

SATURDAY, NOVEMBER 7, 2009

MOVING FORWARD: TRANSITION CONFERENCE FOR YOUTH

FT. WASHINGTON, PA

CART SERVICES BY ARCHIVE REPORTING

CAPTIONER: LORRAINE HERMAN, RPR .

>> MS. LABELLA: THERE ARE
SEATS. I SEE FIVE SEATS THAT ARE
AVAILABLE.

WE TOOK A CHAIR FROM THAT TABLE
THAT COULD SEAT THREE.

THERE ARE TWO SEATS HERE.

There are some seats over here.

Ma'am, there's a seat right
there.

>> MS. LABELLA: Good morning.

>> AUDIENCE MEMBER: Good
morning.

>> MS. LABELLA: Can you hear
us?

A little awkward. We are used to walking around and interacting. It's being recorded so we will stay put for the benefit for those who are not here.

My name is Gabe Labella. Our biographies are in the first section of your book. Welcome.

Kelly?

>> DR. OWENS: I am Kelly, staff at the disability rights network.

>> Rachel: Hello. I am Rachel from Pennsylvania youth network. I am basically youth just like you guys.

>> DR. OWENS: This is the session on transition for students in public schools, public high schools. We will be talking about that today. Gabe and I will present and Rachel will tell us a little bit about her experience and a very interesting organization that she's

part of right now.

At the beginning, we have some announcement that's we want to make about some assignments that we all have to do before we leave here today.

First off, people here at this training should have received any alternative formats for the materials you requested. Please let one of the staff people in the room know if you didn't get what you requested. If anybody needs alternative formats for any of the materials, let us know afterwards and we can arrange afterwards.

As Gabe said, the workshop is audio recorded so it will be available after the conference as well.

There's a workshop survey in your binder that you have in front of you.

We will take the last 10 minutes. About 11:35, we are going to hopefully stop giving the formal presentation at that point and allow people some time to fill out the evaluation, survey, that is in the binder.

I hope what we can do as well while people are filling that out if people have questions, we can still answer questions from anybody at that time while you are filling out the survey.

For the youth and young adults, please fill out the information indicating whether you are a social security beneficiary or not.

The Social Security Administration, which is funding this conference, is asking everyone to fill that information out so that they can find out who was here at the conference today.

At the end, please hand it in for the DRN staff person, even if you don't fill out the whole form, it's the way for us to know how many people were here.

Even if you don't feel like pulling out the whole survey, fill out what you can and give it to a DRN staff person.

The staff people here in the room will be happy to help if you need assistance filling that out.

We will allow for questions as with he go along, and again, at the end, if people have questions we will answer them at that time.

There are people in the room that have microphones. If you have a question, if you could raise your hand, someone will come to you so that we can get your question on the audio recording and also so everyone in the room can hear the question as

well. Great.

Gabe will start.

>> MS. LABELLA: I didn't mention earlier, I already forgot one thing, I am Gabe Labella. I am a staff attorney at the Disability Rights Network. If you ever need to get in touch with us, you have our info.

I will explain to you a few minutes about the tool A in your toolkit.

We put together a bunch of materials that we thought would be really helpful to you in planning transition, secondary transition.

We don't have a lot of time today, we are only here until 11:45. So it's important that you are aware that you have the materials and they will be really helpful to you, we hope.

We gave You Toolkit A, which is

the law that guides everything we are going to talk about.

One advantage was the IDEA regulations -- that's the federal law that protects the rights of kids with disabilities -- we then gave you Pennsylvania Chapter 14.

I just want to explain. I know there are a lot of students here. When you have a federal law, states have to write regulations on how they will carry out the federal law.

In Pennsylvania, that's Chapter 14.

I will give you a lesson in civics, federal law is really the floor, not the ceiling. So states have to give you at least what the federal law requires, but they can give you more.

Pennsylvania does in some areas and we will talk about that as we go on.

You have the law that's necessary for you to make some transition decisions.

