Developmental Programs' ISAC membership and emphasizes the shared responsibility of everyone to help prevent sexual abuse.

Supports Coordination Organizations (SCOs) are required to inform Individuals about abuse, neglect, and exploitation

An announcement has been released supplying resources and a process for how this should occur for Supports Coordination Organization Supports Coordinators.

EMPLOYMENT UPDATE

- **Employment Data**
 - ODP's employment rate for individuals enrolled in ODP's programs has risen to 16% in November 2018, up from 15% in October 2018
 - Announcement 096-18 – Employment Report – ODP's Comprehensive Employment Report for Calendar Year 2017

- **OVR Collaboration**
 - OVR and ODP continue to work on the Joint Referral Bulletin
 - College of Employment Services (CES) Online ACRE Course offered through OVR and ODP
 - Announcement 090-18- Unlimited Seats Available

- **Policy/Service Definitions**
 - Q&A Version 2 in the works
 - Quick Guide Version 2 in the works
 - Waiver Amendments affecting Supported Employment and Community Participation Support – Prevocational Services are included in ODP's two recorded webinars which occurred on October 17th and October 23rd, respectively. PDF's of the presentations are also available.

- **MyODP.org – Employment Page in Development**
 - Resource pages for providers (IDA/Autism), AE's, SCO's (IDA/Autism), individuals and families (IDA/Autism,) State Centers, Landing Page

- **Collaboration with PDE/PaTTAN**
 - ODP is collaborating with PDE/PaTTAN in sharing the Charting the LifeCourse Framework and Tools on bi-monthly Community of Practice Webinars. The December 5th webinar related to how students can use the LifeCourse Framework to plan for an employment vision was recorded and is on PaTTAN's website.
 - Collaborating regarding Experience the Employment Connection (EEC) 2019

➤ **The Department of Education / Bureau of Special Education Update- Provided by Keith H. Focht**

Informational:

- **Office of Special Education and Rehabilitative Services Blog – U.S. Department of Education – This site provides the Office of Special Education and Rehabilitative Services (OSERS) and IDEA Websites provide information and resources at the federal level. <https://sites.ed.gov/osers/resources/>**

- **Extended School Year Eligibility – Armstrong Group – February 28th of each year**
Autism/pervasive developmental disorder.
Serious emotional disturbance.
Severe intellectual disability (mental retardation).
Degenerative impairments with mental involvement.
Severe multiple disabilities

<https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Extended%20School%20Year%20Eligibility.pdf>

Seven Factors of ESY

There are seven factors that the IEP team must consider determining if a student is eligible for ESY services. The child may be eligible by meeting just one or more of the criteria, but all seven factors must be considered by the IEP team prior to this determination.
The seven factors for consideration are:

- Regression - whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors that occur as a result of interruption in educational programming
 - Recoupment - whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.
 - Regression/Recoupment - whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to the IEP goals
 - 4. Mastery - the extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted
 - Self-sufficiency and independence - the extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers
 - Successive interruptions - the extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process
 - Severity of disability - whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disabilities, degenerative impairments with mental involvement and severe multiple disabilities
-

PaTTAN Online Trainings / Courses - Early Intervention

<https://www.pattan.net/events/>

Evaluation and Identification of Children with a Delay in Social-Emotional Development

PaTTAN - Online Course

Tuesday January 08, 2019 9:00 AM - 3:30 PM

Location: Riverview Intermediate Unit 06

Registration: OPEN

Thursday January 10, 2019 9:00 AM - 3:30 PM

Location: PaTTAN - Pittsburgh

Registration: OPEN

Wednesday January 16, 2019 9:00 AM - 3:30 PM

Location: Central Intermediate Unit 10 - State College

Registration: OPEN

Thursday January 17, 2019 9:00 AM - 3:30 PM

Location: PaTTAN - East

Registration: OPEN

Thursday January 31, 2019 9:00 AM - 3:30 PM

Location: Northeastern Educational Intermediate Unit 19

Registration: OPEN

Assistive Technology for Access and Participation in Typical Early Childhood Settings

PaTTAN - Online Course

Session Dates

Friday February 01, 2019

Thursday February 28, 2019

This online course provides a sequenced training on using assistive technology (AT) with young children birth to age five in order to increase their participation in typical early childhood settings. Topics covered include types of AT, evaluating functional use of AT, using AT for communication and emergent literacy and making adaptations. You will need to complete the course within a four-week time period.

