

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL

No. 1834 Session of 2015

INTRODUCED BY RAPP, D. MILLER, PHILLIPS-HILL, V. BROWN, CUTLER, HARHAI, D. PARKER AND DeLUCA, FEBRUARY 5, 2016

AS REPORTED FROM COMMITTEE ON EDUCATION, HOUSE OF REPRESENTATIVES, AS AMENDED, JUNE 13, 2016

AN ACT

1 Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An
2 act relating to the public school system, including certain
3 provisions applicable as well to private and parochial
4 schools; amending, revising, consolidating and changing the
5 laws relating thereto," in high schools, providing for
6 professional development related to secondary transition
7 services.

8 The General Assembly of the Commonwealth of Pennsylvania
9 hereby enacts as follows:

10 Section 1. The act of March 10, 1949 (P.L.30, No.14), known
11 as the Public School Code of 1949, is amended by adding a
12 section to read:

13 Section 1614.1. Professional Development Related to
14 Secondary Transition Services.--(a) (1) Beginning with the
15 2016-2017 2017-2018 school year, each professional educator <--
16 employed by a school entity who provides secondary transition
17 services to students who are either in grades eight through
18 twelve or are fourteen years of age or older shall complete the
19 training developed by the department under subsection (b) within
20 two (2) months after the professional educator assumes the

1 duties of providing secondary transition services and shall
2 complete the training again every five years thereafter.

3 (2) Each school entity shall monitor and ensure that
4 professional educators employed by the school entity comply with
5 paragraph (1).

6 (b) Within 180 days of the effective date of this section,
7 the department shall develop an online training program which
8 professional educators shall complete to comply with subsection
9 (a)(1), and shall make such training program and associated
10 relevant materials available free of charge. The training and
11 materials developed by the department under this subsection
12 shall at a minimum include the following:

13 (1) Foundations and implementation of transition services
14 education, including, but not limited to, the following:

15 (i) Related Federal and State laws.

16 (ii) Inclusive models, research, best practices, community-
17 based education and postsecondary education options.

18 (iii) Transition planning and service delivery for all
19 students with individualized education programs, including
20 culturally and linguistically diverse youth.

21 (2) Knowledge of individual transition services assessments
22 and system evaluation, including, but not limited to, the
23 following:

24 (i) Conducting, interpreting and overseeing individualized
25 formal and informal transition services assessments to ascertain
26 interests, strengths, preferences, aptitudes and needs related
27 to competitive employment, education, training and independent
28 living.

29 (ii) Developing individualized appropriate measurable
30 postsecondary goals and annual individualized education program

1 goals based on the individualized transition services assessment
2 results.

3 (iii) Delivering transition services.

4 (3) Ability to develop transition services systems and
5 supports, including, but not limited to, the following:

6 (i) Best practices in postsecondary education.

7 (ii) Competitive integrated employment, including supported
8 employment.

9 (iii) Independent living and community participation,
10 including, but not limited to, implementation of social skills
11 training.

12 (iv) Positive behavioral supports.

13 (v) Assistive technology as related to transition goals.

14 (vi) Development of self-determination skills across all
15 settings.

16 (4) Instruction on how to collaborate and coordinate with
17 students, their families, professional educators and the public
18 in the following:

19 (i) Strategies for active participation of students and
20 families in individualized education program development,
21 transition education and services and support networks.

22 (ii) Development of partnerships with employers,
23 institutions of higher education, public agencies and community
24 service agencies.

25 (iii) Provision of technical assistance and professional
26 development to school personnel.

27 (5) Ability to coordinate in-school and employer instruction
28 and training activities with the total school curriculum and
29 philosophy, including the following:

30 (i) Establishing program guidelines and ensuring

1 understanding of rules and regulations.

2 (ii) Implementing appropriate strategies for recruiting
3 students.

4 (iii) Correlating related classroom instruction and on-the-
5 job-training activities by developing a training agreement and a
6 training plan.

7 (iv) Selecting and assessing a training station based on
8 safety of the environment, accessibility for students, matching
9 career objectives and appropriateness for future development.

10 (v) Appropriately documenting wages, hours and related on-
11 the-job activities.

12 (vi) Developing procedures for integrating school and
13 training activities in areas such as academic and training
14 activities, attire and employer or school emergency needs.

15 (6) Knowledge of vocational guidance in the following areas:

16 (i) Aptitude, interest and ability assessment instruments.

17 (ii) Identifying student characteristics that may affect
18 performance.

19 (iii) External resources available to the secondary
20 transition services program specialist to enhance student
21 performance.

22 (iv) Developing and using follow-up student interviews and
23 student and parent interviews.

24 (7) Ability to implement individualized education programs
25 related to students with special needs, including the vocational
26 components of an individualized education program, through the
27 following:

28 (i) Identifying and selecting appropriate material for
29 students.

30 (ii) Identifying appropriate strategies or modifications for

1 the development of training stations for students.

2 (iii) Identifying local agencies that can aid the vocational
3 development of students with special needs.

4 (c) The department shall provide any nonpublic school within
5 this Commonwealth with online Internet access to the training
6 and educational materials developed under subsection (b) upon
7 receiving a request from the nonpublic school.

8 (d) Completion of the training program developed and made
9 available by the department under subsection (b) shall be
10 credited toward any professional educator's continuing
11 professional education requirement under section 1205.2 and
12 toward any school or system leader's continuing professional
13 education requirement under section 1205.5.

14 (e) As used in this section, the following words and phrases
15 shall have the meanings given to them in this subsection unless
16 the context clearly indicates otherwise:

17 "Department." The Department of Education of the
18 Commonwealth.

19 "Nonpublic school." A nonprofit school, other than a school
20 entity, wherein a resident of this Commonwealth may legally
21 fulfill the compulsory school attendance requirements of this
22 act and which meets the requirements of Title VI of the Civil
23 Rights Act of 1964 (Public Law 88-352, 78 Stat. 241).

24 "Professional educator." As defined in section 1205.2(o).

25 "School entity." A school district, joint school district,
26 charter school, regional charter school, cyber charter school,
27 intermediate unit or area vocational-technical school.

28 "School or system leader." As defined in section 1205.5(g).

29 Section 2. This act shall take effect immediately.