We also gave you a basic education circular BEC. Many of you probably know what that is, but for those who don't the Pennsylvania Department of Education, you can go on their website, they issued what are called basic education circulars.

What that is, it is policy guidance around questions that relate to Chapter 14 and other education laws.

It has the same weight as law in Pennsylvania. We gave you the one on voter registration as part of transition because we thought it was relevant.

There are many BECs on the Pennsylvania department of Ed's website that you can access yourself

to.

I will not take up more time.

Kelly will begin the presentation.

>> DR. OWENS: So Gabe gave a little bit of background about the laws that are out there and they are in your toolkits, if you want to take a look at the specific language in the law for what rights are available to students in public schools around transition.

Let's talk a little bit about what those rights are and that that means for students with disabilities who are getting ready or thinking about what they are going to do once they graduate from high school.

Public school districts are required to provide students who are eligible for services under an IEP.

They are required to provide transition services.

Transition services must be

provided to help students with disabilities while they are in school and a lot of it occurs while the student is in high school to prepare for life after they graduate for anything from going to college, going to vocational training, other kinds of job training, for fuller part-time employment, for independent living.

Really, whatever the goal is for the student after high school, transition services should be part of the student's IEP.

For those of you who are familiar with the IEP process and have been to IEP meetings for development of either your child's IEP or your own IEP for those students who are here in the room.

Basically, the process is, and hopefully this is familiar to you; is that the school district does an

evaluations. That's the point where the IEP team tries to gather information about the student, find out what the student's needs are and the way the team can address those needs through the IEP.

If you see on the Board I tried to write up what the basic process is for development of the IEP.

First, the evaluation. Based on that evaluation, the team gets together and works on developing goals for the student across all areas. So you might have goals in reading, some goals in math, maybe some goals around behavior issues, whatever the kid's needs are there should be goals in the IEP and those goals should be based on the evaluation.

Once the team develops the goals the team says, okay, what do we need to provide to the student to enable

them to reach those goals? What kinds of supports and services are needed to be included in the IEP, those are things like specially-designed instruction, maybe related services like speech therapy or occupational therapy, supports to the teachers.

Maybe the teacher needs training to be provided, things along those lines; that's kind of the way IEP development should happen, all of the way throughout school.

Evaluation, development of goals and then figuring out what supports and services the student needs.

It used to be, a few years ago, transition planning for students with disability in their IEP was not formalized.

It was a tiny area on the IEP -- (cell phone) -- I don't think teams spent a lot of time really talking

about transition.

A few years ago Congress changed the IDEA Individuals With Disabilities Act to include law around transition for students with disabilities.

Now there are more requirements on what the IEP team has to do, what they have to put in the IEP and what schools have to provide for students to really plan for transition.

Now, under the IDEA, transition planning follows that same kind of basic model for how IEP teams sit down to develop an appropriate program for a student; that is that students are entitled to have first transition assessments, which are really like the evaluations. Right?

You are finding out what a student needs, what the strengths are, trying to figure out what does that student need to have a

successful transition? What should the goal be for transition for a student?

All of those things are part of transition assessments.

Students are entitled to have transition assessments done by school districts and the team should sit down based on assessments write transition goals for the student. What is the student going to work on while that student is in school to help them to better prepare for life after high school.

And then, finally, the team says, okay, based on the transition assessments we have, we put together transition goals and then we are going to look at what services should the school district provide in order to -- so that student can meet those goals and have a successful transition from high

school.

Those services are called transition services.

When you look at your IEP or are participating in your IEP meeting the team should go through all of those steps.

The details of that transition plan should be written down in your IEP.

If it's not, you should ask for an IEP meeting with your school to sit down and go through those steps to make sure that you have a good plan in your IEP.

I am going to talk just for a couple more minutes about each one of those steps to just give you a little bit more detail of the kinds of things that you should be looking for as you go through this process.

First, transition assessments.