Objectives:

Participants will be able to:

Module 1: Overview of Assistive Technology

Participants will:

- Explore the legal basis for providing assistive technology (AT) to children
- Examine the types of AT used with young children
- Describe the routines, activities and environments in which AT can be used
- Identify recommended practices for using AT with young children

Module 2: Determining the need for Assistive Technology/integrating into activities

Participants will:

- Describe ways to identify how AT may assist a child
- Define universal design for all children
- Determine how to monitor whether a trial device is effective

- Examine the use of AT in existing routines and functional activities using a collaborative approach.

Module 3: Communicating using Assistive Technology

Participants will:

- Examine the types of AT used for communication
- Discuss communication message selection
- Explore integration of opportunities to communicate into existing activities in home, school, child care and community settings.

Module 4: Emergent Literacy

Participants will:

- Define research-based strategies for developing literacy skills in children using AAC
- Explain the importance of developing literacy skills in children with disabilities
- Develop strategies to increase a child's ability to participate in literacy activities

Module 5: Practical Strategies

Participants will:

- Discuss switch selection and use for children who are developmentally delayed
- Explore adaptations to common play materials
- Identify devices and adaptations that allow children to access the computer
- Examine hands-on directions and activities to develop adapted materials

Target Audience

Early Intervention staff and Early Childhood teachers, and parents

Individuals attending this course must arrive on time and stay the duration of the course in order to receive Act 48 Professional Education hours. Requests for exceptions are to be brought to the attention of the individual's Superintendent or IU Director prior to the course.

Topics Covered: Assistive technology

Collaborating for Inclusive Practices - Building Relationships to Support all Children

PaTTAN - Online Course

Session Dates

Friday February 01, 2019

Thursday February 28, 2019

Building Relationships to Support All Children focuses on establishing, building, and maintaining positive relationships to support children in inclusive classroom settings. The course is divided into two main segments: 1) working in partnership which looks at the protective urges of all caregivers; and 2) exploring the principles of partnership, which provides participants with opportunities to explore and demonstrate how the principles work together to support children, families and one another. Materials provided to support the participants' work in this course include: The Division for Early Childhood's Recommended Practices, and the PA Pre-K Early Learning Standards which are used by the learners in activities throughout the course.

Collaborating for Inclusive Practices - Working Together

PaTTAN - Online Course

Session Dates

Friday February 01, 2019

Thursday February 28, 2019

Working Together provides the framework for successful collaboration to provide quality inclusive opportunities for every child. Included segments of this course are: a guided self-reflection about collaboration with colleagues and others working in the early childhood setting; the defining features of inclusion, access, participation and supports, a comparison of how laws, regulations, policies and guidance related to inclusive practices are similar and different across Pennsylvania early childhood programs; and exploration of the perspectives and use of disability language.

Early Intervention Orientation

PaTTAN - Online Course

Session Dates

Friday February 01, 2019

Thursday February 28, 2019

This online course provides an overview of Early Intervention including legal foundations, rationale and service delivery. Current trends, practices and processes are described. Emphases also include the importance of family participation and community systems and resources. This course is recommended for newly hired Early Intervention personnel as part of their pre-service training but is not mandatory. You will need to complete the course within a four-week time period.

Objectives

Participants will be able to:

- The user will become familiar with the theoretical, historical, and legal bases for Early Intervention including federal and state legislation.
- The user will be oriented to the early intervention service system including the purpose of the State and Local Interagency Coordinating Councils.
- The user will recognize and know the duties and responsibilities of Early Intervention practitioners.
- The user will become familiar with assessment and evaluation activities and processes for the purposes of eligibility and identifying ongoing developmental and educational needs of infants, toddlers and preschoolers.
- The user will gain knowledge in service delivery approaches that incorporate the outcomes and goals of the IFSP or IEP.
- The user will become familiar with current practices, issues and trends in Early Intervention; including family centered practices, team approaches, inclusion and the use of community resources.
- The user will recognize practices associated with transition into preschool and kindergarten and/or other community programs.

