

LOCAL RIGHT TO EDUCATION TASK FORCE #15

3/21/22 Meeting Minutes

- I. Recording: Recording link will be shared only via email due to request by OVR to not share the presentation on website for public use.

II. WELCOME & INTRODUCTIONS

Attending:		
<input checked="" type="checkbox"/>	Kathy Gingerich, Chairperson	The Arc of Dauphin County
<input checked="" type="checkbox"/>	Beth Light	The Arc of Dauphin County
<input checked="" type="checkbox"/>	Beth-Ann McConnell	CAIU - Interagency
<input type="checkbox"/>	Holly Turner	CPARC
<input type="checkbox"/>	Kathleen Haigh	Family Member/PEAL Center
<input checked="" type="checkbox"/>	Megan Johnston	Cumberland Perry MH
<input type="checkbox"/>	Adam Wiener	Dauphin County ID
<input checked="" type="checkbox"/>	Barb Jumper	CMU
<input type="checkbox"/>	Bernadette Jayakumar	UCP
<input checked="" type="checkbox"/>	Laken Wilson	CPARC
<input type="checkbox"/>	Lisette Johnson	CPARC
<input checked="" type="checkbox"/>	Kelly Smiley	CPARC
<input type="checkbox"/>	Lynn Pascoa	Dauphin County MH
<input checked="" type="checkbox"/>	Patti Wiedt, Vice-Chairperson	Parent
<input type="checkbox"/>	Pam Matesevac	Parent
<input type="checkbox"/>	Sherry Campbell	Central Dauphin School District
<input type="checkbox"/>	Melissa Bialis	Central Dauphin School District
<input checked="" type="checkbox"/>	Keith Focht	PDE- State Task Force
<input type="checkbox"/>	Deanne Ryan-Washington	West Shore School District
<input type="checkbox"/>	Mary Kay Hunter	Newport School District
<input checked="" type="checkbox"/>	Christine Titih	CT HomeCare Services
<input type="checkbox"/>	Morgan Denny	Dauphin County ID
<input type="checkbox"/>	Patsy Gilbert	Parent Advisory Council – Derry Township
<input type="checkbox"/>	Jessica Capitani	Parent Advisory Council – Derry Township
<input checked="" type="checkbox"/>	Amanda Neidig	UCP Family Support Specialist
<input type="checkbox"/>	Jacob Becker	CMU
<input type="checkbox"/>	Gary Smith	ODP-State Task Force
<input type="checkbox"/>	Irene Reedy	CAIU Student Services Supervisor
<input type="checkbox"/>	Emmy Sasala	Family member
<input type="checkbox"/>	Michelle Smithman	Family Member Parent to Parent of PA
<input type="checkbox"/>	Gerren Wagner	Family Member, Parent Advocate ABA in PA
<input checked="" type="checkbox"/>	Jennifer Macsisak	Family Member, Include me PA
<input type="checkbox"/>	Lisa Butler	Family Member/ The Arc of PA
<input type="checkbox"/>	Cynthia Lamon	Family Member/Lighthouse Human Svcs
<input type="checkbox"/>	Susan Tachau	PATF
<input type="checkbox"/>	Tracy Beck	PATF
<input checked="" type="checkbox"/>	Leah Kostelak	CAIU, Transition

<input checked="" type="checkbox"/>	Mikeisha Mobley	Include Me PA
<input checked="" type="checkbox"/>	Bridget Glunz-Wenner	Upper Dauphin SD- Life Skills Classroom
<input checked="" type="checkbox"/>	Kelley McKee	OVR – Harrisburg Transition Supervisor

DISCUSSION- Kelley McKee, OVR-Harrisburg Supervisor joined us today to share about OVR and answer questions. Our group appreciated the presentation and ability to ask questions following the presentation. The OVR power point slides will be shared with these minutes via email. Please reach out to Kelley kemckee@pa.gov if you have additional questions but also please check out the OVR website! OVR District Office Directory: <https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/OVR-Office-Directory.aspx>

II.

State Task Force Updates –

❖ **Presentation:** Wednesday, March 16th, 2022 - 10:00 am – 12:00 pm –

“Include Me” – The Arc – Nicole Turman and Sherri Landis - 10:15 – 11:00 am
Bookstudy <https://thearcpa.org/event/bookstudy/2022-03-10/>
If you have questions about the Book Study - you can reach: Contact
cmorrison@includemepa.org or jmulle@includemepa.org for more information

“Funding Flow to public school and Charter / Cyber Charter; IUs and PaTTANs – Delmar Hart -
11:05 – 11:30 am

A.

