

LOCAL RIGHT TO EDUCATION TASK FORCE #15

9/27/21 Meeting Minutes

Recording link:

https://caiu-org.zoom.us/rec/share/6nPS6ce309onngRsGTwqepqNZ11MQTLRWzBWLrZzQciMteeqCcpGOrPK-ivg98T_QAe6Succmmo46_sO

I. WELCOME & INTRODUCTIONS

<i>Attending:</i>		
<input checked="" type="checkbox"/>	Kathy Gingerich, Chairperson	The Arc of Dauphin County
<input 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 checked="" type="checkbox"/>	Kathleen Haigh	Family Member/PEAL Center
<input type="checkbox"/>	Megan Johnston	Cumberland Perry MH
<input type="checkbox"/>	Adam Wiener	Dauphin County ID
<input type="checkbox"/>	Barb Jumper	CMU
<input checked="" type="checkbox"/>	Bernadette Jayakumar	UCP
<input checked="" type="checkbox"/>	Laken Wilson	CPARC
<input checked="" type="checkbox"/>	Lissette Johnson	CPARC
<input 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 type="checkbox"/>	Keith Focht	PDE- State Task Force
<input type="checkbox"/>	Deanne Ryan-Washington	West Shore School District
<input checked="" type="checkbox"/>	Mary Kay Hunter	Newport School District
<input 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 type="checkbox"/>	Amanda Neidig	UCP Family Support Specialist
<input type="checkbox"/>	Jacob Becker	CMU
<input type="checkbox"/>	Kevin Burrell	ODP-State Task Force
<input type="checkbox"/>	Irene Reedy	CAIU Student Services Supervisor
<input checked="" type="checkbox"/>	Emmy Sasala	Family member
<input checked="" type="checkbox"/>	Michelle Smithman	Family Member Parent to Parent of PA
<input checked="" type="checkbox"/>	Gerren Wagner	Family Member, Parent Advocate ABA in PA
<input checked="" type="checkbox"/>	Jennifer Mulle	Family Member, Include me PA
<input checked="" type="checkbox"/>	Lisa Butler	Family Member/ The Arc of PA
<input type="checkbox"/>	Cynthia Lamon	Family Member/Lighthouse Human Svcs

II. DISCUSSION- Introductions of all attendees. Brief overview of our task force purpose provided as well as an overview of the year and meetings scheduled. We now added an evening session on November 8, 2021 at 6:30 pm. Our task force will offer this evening session in hopes that we have provided an opportunity for families to attend that cannot during the day. Zoom option will continue until further notice. A recording of the meetings will be provided following the meetings.

Parent to Parent of PA, Michelle Smithman will present during the November 8th evening session. Zoom information is found at the end of these minutes.

State Task Force Updates – Kathy Gingerich reported information from the 9/22/21 State Task Force meeting. Please see attached copy of September 22, 2021 presentation by Katie Yost, Manager Government and Chapter Relations of the The Arc of Pennsylvania. Kathy reported that Katie discussed how challenging it is to get anything passed in the State Legislature. She mentioned how there could be thousands of items to look at and vast numbers do not get passed. This presentation can be viewed on the attached and possibly viewed on a recording sent out by the State Task Force when provided to the LTF.

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

If there are any conflicts of our dates with any major events, please let us know and we will adjust accordingly.

Conferences for the 2021-2022 School Year

Conference Title	Date	Location	Future Conference Dates
CSForALL-PA Summit 2021: PDE Computer Science for ALL - PA Summit (#CSForALLPA)	June 21-25, 2021	Virtual	TBD
Pennsylvania Deaf-Blind Project's Family Learning Conference	June 25-26, 2021	Virtual	June 24-25, 2022 Hybrid/State College
Special Education Leadership Summit	July 26-27, 2021	Virtual	
National Autism Conference	August 2-5, 2021	Virtual	August 1-4, 2022 Hybrid/State College
The Virtual 2021 PA Community of Practice Transition Conference	August 11-12, 2021	Virtual	TBD
HELIX: High Expectations for Low Incidence Disabilities	November 8-10, 2021	Hybrid - In Person at the Penn Stater/Virtual	November 14-16, 2022 Hybrid/State College
Equity is MTSS (MTSS Conference and PA PBS Implementers' Forum)	November 10-11, 2021	Virtual	TBD
Pennsylvania Department of Education Conference	March 2-4, 2022	Hybrid - In Person at Hershey Lodge/Virtual	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
PA Community on Transition Conference	August 11-12, 2021	Virtual	August 10-11, 2022

From Arc of PA:

**The Arc of Pennsylvania
Report to State Task Force
September 22, 2021**

**The Arc of Pennsylvania
Tuesday, September 28th from 6 – 7 pm
Virtual Webinar**

Join The Arc of Pennsylvania for Part 1 of a discussion on post-secondary education for students with intellectual and developmental disabilities.