When do transition assessments

start? The federal law, IDEA says that no later than the first IEP that is in effect, when the student turns 16, the team should have transition goals in the IEP; that's the federal's standard; that's the floor that Gabe was talking about a minute ago.

In Pennsylvania, we are very lucky because we have a state regulation in Chapter 14 that actually says that time for transition planning to start is actually age 14; so that at the time the student is 14, there should be a transition plan that includes transition goals in the IEP starting at age 14.

So I always think, if by age 14, the team should be prepared to write transition goals, then transition assessments should start even before then. You will need some time for

the school district to do those transition assessments.

So it really even needs to start -- it's appropriate -- for the child before the age of 14; so that the team is ready to go at age 14 for developing those goals.

That gives you a little sense of the time line.

The IDEA also provides that the transition assessments should be appropriate.

What that means is, particularly with regard to transition, what a student wants to do or ideas for goals for themselves after high school may change after high school may change.

At 14 it might be different than it is at age 17.

You know, the team may decide there is reason to do different kinds of transition assessments as

time goes on for the student to fine-tune that information so that the goals and the transition plan can be appropriate for the student as the student gets closer and closer to the time that they will be leaving high school.

If you look in tools C and D in your toolkit.

You can turn there now if you want to.

I will not go over it in great detail because you have it to take with you, just some more information about what kinds of vocational assessments there are out there, the kinds of things that assessments can look at.

As well as the kinds of information that the team should get from vocational -- from transition assessments.

Everything from, you know, what

particular skills a student has,
what their worker style is, do they
like to be around people or do they
not? Do they like to work with
their hands?

All of that information is
important for developing good goals
for the student. What makes sense
for this student?

I think, really, unlike a lot of
areas in the development of an IEP,
what the student wants to do is of
particular importance in transition
planning.

In fact, students really -- you
know, they always have the right to
be at IEP meetings, but the school
district has an obligation to try to
engage the student in their IEP
planning at the point when
transition planning occurs.

There's a lot of research out
there about transition planning for

students and it's very important that the student's interest and what the student wants to do be part of the assessment and be part of the development of goals.

You know, this is basically, planning for the student's life after school. They should be a very important part of that process.

Also, in the book -- we have a question.

>> FEMALE AUDIENCE MEMBER: I have a question as far as the assessments -- is that loud enough?

>> DR. OWENS: For it to be on the audio recording, we need to take a second to get the microphone over.

While she is walking, I will just say in tool F there's a sample letter for requesting a transition assessment just like if you want to request an evaluation for your student from the school district,

you know, you may have done that in the past to get Special Ed evaluation.

You can write a letter to request a transition assessment.

If you are getting to the time where you think it's time to start the assessment process, go ahead and send in that letter and say these are the things we are thinking about as far as transition. I want an assessment done.

I think if you've had an assessment initially and you think it would be a good idea to have another assessment to maybe look at another area, you can send a letter into the school district to do that.

There's a sample letter to help you do that. The question, please.

>> FEMALE AUDIENCE MEMBER: My question is concerning assessments.

I have often been told that a

vocational assessment is the type
assessment that must be performed.

My question is, if a
person-centered planning tool is
also an appropriate assessment for
transition.

>> DR. OWENS: I don't really
know what the person is telling you,
vocational assessment. I am not
sure what they mean by that. That
word -- that term does not have
particular meaning to me as far as
at least what the law says about
transition assessments.

I think that if it is a tool
that could be used that could give
helpful information to the team
about how to develop appropriate
transition goals, I can't see why it
couldn't be part of the transition
assessments.

I mean, there are some formal
tools that districts can use to test

students around the issue of vocation or transition, and they may want to use those tools and I think that's fine.

I think to get a good picture of a student for transition, it has to include many different types of assessments and many different types of assessments over time.

Anything as simple as observation of a student. Maybe a student has a job after school. The school could come in to observe to see how the student does. Does the student need support; that type of thing.

It doesn't need to be a formal tool to be appropriate for this process.

>> FEMALE AUDIENCE MEMBER:

Thank you.