STF 2021-2022 Proposed Meeting Dates – all 10:00-12:00 pm

- Wednesday, September 22, 2021
- Wednesday, November 3, 2021
- Wednesday, January 12, 2022
- Wednesday, March 16, 2022
- Wednesday, May 11, 2022
- **Topic Points of Discussion and Presentations:**
Meeting and topics occurring for the remainder of the 2021-2022 School Year
 - **Fiscal – PDE / BSE budget**
 - **Include Me**
 - **State Performance Plan/Annual Performance Report session**
- **Parent Satisfaction Survey Update (on Hold this year) - The two URLs listed below are:**

English URL Parent Satisfaction Survey Hyperlink –
<https://www.surveymonkey.com/r/PaLTF19-20>
Spanish URL Parent Satisfaction Survey Hyperlink-
<https://www.surveymonkey.com/r/LTF19-20S>

• **LTF Meeting: When Having Your Meetings Remember to:**

- Take attendance of members and others attending the meeting
 - Have someone take minutes of the meeting and have the local IU submit this to corresponding STF member assigned to your area (see below).
 - Send out your meeting information to your membership of those that attended and did not attend.
- ✓ The Arc – STF Member be determined -1, 2, 3 ,4, 5, 6 ,7, 8, 9
 - ✓ Governor’s Advisory Council – no current IU Region.
 - ✓ Mr. Gary Smith is assigned to LTF – 12, 13, 14,15, 16, 17, 18 ,19 ,20, 21,
 - ✓ Mr. Keith Focht is assigned to LTF – 10 ,11, 22, 23, 24, 25, 26, 27, 28, 29.

• **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:

- STF Consumer Representative from The Arc of Pennsylvania.
- TBD - Executive Director - Governor’s Cabinet and Advisory Committee for People with Disabilities.
- Gary Smith (smiga@pa.gov) The Office of Developmental Programs - (717) 346-1389 1389.
- Katie Yost (kyost@thearca.org)– Government and Advocacy Associate – The Arc of Pennsylvania – (717) 234-2621.
- Keith Focht (kfocht@pa.gov) – State Task Force Chairman – Bureau of Special Education - (717) 783-6921.

• **PA ABLE Savings Program - PA ABLE Savings Program**

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/> This informational channel will continue to be posted in our minutes and shared out in our State Task Force Meetings.

Conference Title	Date	Location	Future Conference Dates
Pennsylvania Department of Education Conference	March 2-4, 2022	Hybrid/Hershey Lodge	March 1-3, 2023
AAC Talks Web Conference	May 13, 2022	Virtual	May 12, 2023
PaTTAN Literacy Symposium	June 14-16, 2022	PaTTAN Harrisburg	TBD

Pennsylvania Deaf-Blind Project's Family Learning Conference	June 24-25, 2022	Hybrid/State College	TBD
National Autism Conference	August 1-4, 2022	Hybrid/State College	TBD
PA Community on Transition Conference	August 10-11, 2022	Virtual	TBD
HELIX: High Expectations for Low Incidence Disabilities	November 14-16, 2022	Hybrid/State College	TBD

Conferences for 2021- 2022 School Year

STATE TASK FORCE AGENCY REPORTS

❖ **The Office of Developmental Programs Update: Gary Smith**

ODP NEWS

The Office of Developmental Programs (ODP) distributes news via a weekly digest. [MyODP News Online](#) shares information about the work of ODP and individuals our work supports who are living the Everyday Life. Please visit [MyODP News Online](#) where you can find articles that have been published.

The digest is sent every Friday and contains the week's posted news in abstract. If you have information that you would like to share about ODP's work supporting people with disabilities, please use my contact information Smiga@pa.gov to submit it for consideration or readers may send inquiries and/or story ideas to ra-pwmyodp@pa.gov.

Forthcoming ODP Announcement: Opportunity for Certification for Cornell's Work Incentives Practitioner Credential (To build capacity to provide Benefits Counseling)

- No cost opportunity for providers to have staff person (s) participate in a virtual certification program with the goal of receiving a Work Incentives Practitioner Credential to provide Benefits Counseling services funded by the Consolidated, Community Living, or P/FDS waivers and Base Funding.
- Applications disseminated to field 3/11/22
- Application must be completed by April 1, 2022. Virtual class begins May 27, 2022.

Policy Amendments Waivers:

- Consolidated and Community Living Waivers - adding the capacity to serve children with medically complex conditions – proposed effective date is 4/1/22

Trainings: Currently working on

- (Formerly named Experience the Employment Connection- **EEC**) now named the PA Secondary Transition Connecting for Employment. Joint initiative is ODP, OVR and Bureau of Special Ed. collaborating with the goal of connecting systems with each other to increase employment outcomes for transition age youths.
- ODP along with OMHSAS and the Dept. of Labor will be presenting at the PWDA 38th Conference May 5, 2022. Theme: **Competitive Integrated Employment Through Empowerment**- An overview of the programs available from DHS that support Individuals with disabilities to obtain and maintain competitive integrated employment. In addition to highlighting resources on the benefits of hiring people with disabilities.