Karen Osterhaus, from planning for college with Achieva/The Arc of Greater Pittsburgh, and a parent panel will discuss post-secondary education options for students with IDD preparing to transition out of high school.

Join us to learn more and discuss:

- Where Post-Secondary Education Programs Are
- Reasons To Consider Attending College
- Benefits of On-Campus Experience
- Financial Preparations Needed
- Transition Planning Timeline to Attend Post-Secondary

Register at <https://thearcpa.org/post-secondary-education-discussion-part-1-webinar/>

**The Arc of Pennsylvania
Tuesday, October 5th from 6-7 pm
Virtual Webinar**

Join the Arc of Pennsylvania for Part 2 of a discussion on post-secondary education for students with intellectual and developmental disabilities.

A panel of current and former students will discuss their experiences in post-secondary education programs and share insight on what current high school students should know.

Join us to learn more and discuss:

- Why choose to go to college
- How did they prepare to go to college
- Living in a dorm and with roommates
- How to make friends
- Picking the program/what classes to take

Register at <https://thearcpa.org/post-secondary-education-discussion-part-2/>

**Discovery Training
October 2, 2021 – October 8, 2021**

This 3-day training provides a comprehensive overview of Discovery (an alternative to traditional vocational assessments) and how to complete Discovery. For those seeking to become certified providers of Discovery through Marc Gold and Associates, it is the prerequisite training for certification. Individuals not seeking certification will gain valuable information and insight and may attend as auditors of the course.

This course is for:

Job Coaches and Job Developers, OVR Counselors, Supports Coordinators, Transition Coordinators, School Transition Teams. Parents and Families.

The training will be held on-line using Zoom from 9:00 am to 4:00 pm each day.

Register at <https://includemepa.org>

Pennsylvania School Funding Lawsuit

Trial in a lawsuit challenging Pennsylvania's school funding system is now scheduled to begin on Friday, November 12, following a request for a 30-day extension from Senator Jake Corman due to an unforeseen medical emergency of an attorney in the case.

"The case, which was filed in November 2014, alleges that Pennsylvania's school funding system violates the education clause and equal protection provisions of the state's constitution by failing to provide an adequate education to school children in low-wealth school districts and creating wide and unjustifiable disparities between school districts. Pennsylvania ranks 45th in the nation in its state share costs of k-12 education. While the national median state share is 47%, Pennsylvania contributes only 38%, with a majority of school funding coming from local sources."

"Trial will be held in Courtroom 3002 of the Pennsylvania Judicial Center in Harrisburg. Attorneys expect the trial to extend through December. At previous pre-trial conferences, the judge has said that trial will be held five days a week, and that a livestream will be available to the public."

Taken from a news release (September 17, 2021) by the Public Internet Law Center and the Education Law Center-PA.

Toolkit to help people with intellectual disabilities with COVID precautions

A new toolkit aims to help people with intellectual and developmental disabilities to protect themselves from COVID-19.

The Centers for Disease Control and Prevention says the pandemic has created unique challenges for such people, so it created the COVID-19 toolkit.

According to the release this toolkit contains communication resources that explain in plain language how people with intellectual or developmental disabilities and caregivers can protect themselves from the virus.

"People with intellectual and developmental disabilities can experience communication barriers that make it harder for them to understand and act on crucial health guidance." Said Karen Remley, MD, Director of CDC's National Center on Birth Defects and Developmental Disabilities. The aim of these materials is to help people with IDD, their parents and other Caregivers share critical information with their loved ones about COVID-19 and what to expect when getting a COVID-19 test or vaccine and explain how to stay safe if they are not vaccinated."

In order to create this toolkit, the CDC held several discussions with adults with such disabilities and their caregivers, who were often relatives, and asked about their experiences and what they found helpful when it came to talking about COVID-19 with their loved ones.

The release says the toolkit contains various items focusing on five topics: getting a COVID-19 vaccine, wearing a mask, social distancing, hand washing, and getting a COVID-19 test.

Caregivers will also see a tip sheet (<https://www.cdc.gov/nabddd/humandevelopment/documents/covid-easy-read/CaregiverTipSheet.pdf>) with suggestions for things they can do to ease their loved one's worries concerning the virus.

The CC has also developed videos and web resources in American Sign Language to assist people with deafness or hearing loss.

Lawsuit/Mask

Eleven parents of children with disabilities and Iowa disability rights groups have filed a federal lawsuit challenging an Iowa law that bans schools from imposing mask mandates in schools.

"The parents and disability rights advocates are taking the action to protect children who are too young to be vaccinated, whose disabilities, including underlying health conditions, make them particularly susceptible to

severe illness, long COVID symptoms, or even death from COVID-19. They argue that a ban on mask mandates discriminates against these students in education, effectively excluding them from public schools and denying them equal access to education. That is a violation of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.”