>> MS. LABELLA: I want to mention one thing. When making a

request for assessment when Kelly mentioned there was a sample letter.

I want to remind you that these should be in writing. If you agree to additional assessments that it's noted on the NOREP that these assessments will be done.

There is no time line -- we get calls with this question. I want to mention to you that we use the same theory as an evaluation, 60 days.

Okay?

So you write an assessment, keep a copy, you may even want to follow-up with your district and ask if they need permission to evaluate; that's up to them. Just a reminder it needs done within 60 days.

You can look at your materials, this is a big topic -- we also have a question over here. While you are coming over to here, I will start our next topic.

So let's say the team has gotten together, done some great transition assessment the team has a lot of great information about the student, the next thing to do would be to develop transition goals.

The law requires that those goals be measurable, just like all of the other goals in an IEP.

What that means is that they have to be written in a way that the team can figure out whether the student is actually making progress on those goals.

I think this is one thing to think about transition; that the goal for -- let's say you have an IEP and the goal for transition is that the student will get full-time employment after high school; that can't be the only goal in the IEP; that's not really about what is going to happen now for the student.

You know, that is not going to happen until after the child leaves the public school system and goes out into the world and gets a job.

So that's fine to state that as the ultimate goal in the IEP, but the goals should really be things that the district and the student are going to work on now while the student is in school, steps that are going to be -- that are going to be made towards reaching that ultimate goal of going to college, of going to full-time employment, transitioning to independent living, whatever it is.

There should be step steps in the IEP towards those goals.

They need to be measurable so that you can see what is being done to reach those goals.

Maybe the student is experiencing behavior issues that

may be a barrier to being successful in transition, then make that part of the transition plan.

There's nothing that says that the goals need to necessarily be tied to vocational training or things along those lines.

It is really, what does the student need to be successful once they leave the public school system and reach that goal.

I think one thing somebody said to me at one point along the way in talking about transition that high schools don't focus in just the general curriculum on literacy in high school a lot.

There's this assumption that kids know how to read by the time they get to high school and we know that that is factually not correct; that there are students who still need help around literacy issues in

high school.

That would be one thing to say, literacy would be important to achieving whatever the long-term goal is for the student, then, you know, make sure there are goals in the IEP around the issue of literacy.

I just kept talking and I forgot about your question. Please go ahead.

>> FEMALE AUDIENCE MEMBER: When I had my IEPs with my parents, the teachers are supposed to tell you about you are having an IEP and to hear what you have to say about it before you have the big meeting?

Well, the school I go to they don't do that at all.

>> DR. OWENS: Right. I don't know -- I think any time you wanted to talk to anybody before the IEP meeting about issues, you absolutely

could do that.

Whether the school district has to do that with you before each meeting, I am not sure.

I will tell you one thing that they do have to do and that is when it comes time to do transition planning and when they do a transition assessment that they absolutely have to get information from you about what you want to do for transition absolutely.

>> FEMALE AUDIENCE MEMBER: They don't.

>> DR. OWENS: It's a legal requirement they have particularly around transition because the input from the student, like I said, of particular importance on this issue for the IEP.

I think, if you are not -- I mean, you know, you can go to them and tell them that, you know, you

have some ideas about what you want to do with your life and you want to be heard on that.

One thing that you might do, in your toolkit we will talk about this in a minute but I will bring it upright now.

It's tool E. A student self-assessment. It's a couple pages long. It just asks some questions, designed for a student to fill out.

It asks questions, trying to get at what kinds of things do you like to do? What don't you like to do? What are your favorite subjects in school? What do you see yourself doing in the future? It's a series of questions to get information out of the student about what they want from transition.

You could take that form, fill it out and give it to your IEP team.

>> FEMALE AUDIENCE MEMBER:

Thank you.

>> DR. OWENS: Even if they are not asking, I will give it to them.

I need to hurry we are behind.

I love transition. It's hard to only spend half an hour talking about it.

Once the team has put together goals, the last thing is to look at transition services; that's really -- that's where the beef is, right?