Data:

- As of January 2022, 17% of working-aged people (ages 16-64) enrolled with ODP are employed in competitive integrated employment.
 - Pre-pandemic: **January 2020** 17% ---- **January 2021** 14% --- **January 2022** 17%
- If you are not part of ODP's listserv, here is the link to subscribe:**
<http://listserv.dpw.state.pa.us/Scripts/wa.exe.?SUBED1=o-supporting-families-cop&A=1>

If you have any additional questions concerning these updates, please contact Gary Smith or Laura Cipriani at smiga@pa.gov or lcipriani@pa.gov

❖ **The Department of Education/Bureau of Special Education Update:** **Keith H. Focht**

PDE Conference

The annual Pennsylvania Department of Education Conference, *Making a Difference: Educational Practices That Work*, was held March 2-4, 2022. Over 1200 individuals attended the hybrid conference – 700+ in person and 400+ virtually. Over 30 nationally renowned speakers presented on a wide variety of topics – from practical strategies that can be used in the classroom, to how to attract, prepare and retain personnel to the field of special education. An exhibit hall featured over 50 vendors, and a poster session included over 30 presentations by LEA personnel. Next year's PDE Conference will be held March 1-3, 2023.

Developing Future Special Educators Grant Opportunity

BSE is offering a grant opportunity for Attract, Prepare, Retain. On March 21, 2022, from 3:00-4:00 there will be an overview webinar for LEAs, including approved private schools, career technical education centers, charter school, cyber charter schools, intermediate units, and school districts interested in inspiring the next generation of special educators. Register for the overview webinar with the following link: <https://pattanpgh.zoom.us/join/register/tJAqf-CpqDkuGtYL60wIAexuQaYm-aTfsvFr>

The webinar will also be recorded and posted on the APR Repository—Attracting Special Education Personnel webpage. [APR Repository, Attracting Special Education Personnel webpage](#)
 Additional questions can be directed to Christine Moon, PaTTAN Educational Consultant, at cmoon@pattanpgh.net.

BSE Bulletin for Educators

The bulletin will provide monthly updates from the Pennsylvania Bureau of Special Education and PaTTAN. Subscribe at <https://www.pattan.net/Publications/BSE-Bulletin>

March is Brain Injury Awareness Month

For additional information on brain injury and resources visit the Brain Injury Association of PA at <https://biapa.org/>.

PaTTAN Publications

At PaTTAN, our goal is to provide educators with a breadth of publications that are grounded in proven best practices and a deep research base, reflecting a commitment to school improvement. PaTTAN offers publications on a variety of topics, all focused on improving educational results for students with and without disabilities.

Whether you are just starting out in the field of education, or you want to improve upon the work you and your team are already doing, let PaTTAN support you with the expertise of our educational consultants. Pennsylvania educators, school administrators, and families can view, download, and order PaTTAN publications mailed to their school or home. publications@pattankop.net

Indicator 14 Announcement

Pennsylvania Post School Outcome Survey (PaPOS)

Performance Plan, states are required to develop a six-year plan to measure their work towards federally identified Indicators of compliance and performance, designed to improve the education of students with disabilities.

Indicator 14 is one of the 20 State Performance Plan (SPP) Indicators, and focuses on the secondary transition mandate by which each state is to determine, for the state as a whole, the extent to which students are achieving transition outcomes on year after exiting high school as stated in their Individualized Education Programs (IEPs) (Indicator 14).

To meet this federal reporting requirement, once over a five year period, each local education agency (LEA) is required to survey all student leavers (graduates, dropouts and students who age out) who had IEPs. The

Pennsylvania Post-School Outcome Surveys (PaPOS) will be used to gather this data. The random sampling process used to assign each Local Education Agency (LEA) to one of the five years in each cycle ensures that the LEAs selected each year will be representative of the state as a whole with regard to district size, disability category, ethnicity, LRE status, gender and exiting status.

❖ **The Arc of Pennsylvania Update: Philip Rosenbauer – via Katie Yost**

Governor Wolf's Proposed PA State Budget 2022-2023

On February 8th, Governor Tom Wolf unveiled his final proposed budget as governor. He has proposed a 1.75 billion increase towards education. That includes:

\$1.5 billion for Basic Education

\$200 million for Special Education

Legislative Update – PA General Assembly

House Bill 85

This bill would require our post-secondary colleges to adopt policies that would allow existing documentation in the IEP, 504 Plan or a record of disability from another institution of higher education, or documentation from the military to be accepted as a proof of a disability. House Bill 85 remains in the House Education Committee.

House Bill 250

This bill expresses the desire of its sponsors that the Department of Education create curriculum for Health Classes that will provide a framework for positive discussion and increased understanding. House bill 250 remains in the House Education Committee.

House Bill 272

This bill proposes to address the following issues related to Pennsylvania's Charter School Law:

- Right to know
- Protecting your property tax dollars
- Protecting the future of our kids

House Bill 272 remains in the House Education Committee.

House Bill 365

House Bill 365 would update language in the PA School Code to remove derogatory language in referencing to students with intellectual and developmental disabilities. House Bill 365 was voted favorably out of the Senate Education Committee and is eligible to be brought before the full senate for a vote.