Target Audience

Early Childhood Personnel, Service Coordinators, Providers of Services and Supports, Preschool Personnel, and Family Members

Individuals attending this course must arrive on time and stay the duration of the course in order to receive Act 48 Professional Education hours. Requests for exceptions are to be brought to the attention of the individual's Superintendent or IU Director prior to the course.

➤ The Arc of Pennsylvania Update: Philip Rosenbauer

Maureen Cronin, Executive Director of The Arc of Pennsylvania, has retired from that position after seven (7) years with The Arc of Pennsylvania. On January 7, 2019, Sherrie Landis became the new Executive Director of The Arc of Pennsylvania.

Ms. Landis most recently served as the Executive Director of the DREAM Partnership, a nonprofit organization dedicated to developing a selection of post-secondary educational opportunities which lead to independent living and employment for students with intellectual disabilities.

A statement recently released by Michael Marsh, President of The Arc of PA, included the following:

- *“Please join The Arc of Pennsylvania’s Board of Directors and Retiring Executive Director, Maureen Cronin, in welcoming Sherrie Landis as she helps take us to the next level. The Board also wishes to thank Maureen for her dedication, energy, and passion for the work of The Arc of Pennsylvania. The organization’s accomplishments over her tenure are a tribute to the exceptional level of experience she has brought to us coupled with a life-long devotion to The Arc and those we serve.”*
-

Recent Reports from National Council on Disability

These reports were released on November 15, 2018

SUMMARY/CHARTER SCHOOLS

This report provides an in-depth overview of the current landscape of education of students with disabilities in charter schools. The report highlights the widespread inconsistency that exists across the charter school sector. While some charter schools experience serious challenges with respect to the provision of special education programming and services to their students with disabilities, others have developed innovative educational approaches that can serve as models for all schools. The report recommends that policymakers and interested stakeholders build on the practices used by charter schools that have been successful in meeting the unique learning needs of students with disabilities, while also addressing areas of concern that have been highlighted in research and have persisted over many years.

SUMMARY/CHOICE AND VOUCHERS

This report outlines the construct of vouchers, education savings accounts, and tax credits for students with disabilities. It clarifies the effect on students with disabilities of programs of school choice that allow money for each eligible student to go directly to parents rather than to the public-school system, and explains how this adjustment in the flow of public funds results in critical and often misunderstood changes in protections for students with disabilities and their families, under not only the Individuals with Disabilities Education Act, but also federal nondiscrimination laws.

Both reports conclude with recommendations for federal and state departments of education and Congress to address problems that may deprive students with disabilities and their families of an equitable education.

The full reports can be found at <https://ncd.gov/publications/2018/school-choice-report-series>

Legislation

SENATE BILL 108 – PAUL’S LAW

Senate Bill 108 would amend Chapter 6 (Anatomical Gifts) of Title 20 of the Consolidated Statutes (Descendants, Estates and Fiduciaries) to prohibit the discrimination of any potential organ transplant recipient on the basis of physical or mental disability. Senate Bill 108 was amended into Senate Bill 180 and signed into law by Governor Wolf on October 24, 2018 as Act 144.

HOUSE BILL 200

House Bill 200, introduced by Representative Tarah Toohil (R-Luzerne County) would have amended the Early Intervention Services System Act of 1990 to add “maternal postpartum depression” as an at-risk factor to allow a birth mother and her child, referred by a physician, healthcare providers or parent to receive screening/tracking and referral to Early Intervention, if indicated. HB 200 was not enacted prior to the end of the recent Legislative Session and would have to be reintroduced in the new Legislative Session.

SENATE BILL 541 – BURDEN OF PROOF

In 2005, the United States Supreme Court’s decision in *Schaffer v. Weast* reassigned the burden of proof for special education hearings to the party seeking relief (generally the parent(s)/family) but allowed that individual states would have the ability to legislate a change and put the burden of proof back onto the school districts. Senate Bill 541 would reverse the U.S. Supreme Court decision in the Commonwealth of Pennsylvania and put the burden of proof onto the school district rather than the party seeking relief. SB 541 was not enacted prior to the end of the recent Legislative Session and would have to be reintroduced in the new Legislative Session.