Earlier this year the Iowa Legislative passed House File 847. It prevents local school districts from requiring anyone to wear a face mask and it was signed into law by Governor Kim Reynolds. The lawsuit is asking the district court to block the provision of the law prohibiting mask requirements at school as a violation of federal law (ADA and the Rehabilitation Act) and to order the state to allow school districts to adopt mask mandates for their students and staff.

The clients in this case are The Arc of Iowa and 11 parents of minor children across the state with disabilities whose health could be at risk due to the enforcement of this position. They are represented by the American Civil Liberties Union, the ACLU of Iowa, Disability Right Iowa, The Arc of the United States, the Arnold and Porter law firm, and the Duff Law Firm PLC.

Take from The Arc Fusion
September 13, 2021

Pennsylvania 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....". House Bill 458 remains in the House Education Committee as of April 9, 2021.

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 was referred to the Senate Education Committee on April 9, 2021 and remains in that status.

Senate Bill 664

SB 664 enables students with IDD who turned 21 and graduated at the end of the 2020-21 school year the ability to opt in for an additional year due to the impact of COVID-19. Senate Bill 664 became law as act 66.

HB 1335

On April 21, 2021 Representative Brian Sims and Representative Jessica Benham issued a Memorandum to members of the House of Representatives relevant to "Sexuality Education and Affirmative Sexual Consent." Such Memorandum states that "Students in Pennsylvania deserve to have a health and sexuality education that empowers them, teaches them to value their autonomy and keeps them safe. Sexuality education is vitally important, it should be comprehensive and include inclusive, accessible, science - based information with the goal of holistically supporting the health and well being of young people. HB 1335 was referred to the House Education Committee on May 5, 2021.

House Bill 1749

On May 20, 2021, Representative Rosemary Brown, posted a Memorandum to all House members relevant to Special Education Cyber/Charter School Funding. In such Memorandum, Representative Brown states "In the near future, I plan on introducing legislation which 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 was referred to the House Education Committee on July 30, 2021.

House Bill 1809

On June 22, 2021, Representative Jason Ortity, posted a Memorandum to all House members regarding his plan to introduce a bill that creates 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 1809 was referred to the House Education Committee on August 31, 2021.

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 was referred to the House Education Committee on September 15, 2021.

From ODP www.myodp.org Kathy reported that Kevin Burrell retired from ODP. Jeremy Yale, Director of Policy and Quality Management will be who our Local Task Force reports to now.

From PDE-BSE Kathy reported that Carol Clancy, BSE Director and Amy Pastorak, Assistant Director spoke about Act 66 and the extension of that recently occurred for students over 21. This is connected to Covid/Pandemic year. Kathy stated that the deadline passed but is offered still. 619 individuals took advantage of this extension last year.

Also discussed is that FAPE, Free and Appropriate Public Education is still required during quarantine. At this time no feedback from PDE on this so it is still required. And that families could look into Covid Compensatory Services. Recommended that you give the Bureau of Special Education a call if you have further questions on this.

They also mentioned that they now have employment navigators who work along with other supports that OVR has. One of the key things that they found is that a lot of individuals need benefits counselors. Helping them to know as they are getting a job how that impacts their benefits. How to work and still be eligible for various benefits.

They are also working with OVR and having Interagency Collaboration working with children and youth, the legal system and for homeless students and they better can serve them. They brought these entities together so that they can talk about the issues that students that are in the various systems may experience.

Kathy mentioned that over a 100 districts are going through cyclical monitoring this year. Kathy noted that they also talked about the fact the behavior initiative has a name change to Learning Environment and Engagement Initiative. They recognized that the original name implies a focus on behaviors where they should be starting with the root of the problem of behaviors. This appears to be a more positive outlook rather than thinking of the negative first. Attract, Prepare, Retain is an effort to attract individuals in college to get special education staff. Help to find ways to help them prepare for this field and to find supportive ways to help them retain/stay working in special education.

Our group questioned if there are options for non-special education student. It was noted that some districts like Newport SD provided summer learning opportunities to help with student's needs for learning due to loss of time during closures/quarantine.

Kathy noted that Carol and Amy noted the positive work with OVR and BSE and that there is a new website about secondary transition but unfortunately there was not a website listed in the presentation.

III. CAIU #15 Local Task Force Elections- Nothing to report at this time

IV. MEMBER UPDATES

Families: Families discussed shortages of staff in their children's districts. Concerns noted with this were expressed for their children. Empathy for staff and the challenges also noted. Creativity of how to work better despite shortages were mentioned. It was noted that these shortages are extended beyond teaching and other direct education staff and notation that there are nursing shortages in districts as well. This is a concern for many. The impacts that this can cause is possibly future ability to have opportunities to go out into community on transition type activities. Helping to find a job with a job coach cannot occur without the nursing staff and this is a concern. Concern of falling backwards in this area are noted.