House Bill 458

This Legislation is designed to provide that, in the event of a residency dispute between school districts, a school district would not be permitted to remove a child from school until the dispute has been fully resolved and it has been determined which school district should correctly enroll the child.

House Bill 458 remains in the House Education Committee.

House Bill 540

House Bill 540 would implement the Special Education Funding Commission's recommendation to "apply the same funding principles used in the formula for school districts to determine a school district's payment for a special education student enrolled in a charter or cyber charter school....".

Senate Bill 542

Senate Bill 542 would remove the across-the-board assumption of a 16% special education population rate per school district to using the school district's actual percentage of special education population.

Senate Bill 542 remains in the House Education Committee.

HB 1335

House Bill 1335 would require sexual education be taught to all students and be in a manner that students at all comprehension levels can understand.

House Bill 1335 remains in the House Education Committee.

House Bill 1749

House Bill 1749 would implement the bipartisan 2013 Special Education Funding Commission's recommendation for applying the same education funding principles used to distribute state special education funding to school districts, in the calculation used to determine a school district's tuition payment for a special education student enrolled in a charter school.

House Bill 1749 remains in the House Education Committee.

House Bill 726

This bill would create an early literacy pilot program. Beginning in the 2021-22 school year (if enacted), the PA Department of Education will work with willing school districts to address student reading needs. This program will focus on the "science of reading" which is an evidence-based reading instructional practice that integrates listening, speaking, reading, spelling, and writing.

House Bill 726 remains in the House Education Committee.

The House Education Committee held an informational hearing on the bill on February 10, 2022.

House Resolution 138

On August 5, 2021, Representative Karen Boback, posted a memorandum to all House members regarding her plan to introduce a resolution directing the Joint State Government Commission to study special education lawsuits in the Commonwealth. The study will examine the Office for Dispute Resolution.

House Resolution 138 remains in the House Education Committee.

House Bill 2180

On January 27, 2022, Representative Dan Miller and Representative Melissa Shusterman introduced a bill that tasks school districts across the Commonwealth to produce a report on an annual basis indicating the level of inclusion of their students who access special education services in their extracurricular activities.

House Bill 2180 was referred to the House Education Committee.

House Bill 2022

On March 9, 2022, Representative Aaron Kaufer introduced a bill that would amend the public school code to allow a public school to place a behavioral health representative in a school who may communicate and interact with students to provide social and mental health support assistance. House Bill 2022 was referred to the House Education Committee.

Senate Resolution 235

On March 3, 2022, Senator Christine Tartaglione introduced a resolution marking March 2022 as Disability Awareness Month in Pennsylvania.

Senate Resolution 235 was introduced to the Senate Rules and Executive Nominations Committee.

❖ The Governor's Office Update: None currently.

III. CAIU #15 Local Task Force Elections - N/A

IV. MEMBER UPDATES

Families: Nothing new to report

Arc of Dauphin County: Beth Light reported that in February she and Kathy Gingerich presented a webinar about evaluation, reevaluations and IEPs.

CAIU: Beth-Ann McConnell reported that she will be joining the Special Education Advisory Committee on Wednesday to share about LTFs and hopes for the district reps to spread awareness and information about the LTF to families. Sharing of this video is encouraged to help families understand the purpose of the LTF and increase membership of families. Also, increasing district representation is needed and welcomed!

<https://youtu.be/RXcngq-4D-s>

The LTF brochure can be found on the CAIU site: <https://www.caiu.org/community/opportunities-for-everyone/local-right-to-education-taskforce>

If there is a question for the LTF, Please leave a message, a task force member will respond as soon as possible.

Call (717) 732-8400, Ext 8342

email: LTF#15@caiu.org

CPARC: Laken Wilson reported that they have several in person parent groups coming to our region starting March 29th. These are open to all county families.

Advocacy Talks! Autism Answers 2022

1. **April 7th, 2022 at 6PM** Featuring, Sarah Zucca MS, LPC, CADC on Attachment and Attachment Styles
2. **April 21st, 2022 at 6PM** Featuring, Dr. Carolyn Bruey on Increasing Motivation in Children and Adults on the Autism Spectrum
3. **April 28th 2022 at 6pm** Featuring, Dr. Carolyn Bruey on Promoting Effective Teamwork Between Families, Schools, and Staff Professionals

To register follow the link:

www.cparc.org/event-registration

Please enter date of each session you are planning to attend.

For any questions regarding this event please contact: ljohnson@cparc.org

Look for more information for May 14th about a Relaxation Workshop. This will be a fun opportunity for networking while having being able to care for oneself. Location will be at the Carlisle United Methodist Church. Details to be sent shortly by Laken/CPARC.

Cumberland Perry MH & IDD: Megan Johnston reported that they continue to be very busy with new referrals. She noted that from 21-22 there was an increase of 41 more served in February. Also noted was PAYS Data reports recently being shared to public. Typically, PAYS notes school climate, substance abuse, mental health concerns but this data period covid 19 impacts were added. To see your county, check out this link.

