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THE GENERAL ASSEMBLY OF PENNSYLVANIA

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HOUSE BILL

No. 1305 Session of  
2017

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INTRODUCED BY RAPP, D. MILLER, CALTAGIRONE, D. COSTA, MACKENZIE,  
DAVIDSON, MILLARD AND PASHINSKI, MAY 1, 2017

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REFERRED TO COMMITTEE ON EDUCATION, MAY 1, 2017

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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 2018-2019 school year, each professional educator employed by a  
16 school entity who provides secondary transition services to  
17 students who are either in grades eight through twelve or are  
18 fourteen years of age or older shall complete the training  
19 developed by the department under subsection (b) within six (6)  
20 months after the professional educator assumes the duties of

1 providing secondary transition services and shall complete the  
2 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 (3) The training developed by the department under  
7 subsection (b) shall be optional for special education  
8 paraprofessionals who provide services to students who are  
9 preparing for secondary transition.

10 (b) Within 180 days of the effective date of this section,  
11 the department shall develop an online training program and  
12 shall develop and provide a curriculum for face-to-face  
13 training. Professional educators shall complete the training to  
14 comply with subsection (a)(1). The department shall make the  
15 training program and associated relevant materials available  
16 free of charge. The training and materials developed by the  
17 department under this subsection shall at a minimum include the  
18 following:

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

21 (i) Related Federal and State laws.

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

24 (iii) Transition planning and service delivery for all  
25 students with individualized education programs, including  
26 culturally and linguistically diverse youths.

27 (2) Knowledge of individual transition services assessments  
28 and system evaluation, including, but not limited to, the  
29 following:

30 (i) Conducting, interpreting and overseeing individualized

1 formal and informal transition services assessments to ascertain  
2 interests, strengths, preferences, aptitudes and needs related  
3 to competitive employment, education, training and independent  
4 living.

5 (ii) Developing individualized appropriate measurable  
6 postsecondary goals and annual individualized education program  
7 goals based on the individualized transition services assessment  
8 results.

9 (iii) Delivering transition services.

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

12 (i) Best practices in postsecondary education.

13 (ii) Competitive integrated employment, including supported  
14 employment.

15 (iii) Independent living and community participation,  
16 including, but not limited to, implementation of social skills  
17 training.

18 (iv) Positive behavioral supports.

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

20 (vi) Development of self-determination skills across all  
21 settings.

22 (4) Instruction on how to collaborate and coordinate with  
23 students, their families, professional educators and the public  
24 in the following:

25 (i) Strategies for active participation of students and  
26 families in individualized education program development,  
27 transition education and services and support networks.

28 (ii) Development of partnerships with employers,  
29 institutions of higher education, public agencies and community  
30 service agencies.

1 (iii) Provision of technical assistance and professional  
2 development to school personnel.

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

6 (i) Establishing program guidelines and ensuring  
7 understanding of rules and regulations.

8 (ii) Implementing appropriate strategies for recruiting  
9 students.

10 (iii) Correlating related classroom instruction and on-the-  
11 job training activities by developing a training agreement and a  
12 training plan.

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

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

18 (vi) Developing procedures for integrating school and  
19 training activities in areas such as academic and training  
20 activities, attire and employer or school emergency needs.

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

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

23 (ii) Identifying student characteristics that may affect  
24 performance.

25 (iii) External resources available to the secondary  
26 transition services program specialist to enhance student  
27 performance.

28 (iv) Developing and using follow-up student interviews and  
29 student and parent interviews.

30 (7) Ability to implement individualized education programs

1 related to students with special needs, including the vocational  
2 components of an individualized education program, through the  
3 following:

4 (i) Identifying and selecting appropriate material for  
5 students.

6 (ii) Identifying appropriate strategies or modifications for  
7 the development of training stations for students.

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

10 (8) Additional topics to support parents or guardians as  
11 they prepare students for transition to adult service providers,  
12 including, but not limited to:

13 (i) Eligibility requirements.

14 (ii) Application completion for adult services.

15 (iii) Waiting lists.

16 (iv) Parental consent.

17 (v) Transportation considerations.

18 (c) The department shall provide a nonpublic school within  
19 this Commonwealth with online Internet access to the training  
20 and educational materials developed under subsection (b) upon  
21 receiving a request from the nonpublic school.

22 (d) Completion of the training program developed and made  
23 available by the department under subsection (b) shall be  
24 credited toward a professional educator's continuing  
25 professional education requirement under section 1205.2, toward  
26 any staff development requirements for paraprofessionals under  
27 22 Pa. Code § 14.105 (relating to personnel) and toward a school  
28 or system leader's continuing professional education requirement  
29 under section 1205.5.

30 (e) The school entity shall make a reasonable effort to

1 facilitate a time and location for professional educators under  
2 this section to participate in the training during paid working  
3 hours or in-service training.

4 (f) The department shall review and modify the content of  
5 the training materials at least every five (5) years to reflect  
6 best practice in the field of secondary transition services, and  
7 when necessary, to reflect changes under Federal or State law.

8 (g) As used in this section, the following words and phrases  
9 shall have the meanings given to them in this subsection unless  
10 the context clearly indicates otherwise:

11 "Department." The Department of Education of the  
12 Commonwealth.

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

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

19 "School entity." A school district, joint school district,  
20 charter school, regional charter school, cyber charter school,  
21 intermediate unit or area vocational-technical school.

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

23 "Secondary transition services." As defined in 34 CFR §  
24 300.43 (relating to transition services).

25 "Special education paraprofessionals." Public school  
26 employees who provide instructional or noninstructional support  
27 to special education students and who meet the educational  
28 requirements established by the department. Special education  
29 paraprofessionals include, but are not limited to,  
30 paraprofessionals, instructional aides, classroom aides,

1 behavioral aides, special education aides, teaching aides,  
2 teaching assistants, associate teachers, travel trainers,  
3 personal care aides, personal care assistants, job coaches, one-  
4 on-one aides and support staff.

5 Section 2. This act shall take effect immediately.