Arc of Dauphin County: Perform Care, Brian Gannon provided a session on Intensive Behavioral Health Services during their Arc's TEACH session recently. On October 21st, there will be an overview for Dauphin County residents of their Case Management Unit. Details will be sent out soon by Dauphin Arc.

CAIU: It is Suicide Prevention Awareness Month. Our organization partnered with American Foundation for Suicide Prevention and provided a Talk Saves Lives sessions for families on September 21st. Also a lunch and learn on Talk Saves Lives was presented to our CAIU staff on September 23, 2021. If any districts are interested in having this presentation provided to their staff or families, please reach out to AFSP.

<https://afsp.org/>

There is a Harrisburg Walk occurring on October 9, 2021

<https://supporting.afsp.org/index.cfm?fuseaction=donorDrive.event&eventID=7647>

Samantha Bruno

Area Director, Eastern PA

sbruno@afsp.org

[\(814\) 357-5829](tel:(814)357-5829)

CPARC: They are interviewing for an adult advocate. There are upcoming Advocacy Talks sessions. More details will be sent. Please check your emails for upcoming sessions such Cooking Together and ABC of IEPs. Cases for advocacy are gearing up it was reported. Staff shortages and services not fulfilled are some of the major concerns.

CPARC's Facebook group is a great way to find out training and other opportunities. Sign into Facebook and request to join CPARC's group. <https://www.facebook.com/groups/cparcadvocacy>

Cumberland Perry MH & IDD: Report sent by Megan Johnston prior to meeting

- Access to any level of care in Mental health services continue to be met with capacity challenges- private insurance and medical assistance. The demand for treatment continues to grow while providers struggle to maintaining staffing
- My office applied and received grant funds to implement Behavioral Health works for ESAP/SAP- K-12. This assessment tool will be utilized by the MH Liaisons and is currently utilized by 50% of the SAP liaisons within the state of PA. This electronic assessment tool will support liaisons to seamlessly manage interventions based on a student's risk scores. It supports implementation of a school-based behavioral intervention or connect students to behavioral health specialists in the community, collaborating with clinicians through a secure, HIPAA compliant messaging system. Additionally, liaison will be able to track outcomes over time within the school districts
- August 24th held a zoom meeting with Department of education Joseph Loccisano, Scott Kuren, and Dana Milakovic graciously met with the Cumberland County School district representatives to discuss the implementation of ESAP and maintaining fidelity to the program- I recently shared the Practical Guidance for Exploring the Integration and Alignment of the Student Assistance Program (SAP) with a Multi-Tiered Framework of Support to all ESAP administrative staff
- ESAP- 2 more elementary buildings in Perry County are scheduled to attend the training in October. Carlisle Area School District received a grant to send all their elementary buildings to go through training additionally.

Dauphin County MH/ID & CMU: Not in attendance today.

UCP: UCP staff have recently returned from furlough. Happy to be back!

Upcoming training sessions and opportunity- Community Links website: <http://www.community-links.net/>

UCP also manages Early Intervention Connections - LICC group for families with little ones on Facebook.

UCP have moved to an automated registration platform via SmartSheets, so here is the QR code's direct link for families to

use: <https://app.smartsheet.com/b/form/504e3a5ff8294acea91fb27708c0af39?fbclid=IwAR0uXjmM4U-W0bJPZ8EjsydfJTsAH5Dpo78KiZqLrDI-tOGN06-51C-pMTQ>

Check out Sibshops. See attachments

Resources given during meeting from attendees:

pealcenter.org

Parent to Parent of PA mesmithman@parenttoparent.org

<https://www.facebook.com/groups/cparcadvocacy>

V. LTF MEETING PLANS

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

September 27, 2021 10:00- 11:30 am

<https://zoom.us/j/96898962744?pwd=NThkbXo1a2lkTHJYcFRuRU1BZ0xYUT09>

Passcode: 152743

November 8, 2021 6:30 pm-7:30 pm *Evening Meeting*

<https://zoom.us/j/97386338892?pwd=cXhST3ZYeWpSNkhITlhQWFRFbWdOUT09>

Passcode: 716724

January 24, 2022 10:00-11:30 am

<https://zoom.us/j/99896521857?pwd=UEI5VnRXUU5CeU1aNmxsRIIHbTdmQT09>

Passcode: 363364

March 21, 2022 10:00-11:30 am

<https://zoom.us/j/98722911775?pwd=dytKcEhFUUF6bmNOd1FBL0JHNzI0QT09>

Passcode: 137881

May 16, 2022 10:00-11:30 am

<https://zoom.us/j/99311746890?pwd=K2NWVWxIZnV0bEJoV2VBZGtJVGZHQQT09>

Passcode: 033848



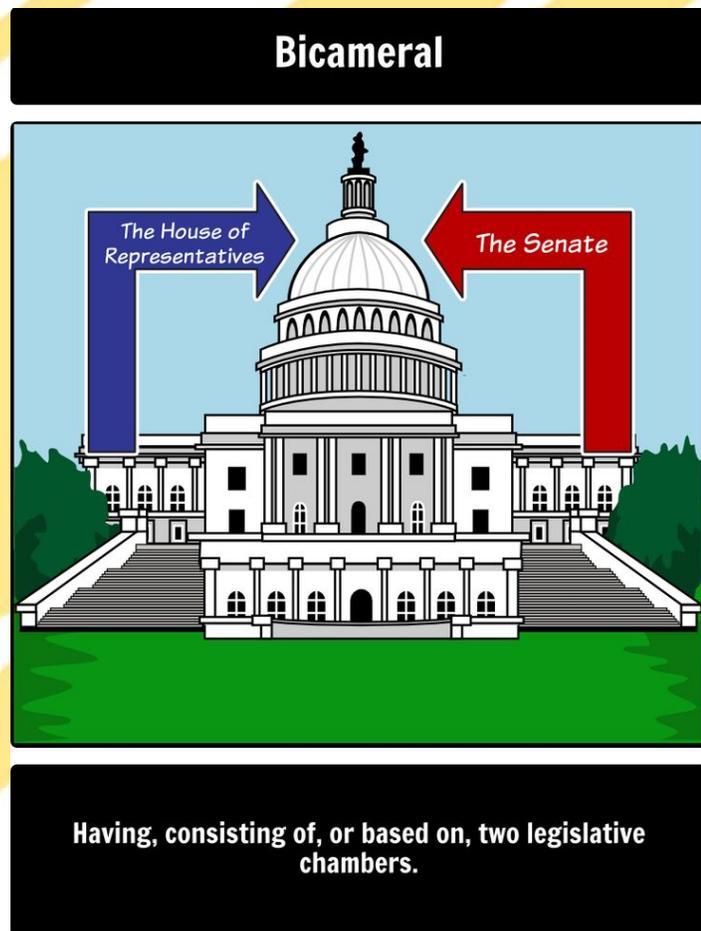
Understanding the Legislative Process

Katie Yost, Manager Government and Chapter Relations
The Arc of Pennsylvania

September 22, 2021

PENNSYLVANIA LEGISLATURE

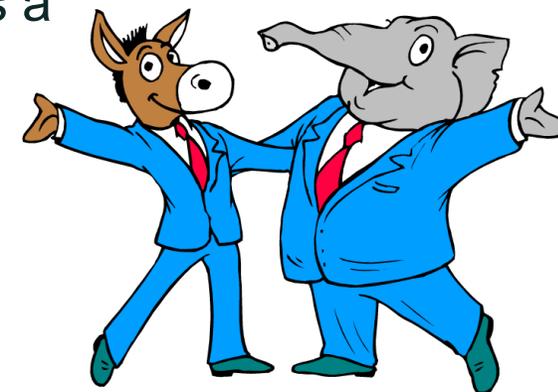
- Bicameral legislature
 - Pennsylvania House of Representatives
 - Pennsylvania State Senate
- PA House of Representatives
 - Two-year term
 - 203 members
- PA State Senate
 - Four-year term
 - 50 members
- Executive Branch
 - Governor & Lt. Governor
 - Four-year term



PENNSYLVANIA LEGISLATURE

GENERAL OVERVIEW

- Every legislative session (two-year terms) there are over 4,000 pieces of legislation introduced between the House and Senate, not including resolutions.
- The legislative process is long and arduous
 - Normally, it takes a couple of terms for legislation to move through the process
- After every legislative term (two-years), the bill is considered dead and needs to be reintroduced
- Between legislators, staff, agencies and stakeholders, there are more than 500 people that play a role in the legislative process for just one bill
- Pennsylvania's legislative process and political structure is a microcosm of D.C.



7-STEP LEGISLATIVE PROCESS

- Step 1: Drafting legislation
- Step 2: Introducing legislation
- Step 3: Committee
- Step 4: Floor vote
- Step 5: Bill goes to other chamber, repeat steps 3 &4
- Step 6: Concurrence or Proceeds to Governor's Desk
- Step 7: Governor's Decision