<https://www.pccd.pa.gov/Juvenile-Justice/Pages/County-Level-Special-Reports-on-the-Impact-of-COVID-19.aspx>


Dauphin County MH/ID & CMU: Barb Jumper reported there continues to be changes to administration as Karen Wolf resigned and Amber Wolford is now the new Deputy. Several new supervisors in place now and some Supports Coordinators leaving. There was a merging with Lebanon CMU. Barb offered her as a resource if there are questions that she can help answer if you reach out to her via email. bjumper@cmu.cc

UCP: Amanda Neidig reported that UCP will be offering their Life Course Training soon and will be in person. They are securing a site now. This training will provide a toolkit for families on what they want for their children. Making sure supports they have will meet the desired outcomes for their child and can be used by families, teachers, older students themselves, and others. There will be sessions for early childhood, school age and adults. Amanda will send a flyer to Beth-Ann when it is completed and will have it on the community links page as well. <http://www.community-links.net/>

V. LTF MEETING PLANS

Proposed Local Task Force Meetings **Please note 11/8/21 Evening Meeting Time**


May 16, 2022 10:00-11:30 am
<https://zoom.us/j/99311746890?pwd=K2NWVWxlZnV0bEJoV2VBZGtJVGZHQ09>
Passcode: 033848



Pennsylvania Office of Vocational Rehabilitation

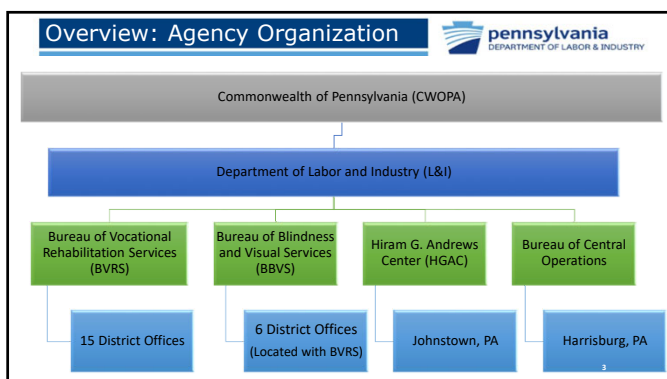
Kelley McKee, MS, CRC
Vocational Rehabilitation Supervisor
Transition and ID/Section 511 Coordinator
Bureau of Vocational Rehabilitation Services
Harrisburg District Office

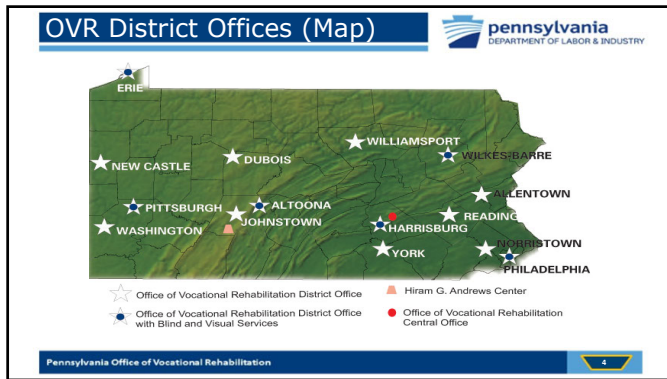
Pennsylvania Office of Vocational Rehabilitation
1

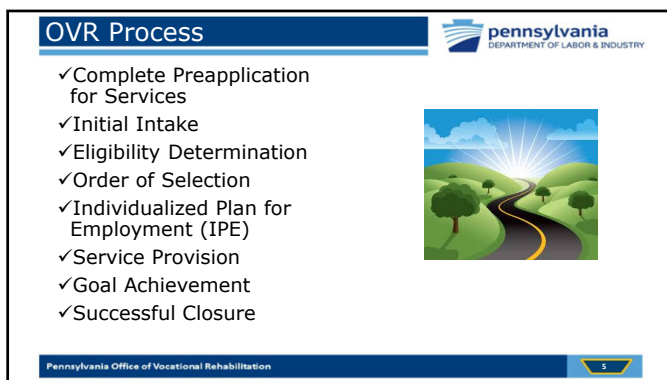
Mission Statement


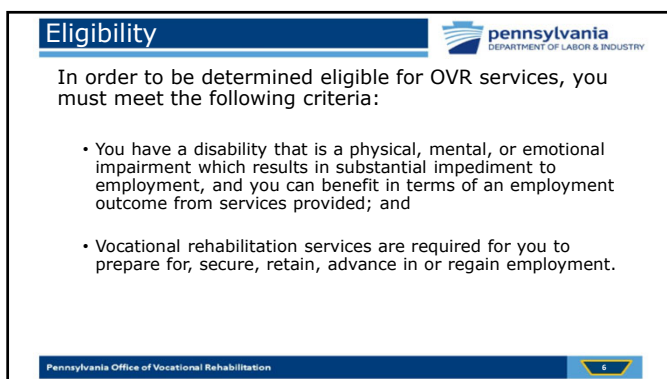
To assist Pennsylvanians with
disabilities
to secure, maintain, and advance in
employment and independence.