COMPANION LEGISLATION – HATE CRIMES

Senate Bill 98 and House Bill 505 would have added mental and physical disability to the definition of hate crimes under the Commonwealth of Pennsylvania’s Hate Crimes Statute. SB 98 and HB 505 were not enacted during the most recent Legislative Session and would have to be reintroduced in the new Legislative Session.

The Arc of United States

Education

SCHOOL VOUCHER BILLS INTRODUCED

Two bills were introduced on January 3 to fund private school education at the federal level. The first, S.5, provides a federal tax credit for private school tuition. The second, H.R. 69, allows parents to take federal Elementary and Secondary Education Act Title I funding to a public or private school of their choice. The Arc opposes these bills as they do not maintain the accountability and civil rights protections that students with disabilities have in public school.

TRUMP ADMINISTRATION RESCINDS SCHOOL DISCIPLINE GUIDANCE

On December 21, 2018, the U.S. Department of Education announced that it had rescinded a package of guidance documents related to school discipline. The guidance detailed how, among other things, educators should prevent discipline from being administered in a way that disproportionately impacts minority students and those with disabilities. The announcement follows the December 18, 2018 release of the [Federal Commission on School Safety report](#), which recommended rescission of the guidance. Education Secretary DeVos stated that the guidance put too much emphasis on statistics, adding that the rescission “*makes it clear that discipline is a matter on which classroom teachers and local school leaders deserve and need autonomy.*” The Arc strongly opposes the rescission of the package of documents that provide helpful guidance for schools but emphasizes that the obligations for schools under existing civil rights and education laws remain in effect.

40TH ANNUAL REPORT TO CONGRESS ON IDEA IMPLEMENTATION RELEASED

The Individuals with Disabilities Education Act (IDEA) requires that the Department of Education report annually on the progress made toward the provision of a free appropriate public education to all children with disabilities and the provision of early intervention services to infants and toddlers with disabilities. The report focuses on the children and students with disabilities being served under IDEA, Parts C or B, nationally and at the state level which covers the 2015-2016 school year.

The Arc of PA

Training

The Arc of Pennsylvania will provide [Discovery Training](#) February 6-8, 2019. This three (3)-day training provides a comprehensive overview of Discover, an alternative to traditional vocational assessments. For those seeking to become certified providers of [Discovery](#) through Marc Gold and Associates, it is the prerequisite face-to-face training to complete certification. Individuals not seeking certification will gain valuable information and insight and may attend as auditors of the course. The training sessions will be held at the Hilton Scranton & Conference Center, 100 Adams Avenue, Scranton PA 18/503. Registration can be done by e-mailing The Arc of Pennsylvania at registration@includeme.org

The Arc of Pennsylvania will provide [Customized Employment/Job Development Training](#) February 6-8, 2019. Attendees will learn how to develop an employer-focused approach to negotiating customized job descriptions on behalf of individuals with disabilities. Participants seeking certification are expected to commit approximately 40 hours of field work with/on behalf of a learning partner under the guidance of Marc Gold & Associates (MGA) over the course of four (4) months. This is the prerequisite face-to-face training to complete certification through MGA. This training will be held at the Hilton Scranton & Conference Center, 100 Adams Avenue, Scranton PA 18503. Registration can be accomplished by e-mailing registration@includeme.org

➤ Governor’s Designee Report - Provided by Devon Grant

Governor’s Advisory Committee for People with Disabilities

The 2019 meetings of the Governor’s Advisory Committee for People with Disabilities (GAC) are scheduled for Friday, February 8, 2019; Friday, May 31, 2019; Friday, September 13, 2019; and Friday, November 8, 2019. Meetings are held from 9:30 am to 3:00 pm in the Department of Education’s Heritage Room, 333 Market Street, Harrisburg, PA. All meetings are open to the public.