STEP 1: DRAFTING LEGISLATION

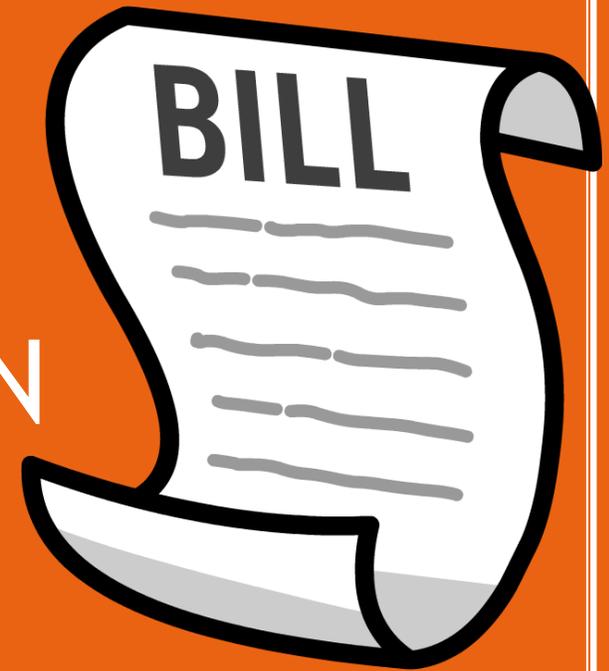
STEP 1: DRAFTING LEGISLATION

DRAFTING PROCESS

- Policy changes all start with an idea
 - Member – constituent requests, political agenda, results from a study
 - Stakeholders – special interest group seek policy change
 - Government Agencies – internal policy change, results from a study
- At this stage, the member and the committee staff will discuss the direction of the bill. They will reach out to various stakeholders, have them weigh in, and make changes to the legislation regarding their suggestions.
- For stakeholder engagement, this is the **most influential part of the legislative process.**



STEP 2: INTRODUCING LEGISLATION



STEP 2: INTRODUCING LEGISLATION

COSPONSOR MEMO

- *Terminology:* circulating a cosponsor memo throughout their respected chamber.
- *Purpose:* to gain internal support of the proposed legislation
- The idea is that if more members sign on as cosponsors of the bill, the more support and traction the bill will gain
- A member can cosponsor a bill at anytime during the legislative process; however, the names will not be shown until the new bill number is printed
- A member can only cosponsor a bill in their respected chamber
- A cosponsor memo **DOES NOT** have a bill number

BILL NUMBER

- *Terminology:* introducing a bill *means* obtaining a bill number
- Process to introduce a bill:
 1. Committee staff sends the bill to the Legislative Reference Bureau (LRB) to be drafted by drafting attorneys
 2. After LRB drafts the bill, the drafting attorney sends the bill back to the committee staff (who reviews the bill), and then proceeds to give the drafted language to the prime sponsor of the bill
 3. Usually the legislative aid delivers the bill language to the bill clerk to receive a number
 4. The second the bill clerk assigns the bill a number, it is officially part of the legislative process
 5. The bill clerk takes the bill and assigns it to its respective committee

STEP 2: INTRODUCING LEGISLATION

EXAMPLE OF A COSPONSOR MEMO

Home / House Co-Sponsorship Memoranda Share: [Twitter](#) [Facebook](#) [Google+](#) [LinkedIn](#)

House Co-Sponsorship Memoranda

[By Member](#) | [By Date](#) | [Keyword Search](#)

House of Representatives
Session of 2015 - 2016 Regular Session

MEMORANDUM

Posted: February 3, 2015 11:56 AM
From: [Representative Mauree Gingrich](#)
To: All House members
Subject: Work Experience for High School Students with Disabilities

In the near future, I intend to introduce legislation that will establish the Work Experience for High School Students with Disabilities Act. Too often, students with disabilities graduate from high school "to the couch" in their parents' home with little hope of entering the job market, or are placed in segregated settings with other people with disabilities where the taxpayer investment in their education is not fully realized. The unemployment rate for people with disabilities is estimated to be 14%, far in excess of the unemployment within the general population, and 80% of individuals with disabilities are not currently in the workforce.

Many students with disabilities graduating from high school are able to work at competitive employment in integrated settings. These students can successfully enter the private sector job market upon graduation and become taxpaying citizens if they receive job readiness skill training and supported work experience while in school.

This legislation would designate the Office of Vocational Rehabilitation (OVR) in the Department of Labor and Industry as the lead agency responsible for developing connections between local education agencies and employers to promote the successful transition from school to competitive, gainful employment.

In particular, the OVR would be required to collaborate with officials of local education agencies and other public agencies such as county mental health and intellectual disabilities programs in the development of Individual Educational Plans for high school students with disabilities, ensuring that job readiness skill training is included in such plans where appropriate. The OVR would also arrange for, monitor, and support the placement of high school students with disabilities in lawful internships, on-the-job training and full or part time work at competitive wages in integrated settings with private and public sector employers. Finally, L&I will provide professional guidance relative to job coaching services, and provide the services to individuals who are OVR eligible.

To fund this initiative, adequate state funds will be appropriated to ensure that all federal funds available to PA through the OVR under the provisions of the federal Vocational Rehabilitation Act of 1973 are matched by the Commonwealth (4:1 Federal/State match).

Please join me in this effort by co-sponsoring this legislation.