Pennsylvania Office of Vocational Rehabilitation
2









Order of Selection: Categories		
<p>Most Significantly Disabled (MSD)</p> <ul style="list-style-type: none"> • Impairment (s) seriously limits three or more functional capacities. • Expected to require two or more VR services that are expected to last 6 months or more from the date of the IPE. 	<p>Significantly Disabled (SD)</p> <ul style="list-style-type: none"> • Impairment (s) seriously limits one or more functional capacities. • Expected to require two or more VR services that are expected to last 6 months or more from the date of the IPE. 	<p>Non-Significantly Disabled (NSD)</p> <p>The individual has a physical, mental, or sensory impairment that does not meet the definitions for MSD or SD.</p>

Pennsylvania Office of Vocational Rehabilitation

Cost for OVR Services
<ul style="list-style-type: none"> • It does not cost anything to apply for OVR services. • There is no cost associated with diagnostic services, vocational evaluation, vocational counseling & guidance, or job placement assistance. • Depending on income, there may be a participant contribution for cost services. • A Financial Needs Test will be completed prior to the provision of any cost service to identify what, if any contribution would be expected. • Individuals receiving Social Security benefits based on their own disability are exempt from the Financial Needs Test and will not have a contribution for cost services. • OVR cannot pay for services that have already occurred without prior written authorization from OVR.

Pennsylvania Office of Vocational Rehabilitation

BVRS Services
<p>Vocational Counseling & Guidance</p> <p>Diagnostic Services</p> <p>Vocational Evaluation</p> <p>Restoration Services</p> <p>Placement Services</p> <p>Post-Secondary Training</p> <p>Supported Employment</p> <p>Business Services</p> <p>Pre-Employment Transition Services</p>

Pennsylvania Office of Vocational Rehabilitation

Business Services



Dual customer: the job seeker and the employer.

- Services Offered to Business Customers:
 - Referral of pre-screened candidates who have the appropriate skills, abilities, training and qualifications to perform essential job duties
 - Consultation services to help retain current employees
 - Accommodation solutions to allow new or current employees to achieve productive employment
 - Disability etiquette training
 - Job analysis and worksite modification consultation
 - Information about assistive technology and available resources
 - Incentives for hiring individuals with disabilities
 - On-The-Job Training Initiative

❖ Contact your local District Office to find out about local Business Services Collaborations.

Pennsylvania Office of Vocational Rehabilitation

10

WIOA: Brief Overview



Background: Workforce Innovation and Opportunities Act (WIOA)

- Signed by President Obama on July 22, 2014
- Replaces the Workforce Investment Act of 1998 (WIA)
- Amends the Rehabilitation Act of 1973

Purpose: WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy

❖ WIOA made a large impact in many areas, one of which is the provision of transition services for youth with disabilities.

For more information about WIOA visit the U.S. DOL website:
<https://www.dol.gov/agencies/eta/wioa/about>

Pennsylvania Office of Vocational Rehabilitation

11

Pre-Employment Transition Services



Purpose: to increase the employment rate of students with disabilities in the state of Pennsylvania.

- Pre-Employment Transition Services are preparatory services for students with disabilities to identify career interests, practice and improve work skills, and explore postsecondary training opportunities at an earlier age to maximize their potential to enter competitive, integrated employment.
- 15% of VR Budget must be allocated to Pre-Employment Transition Services

❖ Commonly referred to as PETS or Pre-ETS

Pennsylvania Office of Vocational Rehabilitation

12

Pre-ETS Eligibility Requirements



A Student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who:

- is at least 14 years of age
- is not older than 21 years of age
- is eligible for, and receiving, special education or related services under IDEA
- is an individual with a disability, for purposes of section 504

Pennsylvania Office of Vocational Rehabilitation

13

5 Required Pre-ETS Activities:



1. Self-Advocacy Instruction

2. Workplace Readiness Training

3. Job Exploration Counseling

4. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs

5. Work Based Learning

Pennsylvania Office of Vocational Rehabilitation

14

Pre-ETS Continued



Offered in individual and group format:

- Group Pre-ETS
 - Typically facilitated through the school via the school profile
 - The school profile determines transition needs of the school to ensure that OVR is supplementing not supplanting transition services
 - Can be delivered via internal OVR staff or an external provider
 - Eligible OR potentially eligible students may participate (i.e. do not need an open case in order to participate)
- Individual Pre-ETS
 - Must have an open case (i.e. have completed a pre-application and initial intake)
 - Can be delivered via internal OVR staff or an external provider

Pennsylvania Office of Vocational Rehabilitation

15

Pre-ETS Special Programming



Varies per District Office

- Project SEARCH
- Bureau of Blindness & Visual Services Summer Academy
- Deaf & Hard of Hearing Summer Academy
- Early Reach Academy (Harrisburg DO)
- HGAC Pre-ETS Academies, etc.