It's great to have goals that say student will do X, but if there's nothing in the IEP that says what will be provided to the student, to help the student reach those goals? Then, you know, it's not work a whole lot.

Transition services, the law says, can include instruction, related services, community experience and development of

employment and adult living experiences; that's what the law says.

I look at transition services just like any services you are providing in the IEP.

What does the student need and what does the district need to provide in terms of accommodations, training, extra services, helping to get a job. Whatever that is, it should be in the IEP as part of transition services.

I will stop. We have a tool H, if everybody wants to turn in their book if you can find that.

We have an example of a.

>> MS. LABELLA: Since we only have 15 minutes left. Part of it will have to be for you to fill out your evaluation, I thought what we would do, if you go to toolkit H in

your book, we are not going to have
time --

>> DR. OWENS: I think we can go
through.

>> MS. LABELLA: I don't think
but we can try.

>> DR. OWENS: Let's try.
People can ask questions as we --
will be.

>> MS. LABELLA: I just want to
make sure we cover -- at some point
we may not read the actual fact
pattern and talk to you about the
issues we want to mention.

For example.

-- mild hearing impairment, has
a transition goal of full-time
employment upon graduation this
year, Marsha has a one-year-old
child. Her transition planning team
includes her, her family, vocational
educators, special ed. Indicator,
vocational rehabilitation

counselors, mental retardation caseworker, hearing specialist, social worker and occupational therapist.

What we want you to look at, that fact pattern, and realize, as Kelly talked about a little earlier, that when a student says, you know, my goal is to have full-time employment when I graduate.

Obviously, that's not the goals we are talking about as part of the IEP; that's what the student and wants; that's what's going to guide, how do we get there?

How we are going to get there are the goals that you want to work closely with the IEP team around developing.

So I won't give you a lot of examples, but Kelly gave you some earlier. It is important, you know, whether the goal is a student wants

to go to college, wants to work, you have to look at what there child, this young person needs to get there.

You know, whether it's academic skills, occupational therapy, whether it's speech, it could be a variety of things.

Everything is open to you.

I also want to mention that, don't view transition as a separate process from what you do every year in an IEP meeting.

When Kelly said, you might want to think about this stuff before the child is 14, it's totally appropriate, every time you are at an IEP meeting and designing the educational program for this young person to think about what the needs are relative to what they are going to do when they exit the system, whether 18, 19, 20 or 21; that

should always be in your mind.

So regardless of how old, you may want to do certain assessments at different times. You should feel free to ask.

Don't ever forget, the individualized part of that IEP.

Whether they tell you, we don't do that or that's not our practice, it's about what this individualized plan needs to have.

If the district refuses, as you know, you have the right to exercise your procedural rights. Okay? And go to the next level. Let the district know they don't have the last word on this, that you could disagree and do what you need to do.

You can always call DRN for guidance, by the way, because we have a help line that can guide you through that.

Okay. So the other thing that

is important, who goes to the IEP meeting when you are going to discuss transition because you will know that ahead of time.

You really have to be assertive and including everyone that is involved with your child. There are lots of systems working with you, not just the educational system.

Although the school district should invite OVR we know sometimes that doesn't happen. You want to make sure that you include OVR and you involve OVR -- Rachel will comment about that. She has experience with that.

If your child has a case manager that works with them in another system but understands that child's needs, invite that person along.

Anybody that works with your child or works with you, that you have a relationship with.

>> Rachel: Anybody can go to your IEP, if you want that person there, they can go.

If that person is going to speak for you better than you can yourself because they know you a little bit better or you feel better talking to them instead of you talking to them.

You can bring your grandpa Joe or aunt Susie. Whoever you feel comfortable talking about your transition.

If you don't feel comfortable speaking to it, they can speak for you in the way that you want them to; that's fine.

The youth have their own opinions on who they want to bring in. OVR is important but grandpa Joe may be the best person to speak to you. Your best friend Carry whoever can help you get your point across best.