EXAMPLE OF AN INTRODUCED BILL

PRINTER'S NO. 530

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL

No. 400 Session of
2015

INTRODUCED BY GINGRICH, GERGELY, MURT, SIMMONS, MILLARD, KINSEY, BOBACK, MACKENZIE, DUNBAR, FICKEIT, V. BROWN, ROZZI, YOUNGBLOOD, GIBBONS, SPURLA, SCHLOSSBERG, PETRI, RAUFFMAN, KIRKLAND, COHEN, KAVULICH, D. COSTA AND D. MILLER, FEBRUARY 17, 2015

REFERRED TO COMMITTEE ON LABOR AND INDUSTRY, FEBRUARY 17, 2015

AN ACT

1 Providing for the Work Experience for High School Students with
 2 Disabilities Act; imposing duties on the Office of Vocational
 3 Rehabilitation; and providing for appropriations.
 4 The General Assembly of the Commonwealth of Pennsylvania
 5 hereby enacts as follows:
 6 Section 1. Short title.
 7 This act shall be known and may be cited as the Work
 8 Experience for High School Students with Disabilities Act.
 9 Section 2. Definitions.
 10 The following words and phrases when used in this act shall
 11 have the meanings given to them in this section unless the
 12 context clearly indicates otherwise:
 13 "Competitive integrated employment." Work in the competitive
 14 labor market that is performed on a full-time or part-time basis
 15 in an integrated setting for which an individual is compensated
 16 at or above the minimum wage, but not less than the customary
 17 wage and level of benefits paid by the employer for the same or

STEP 3: COMMITTEE

STEP 3: COMMITTEE

GENERAL INFORMATION

- A committee is a legislative subgroup that narrows around specific issues, i.e. health, human services, transportation.
- A bill must be voted out of Committee before it can get a full-chamber vote
- When the bill is in committee, amendments can **only** be filed by committee members
- The ratio of committee members reflect the overall ratio of that respected chamber
 - House: 26 Committee members; 16 Republican, 10 Democrats
 - Senate: 12 Committee members; 8 Republicans, 4 Democrats

FACTS VS. MYTHS

- **Myth:** leadership dictates what bills run out of committee
- **Fact:** leadership can suggest/apply pressure for the Chair to run a specific bill in Committee, but the discretion is up to the Chair
- **Fact:** the majority committee chair has complete discretion over all bills that run out their committee
- **Fact:** most chairman work with the minority chair when running bills
- **Fact:** the easiest place to amend a bill is in committee

STEP 3: COMMITTEE

RULES

- Must have a quorum to conduct any voting meeting
- Committee meetings are all public meetings
- Needs a 2/3 majority vote to pass any bill out of committee
- Amendments only need a simple majority (51%) vote to amend a bill





STEP 4: FLOOR VOTE

STEP 4: FLOOR VOTE

2ND CONSIDERATION - AMENDMENTS ONLY

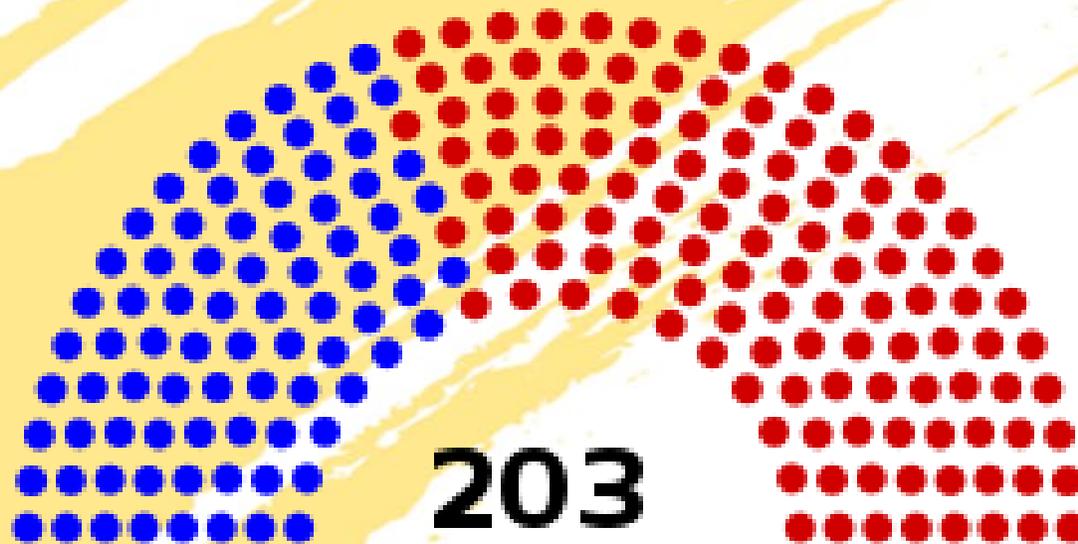
- Last time the chamber can amend the bill
- During this stage, the members can only debate on the proposed amendments
- Amendments need a simple majority to pass
- After all the proposed amendments have been considered, the full-chamber must agree to the amended bill, and then proceeds to 3rd consideration.
- If NO amendments were proposed the chamber will have to “agree” to the bill.
 - The Speaker will say “Will the House/Senate agree to the bill?” and then the members will either shout Aye or Nay.
 - The Speaker will say “The bill is agreed to.” If no one objects the bill bumps up to 3rd consideration.
 - If someone objects to a voice vote on 2nd consideration, they can do a roll call vote (very rare).