❖ Contact your local District Office for information on local special programming

Pennsylvania Office of Vocational Rehabilitation

16

Pre-ETS Continuum



Career Exploration And Preparation

Students gain introductory skills and enter the workplaces for short periods of time.

Career Engagement

Students increase their knowledge of jobs while gaining employability skills and some entry-level skills.

Career Experience And Planning

Students gain experience in an occupation of interest

Pennsylvania Office of Vocational Rehabilitation

17

Recap




OVR Mission: To assist Pennsylvanians with **disabilities** to secure, maintain, and advance in **employment** and independence.

- We work with individuals of all walks of life.
- All services are individualized to assist in successfully preparing for, obtaining, and maintaining employment.
- Overall goal is to empower OVR customers to unlock & maximize their potential and assist in achieving competitive, integrated employment!

Pennsylvania Office of Vocational Rehabilitation

18

Questions?




Kelley McKee, MS, CRC
Vocational Rehabilitation Supervisor
Transition and ID/Section 511 Coordinator
Bureau of Vocational Rehabilitation Services
Harrisburg District Office
Email: kemckee@pa.gov

OVR District Office Directory: <https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/OVR-Office-Directory.aspx>


Pennsylvania Office of Vocational Rehabilitation

13



pennsylvania
DEPARTMENT OF EDUCATION


January 12, 2022



pennsylvania
DEPARTMENT OF EDUCATION

USDE and OSERS Q&A

Sept. 30, 2021



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES


OSEP Q&A 21-06

**RETURN TO SCHOOL ROADMAP:
DEVELOPMENT AND IMPLEMENTATION OF INDIVIDUALIZED
EDUCATION PROGRAMS IN THE LEAST RESTRICTIVE ENVIRONMENT
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

September 30, 2021

The U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services (OSERS) has received requests from a diverse group of stakeholders asking that the Department issue new guidance interpreting requirements of the Individuals with Disabilities Education Act (IDEA) in light of the many challenges of the COVID-19 pandemic and as more schools and programs are returning to in-person services. Topics include meeting timelines, ensuring implementation of initial evaluation and re-evaluation procedures, determining eligibility for special education and related services, and providing the full array of special education and related services that children with disabilities need in order to receive a free appropriate public education (FAPE). In addition, stakeholders have requested about the implications of federal evaluations and early intervention services to infants and toddlers with disabilities and their families served under IDEA Part C. The purpose of the Return to School Roadmap (RTS) guidance documents, which focus on school reopening efforts, is to support the full implementation of IDEA requirements. The documents also serve to clarify that, regardless of the COVID-19 pandemic, or the mode of instruction, children with disabilities are entitled to FAPE, and infants and toddlers with disabilities and their families to appropriate IDEA Part C services.

The Department recognizes that some parents may have specific health and safety concerns about sending their children back to in-person instruction because of the health risk to the student, the student's immediate family, and to other household members — even as parents are also concerned about their child missing the instructional and social and emotional opportunities



pennsylvania
DEPARTMENT OF EDUCATION

4/21/2022


2

USDE and OSERS Q&A

September 30, 2021

Return to School Roadmap: Development and Implementation of Individualized Education Programs in the Least Restrictive Environment Under the Individuals with Disabilities Education Act

<https://sites.ed.gov/idea/files/rts-iep-09-30-2021.pdf>



pennsylvania
DEPARTMENT OF EDUCATION

4/21/2022

3

Key Highlights:

- Convening the IEP Team
- Consideration of Special Factors:
 - Assistive Technology
 - Social, Emotional, Behavioral, Mental Health
 - Medical Conditions
- Need for Covid Compensatory Services
- ESY
- Transition Services
- Educational Placement Decisions
- Resolving Disagreement



4/21/2022

4

Convening the IEP Team

Does the IEP team need to meet more than one time each year?

Depends on child specific circumstances:

IDEA allows for parent and LEA to agree not to convene an IEP meeting and instead develop a written document to amend or modify the child's current IEP.

Question B-1



4/21/2022

5

IEP Team Members Required

The IEP Team members referenced in 34 C.F.R. § 300.321(a) are generally required to participate in meetings to develop, review, and revise a child's IEP.

The IEP Team includes **among other participants**:

- the parents of the child
- regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child.
- LEA

It is permissible for certain members to be excused from attending the IEP Team meeting, in whole or in part, if the **parent of a child with a disability and the LEA agrees, in writing**, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. 34 C.F.R. § 300.321(e)



6

IEP Team Members Required (Continued)

If the IEP Team meeting involves a **modification to or discussion of the member's area of the curriculum or related services**, the member may be excused from attending an IEP Team meeting, in whole or in part, if the parent, in writing, and the LEA consent to the excusal; and **the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.**

There is nothing in IDEA or its implementing regulations that would limit the number of IEP Team members who may be excused from attending an IEP Team meeting, so long as the LEA meets the requirements of 34 C.F.R. § 300.321(e) that govern when IEP Team members can be excused from attending IEP Team meetings in whole or in part.