>> MS. LABELLA: Thanks, Rachel.

Rachel has some experience to share and we are going to give Rachel a few minutes.

We aren't likely going to get through the fact pattern. Kelly and I are going to mention just very quickly, if you want to put a note or -- we will mention to you some of the issues that we were going to raise with you about that fact pattern.

>> DR. OWENS: Why don't you read -- it's tool H. It's a really great example of a transition plan for a student; I think, for me, when I found it, it's not written by us. It comes from a website that is at the end of the example.

It is a great example of how a team can get together and really think creatively about what to do for a student to really help them in

a genuine way make a successful transition.

I think it's very helpful to read it, to just get a real-world example of what could be done for a student.

I wondered if you want to say something about the importance of employment.

>> MS. LABELLA: I did.

One of the most important research findings shows that work experience during high school helps get jobs at higher wages after kids with disabilities graduate.

Having a job during school is important and including that type of experience in the transition plan is a good idea.

Lastly, I do want to mention that if you have, you know, if you have a job after school, if, you know, that's an important part of

your transition plan.

When you are requesting assessments, make sure you are real specific about having observations done at the work site.

So the planning and assessments aren't just about what happens at school. If the student is working outside of school, that observation should happen because it will teach you sympathy things about what -- you know, what the student is good at and can work on so on.

You will see some of that in the fact pattern.

>> DR. OWENS: We only have 10 minutes. I talked way too much.

If you can, Rachel is going to tell us about her organization and when she is done, we will be happy to take more questions.

While we are doing that, you

need to get those surveys out of the binders and please fill them out or we will -- Rachel, Gabe and I will be in trouble. Please do that.

>> Rachel: Like they said, I am Rachel Rimard part of Pennsylvania Youth Leadership Network.

We have about 16 if not more youth on our board. We range from 16 to 28. We are all individuals with disabilities.

I have a learning disability. More in reading. My spelling -- don't ask me to spell anything because it will be bad.

So like they said, I had the IEP in high school. I had the transition kind of stuff in there.

Of course, like they said, my mind changed. I went from wanting to be a teacher, social worker, probation officer. I can get those kids in line and then I went back to

-- oh, I want to be an elementary teacher. I went on to college and in high school I got a job at a daycare being an a teacher assistant now I run -- not run but in the afternoon I take over the infant room, I provide care foreign at that point in times in the afternoon.

I kind of found out that I don't want to work in a public school. I don't want to deal with the legal stuff all of that jazz, you have to do this and this and teach to this test because that test needs to happen.

I didn't want to deal with that stuff. I wanted to deal with the little ones. I found that their minds.

You could be excited about a bug and everybody would crowd around.

I found that interesting and I found that my mind changed from

working in a school teaching first grade class I would be a first grade teacher and everything like that. It completely changed to being a preschool teacher and teach 3 to 5 years old; that's where I started out I love them. I work with infants and love them to.

It's nicer when they can tell you what they want.

My board -- I will read you our mission statement. I kind of just give you a blush -- why read it. I will just do that.

Basically, we want children with -- students with an IEP or any type of disability to feel empowered with themselves. When they get out in the real world they know what they want and to know what they want themselves and actually obtain that.

Not just be, okay, I will just do this because that is what the

teachers are telling me to do. They should know what they want and have their goals set and have what they want to happen happen.

We two years ago made our transitional toolkit -- 1 minute -- written by us, everything is youth-friendly. We have -- I have a copy here but I will give you the website that we have a link and also a transition healthcare toolkit we put together that kids with, like -- people with health problems they can fill this out so when you go to 18, your parents can say, good-bye. See you later. You can do this on your own.

I didn't know what to bring to a doctor's office. Do some of the youth know what to need? You need your emergency card, insurance card, this and this and this.

Some of these kids don't know

what medications they are on, what doctors they see. They just go because their parents take them.

That toolkit was in place for the kids to have something to take with them. They will know what medications because they write it down.