STEP 4: FLOOR VOTE

3RD CONSIDERATION - FINAL VERSION

- Can only debate on the final version of the bill
- Needs a simple majority (51%) vote to pass
- All general budget bills needs a two-third majority vote to pass the chamber





**STEP 5: BILL GOES TO OTHER CHAMBER
FOR CONSIDERATION**

STEP 5: BILL GOES TO OTHER CHAMBER FOR CONSIDERATION

REPEAT STEPS 3 (COMMITTEE) & 4 (FLOOR VOTE)

- The bill is referred to the other chamber's respected committee.
 - Must conduct a committee meeting
 - Must be considered on 2nd and 3rd consideration to proceed through the process.
 - If the bill is voted on 3rd consideration, proceed to step 6 (concurrent vote/proceed to Governor's desk).



**STEP 6: CONCURRENT VOTE OR
GOVERNOR'S CONSIDERATION**

STEP 6: CONCURRENT VOTE OR GOVERNOR'S CONSIDERATION

CONCURRENCE

- **IF** the bill **was amended** and passed by a majority vote in steps 3 & 4 the bill goes back to the previous chamber, placed in Rules Committee.
 - A. **IF changes** were made in Rules and passed on concurrence by a full-chamber vote, the bill proceeds to the previous chamber for a concurrent vote. This process repeats until no changes are made.
 - B. **IF no changes** were made in Rules and the bill passed on concurrence by a full-chamber vote, the bill proceeds to the Governor's desk for consideration.

GOVERNOR'S CONSIDERATION

- **IF** the bill **was NOT amended** in steps 3 & 4 and passed by a full-chamber vote the bill proceeds to step 7, Governor's desk for a decision.

STEP 7: GOVERNOR'S DECISION

- The bill proceeds to the Governor's desk. The Governor has three options to choose from:
 - Sign the bill, becomes law
 - Veto the bill, doesn't become law
 - Allow bill to become law without signature



QUESTIONS





“For the adults who run them and for the agencies that sponsor them, Sibshops are evidence of their loving concern for the family member who will have the longest-lasting relationship with a person who has a disability.”

Who:

Siblings of children with any type of disability between the ages of 6 and 12.

What:

Sibshops - Recreational Sibling Support Forum <https://siblingsupport.org/sibshops/>

Where:

UCP Central PA Office
55 Utley Drive Camp Hill, PA 17011



When:

Saturdays- Four sessions in the Fall, Four in the Spring. Choose which season works best for you, or even both! Dates to be determined pending on enrollment.

Why:

- ❖ Sibshops are designed for school-age children. Peer support is provided within a lively, recreational context that emphasizes a kids'-eye-view.
- ❖ Sibshops acknowledge that most brothers and sisters of children with disabilities are doing well, despite the challenges of having a sibling with a disability.
- ❖ Sibshops seek to provide siblings opportunities to talk about the good and not-so-good parts of having a sib with special needs with others who “get it”, while having fun
- ❖ Sibshops are not therapy, although their effect may be therapeutic for some children.

Cost:

\$25.00 for all four sessions, per season. **** Pre-registration is required ****

If you are interested in more information, or you would like a registration form, contact Bernadette Jayakumar at 717-836-0673 or email

Bernadette.Jayakumar@ucpcentralpa.org



Family Support Services
Welcomes your family to...

STRIKE UP SOME FAMILY BOWL TIME!



Saturday, Nov. 20, 2021
1:00 PM to 3:00 PM

Trindle Bowl
4695 E. Trindle Road,
Mechanicsburg

***FAMILIES WHO HAVE A CHILD WITH DIFFERING ABILITIES ARE INVITED
TO JOIN US FOR AN AFTERNOON OF FUN AND SOCIALIZATION***

SIBLINGS ARE WELCOME!

THIS EVENT INCLUDES 2 GAMES AND SHOE RENTAL

**** A \$3.50 PER PLAYER DONATION IS SUGGESTED ****

***ADDITIONAL GAMES CAN BE PURCHASED &
IS PAYABLE DIRECTLY TO TRINDLE BOWL UPON COMPLETION***

SNACK BAR WILL BE OPEN FOR FOOD AND BEVERAGE PURCHASES

***REGISTRATION
REQUIRED!
SCAN HERE***