Question B-2



4/21/2022

7

Can IEP meetings continue to be held virtually?

Yes-- if parent agrees to virtual meeting or if continued COVID-19 prevention practices necessitate it.

Parents and LEA can also agree to participate in meetings using alternative means such as telephone calls or video conferences for any reason. **34 C.F.R. § 300.328**

Question B-3



4/21/2022

8

IEP Team Considerations Due to COVID-19

1. Lost skills or lack of expected progress.
2. Updated data that reflects child's present levels following time without face-to-face instruction.
3. Address new areas of need due to pandemic (social, emotional and mental health needs).
4. COVID-19 prevention measures (face coverings/masks).

Question D-1



4/21/2022

9

Compensatory Services Defined:

Under IDEA the courts have recognized Compensatory Services as an equitable remedy to address past failure or inability of the LEA to provide appropriate services, including those that were identified on the child's IEP. (LEA's inability to provide FAPE over a given period of time.)

Question D-3



4/21/2022

10

Considerations for the IEP Team:

- Child's present levels of academic achievement and functional performance
- The child's previous rate of progress toward IEP goals
- Documented frequency and duration of special education and related services provided to the child prior to the service disruptions caused by COVID-19 pandemic.

Question D-5



4/21/2022

11

Situations That May Require Comp Services:

1. Eligibility determination was delayed.
2. Virtual, hybrid or in-person instruction were not appropriate to meet child's needs.
3. IEP could not be implemented using service delivery model during COVID (example--could not offer PT).
4. Transition services not provided.

** This list is not exhaustive.

Question D-6



4/21/2022

12

ESY

ESY services are defined as special education and related services that are:

- (1) provided to a child with a disability beyond the normal school year of the LEA;
- (2) provided in accordance with the child's IEP;
- (3) provided at no cost to the parents of the child; and
- (4) meet the standards of the SEA. Each LEA must ensure that ESY services are available as necessary to provide FAPE to a child with a disability. 34 C.F.R. § 300.106.

Question E-1



4/21/2022

13

ESY and Compensatory Education?

Could a child be eligible for both ESY and Compensatory Services?

Yes. These services have different standards and purposes and are not mutually exclusive.

Question E-2



4/21/2022

14

Secondary Transition Services

In the provision of services to children with disabilities remotely, in-person, or through a hybrid option, SEAs, LEAs, and IEP Teams remain responsible for ensuring that all children with disabilities receive transition services necessary for FAPE in accordance with 34 C.F.R. § 300.320(b).



4/21/2022

15

Educational Placement Decisions

Decision to provide virtual instruction, in-person attendance, or a hybrid approach are determined by state and local educational leaders.

Whatever mode of instruction the LEA provides must be available to ALL students.

Question G-2



4/21/2022

16

Resolving Disagreements

If a parent disagrees with the IEP Team's decision regarding compensatory services, can they still file a due process complaint or State complaint?

Generally, yes. Although the use of IEP Teams to reach decisions regarding compensatory services is intended to remedy the failure to provide appropriate services in order to address the needs of the child and to mitigate the need for additional dispute resolution procedures, like any other IEP Team decision or proposal, the parent has a right to disagree with the IEP Team's decision and use IDEA's dispute resolution procedures.

(34 C.F.R. §§ 300.151 through 300.153; 34 C.F.R. § 300.506; 34 C.F.R. §§ 300.507 through 300.516)

Question H-1



4/21/2022

17

Mental Health Resources—US Dept of Ed

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs (Released on October 19, 2021)

<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>



4/21/2022

18

Mental Health Resource—US Dept of Ed

In schools we prioritize three critical and interrelated components of mental health:

1. Social—how relate to others.
2. Emotional—how we feel.
3. Behavioral—how we act.

The three together support overall well-being.



4/21/2022

19

Key Challenges and Recommendations

Challenges	Recommendations
1. Rising Mental Health Needs and Disparities Among Children and Student Groups	1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Perceived Stigma is a Barrier to Access	2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Ineffective Implementation of Practices	3. Implement Continuum of Evidence-Based Prevention Practices
4. Fragmented Delivery Systems	4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Policy and Funding Gaps	5. Leverage Policy and Funding
6. Gaps in Professional Development and Support	6. Enhance Workforce Capacity
7. Lack of Access to Usable Data to Guide Implementation Decisions	7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes



4/21/2022

20

Resources

Federal Technical Assistance Centers Related to Social, Emotional and Mental Health pp. 73-92

Guidance on Existing Programs That Can Support Social-Emotional and Mental Health Services for Students pp. 93-99

<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>



4/21/2022

21

Questions?

- Jeanette Alexander, jeaalexand@pa.gov
- Tim Krushinski, tikrushins@pa.gov

Please note that this information does not constitute legal advice and is not a substitute for legal counsel.



4/21/2022

22