At the November 29, 2018 meeting, the GAC established the following four working groups for 2019:

- Budget / Funding
- Education
- Employment
- Transportation

The GAC is also prepared to address any important issue that requires more timely attention and does not fit into the workgroups. Participation in the workgroups is open to anyone interested in the issues that fall into the broad topic of that workgroup. The workgroups will meet via teleconference to review information and develop recommendations for action by the full GAC.

If you would like to be added to our list to receive meeting notices and other information, please contact Devon Grant at 717-783-4287 or dgrant@pa.gov. Please visit the web page for the Governor’s Cabinet and Advisory Committee for People with Disabilities at www.dhs.pa.gov/communitypartners/GovCommitteeforPplwDisabil.

Employment First State Leadership Mentoring Program (EFSLMP)

Unfortunately, PA will not be participating in the upcoming year of the Employment First State Leadership Mentoring Program (EFSLMP). The “advisory team” made up of various deputies wanted us to focus EFSLMP activities around Employer Engagement in order to align with the Employment First Act implementation. When ODEP declined our application, I spoke to our ODEP contact. He said the ODEP and US Dept. of Labor leadership wanted a very clear Mental Health policy focus on states’ efforts. There was nothing negative about PA’s proposed Employer Engagement activities, except that it was lacking the required MH specificity. He said other states were not selected for the same reason, and that some states didn’t even bother to apply because they weren’t doing enough MH work in their states. There will only be 11 states participating this year. The last couple years there were more like 19 or 20.

Therefore, there will not be a 2019 PA EFSLMP Community of Practice Webinar Series. However, the 2017 and 2018 archived webinars can be found at: <https://www.pattan.net/graduation-post-secondary-outcomes/educational-initiatives/additional-resources>

ODEP also offers a monthly national Community of Practice webinar structured to augment the technical assistance areas of primary focus in Employment First systems change (Capacity Building, Provider Transformation, School-to-Work Transition, Employer Engagement, and Policy/Funding Alignment). If you are not a current subscriber to ODEP’s EFSLMP mailing list, you can register at <https://econsys.us6.list-manage.com/subscribe?u=29aa515bd6e4d1a3e196930b4&id=63a8e8be13&subscribe>.

PRESS RELEASES:

*** None ***

**Presentation - *January 9, 2019 – Ronie Russel & Ryan Romanoski – PaTTAN – Harrisburg
“How to Write a Transition Plan?”***

The speakers provided an overview on how to write a transition plan as it relates to secondary transition. How to get the transition process started and how to articulate this in the IEP. Individual student - centered assessment were encouraged to find out the specific interest through a coordinated approach, inclusive of academic, functional and vocational goals. The speakers provided a comprehensive presentation focusing on a Learning Support student. Mr. Focht shared the STF may bring them back to discuss the grass root transition plan for a more involved student in a disability category of multiple disability or autism disability category as this may involve a more complex approach.

Deb Efke, from LTF 3 shared her concern that PDE needs to put more emphasis on preparing the intellectual disability student to be more employable, by working with the LEA an increasing the bar of expectation and preparedness.

Ryan Gill shared an idea of the local task forces getting in touch with the local IU transition TACs to discuss outside school training ideas that may be used for the students that may need more transition training and or informational meeting to the parents of the low incidence students.

❖ **Systemic Concerns Reported:**

Update: There was a concern brought to the attention to the State Task Force of some districts in western Pennsylvania that are dismissing students that have disabilities considerably earlier than the non-identified population. The State Task Force shared they took this concern to the Bureau of Special Education and there are some advisers reviewing this concern with these LEAs.

❖ **Local Task Force Sharing Time -**

Time did not permit a sharing time

❖ **Future Agenda Items –**

- **Update on Systemic concern of dismissing eligible students considerably earlier than the non-eligible students.**
- **Presentation - School-wide Positive Behavior Support – Individual Positive Behavior_Support**

➤ **Next State Task Force on the Right to Education Meeting –**

March 27, 2019 –at PaTTAN Sites and IU 4, 9, 17, 19, 20, 27, 28, & 29 - 10:00 AM to 12:00 PM & Zoom.

➤ **Adjournment: Motion for Adjournment made by Phil Rosenbauer; second by Devon Grant.**