In our toolkit, there is stories from us, there is little, like, activities that they can do. Everything is hands-on.

We are working on actually putting -- movies together and filming doing these so that the kids can actually view us doing them.

We, actually, this is very us. We wrote it. Actually I wrote some of this stuff in here.

It's all youth-friendly. If I didn't understand it, it wasn't going in here. I wrote it and edited it.

It's http -- I can write it up here.

Write now we are actually working on -- we actually hired somebody to make our own website but that is in the process. This is more like me being up and not sitting in the chair.

If I don't look and write at the same time and talk I will get it wrong.

>> MS. LABELLA: Just to be sure high school, college students other young adults, please at least fill out the question whether you are a senior beneficiary. It's important because the Social Security Administration is funding this conference and would like that information.

This is just for -- everyone should do one but that question is for students. Okay? Young adults.

>> Rachel: It's ning. We had no idea -- we had PB Wiki and didn't like it. We do disk talk. Our president Rachel Cowan will come and do a talk show thing. It's very funny all just about us. We are youth, we are doing it for youth, why not make it interesting for them.

I got started with them and my world has opened up so much. I had no idea about half of this stuff until I met this group and actually now as part of it sought me out and said, you are doing this.

So I just -- I love speaking in front of kids. I love telling them about us.

If you wants to know more, I will most likely be here for the meet and greet. I have business cards.

If you go on that website it

will basically tell everything about our board and just see that we actually are just one giant family, like, half of those people on my board are like brothers and sisters to me. You have a question?

>> FEMALE AUDIENCE MEMBER:

Well, one, do you have a chapter -- one, do you offer mentoring for young people who are trying to find their voice? Do you have a chapter in the Philadelphia area?

>> Rachel: We got so big with these toolkits and stuff that we actually have three high schools that want to start their own local chapters. I don't know where they are all off the top of my head.

I am going to kick off -- down to Millersville area for kick off.

>> Rachel: I am not sure if we have one in Philadelphia but we would be more than happy to come

out.

These high school kids said if you aren't coming we will not kick it off.

So we actually are going to help them kick off the first meeting be there, interact with them. They will get to send a representative from that local chapter to our meetings.

We get together -- we were supposed to have one but caned because of funding. We are going our 501 (c) (3).

>> FEMALE AUDIENCE MEMBER: My question is actually for the attorneys. Your Section page 14, I was concerned about this notes of decision. The IEP compliance where a school district -- was that a result that the school districts weren't supplying what they needed to while in high school.

>> MS. LABELLA: Where are you?

>> FEMALE AUDIENCE MEMBER: Your
Page 14. School districts required
to pay tuition, fees for one year
after high school.

>> DR. OWENS: You are looking
at the back on voter registration?

If it's compensatory education.

>> MS. LABELLA: She is looking
at chapter 14 regulations I'm glad
you found that.

At the end it says "notes on
decisions" that's just a decision
that was somebody -- it's a
Commonwealth Court decision, meaning
a parent went to court on that
issue. This just gives you a
summary of what the court found.

>> FEMALE AUDIENCE MEMBER: So
it's not across the Board for all
schools it's just for that --

>> MS. LABELLA: Right. Just
for this particular opportunity.

>> DR. OWENS: That's correct.

>> MS. LABELLA: I think since we are clearly out of time -- are there any questions?

>> DR. OWENS: There's a 15-minute break between now and lunch. Gabe and I would be happy and Rachel, maybe, too to answer questions if anybody has them.

You are officially excused.

>> MS. LABELLA: Before you run, though, I want to tell you, there is a resource table outside and there is a glossy small brochure that is Disability Rights Network. I really encourage you to take it. It gives you a little bit of overview about the work we do with all disabilities, you know, with all ages.

Did gives you our 800-toll-free number to legal help line that you can call any time and ask questions.

Be sure to take one of our
brochures. Okay?

Thank you so much.

>> DR. OWENS: Thanks very much
for participating.

[APPLAUSE].

(Lunch)