



PSE Grassroots Minutes

January 5, 2022

- **Updates**

- These minutes are fluid and are accurate as of this moment in time.
- Sometimes things discussed can change
- All minutes and meeting agendas will be posted on the PSE Grassroots page on the PFT Website

[\(https://pft400.com/grassroots/special-education-grassroots-pse/\)](https://pft400.com/grassroots/special-education-grassroots-pse/)

- **New Students**

- Should Special Education students be enrolled in their home school when new to the district?
 - Yes, but there are some unique situations. Reach out to your program officer immediately so we can get the child started with services. What should never happen is a child sitting at home waiting for the district to figure out what to do. This tends to happen if a child comes in with a non-PPS IEP and we are considering if the child needs a regional placement or not. Pull in the program officer so we can do a more thorough review of records.
- What is the process when a student enrolls at a school with an IEP?
 - Full review of records. Of course, sometimes there are snags in receiving the records or we have old documents, can't reach the family, have bits and pieces, etc. Reach out to the program officer right away. There is really no reason that we should have more than a day or so delay in getting a child started.

- **Emotional Support**

- What is the process for regional rooms? Therapeutic rooms are self-contained not resource rooms.
 - A child who is participating in an emotional support-type setting, we should be able to look at the child individually to determine how much time they can spend in the general education setting.
 - School-based therapy can't be counted as a related service in the IEP since it is through the family's insurance.
 - Our system may need clarification across settings. There needs to be more conversation around these situations that don't "fit the mold". Ideally, we'd like to have a director of Emotional Support for future planning of the program. **Every IEP is individualized-so we can't have a 'mold'. The IEP team needs to determine what is appropriate and manageable.**
 - If we have a child who does need some component or some connection to an ES teacher, there are some circumstances where we need to consider that.
 - If you have a student who is pushed out during the day, any special education professional can provide that support so it can be more of a team effort. It does not have to be just the ES teacher and para. **Special education is service, not a place.**
 - Amy would like to look at the procedure manual and make some revisions over the summer as she does not believe that has happened in a number of years. **Consideration for a committee of sorts would likely be helpful.**
- How can a student who has the box checked for needing a PBSP and is placed in a therapeutic classroom, but does not qualify for an ED diagnosis?

- We have to look at the continuum of services and think about the student individually to see what their needs are.
 - An ED diagnosis is approached with the upmost of caution. It may be helpful to have some of psychologists clarify some of the evaluation criteria.
 - How can a student go from Itinerant Speech/Language to Supplemental ES with no other supports or services in between?
- **Special Education Teachers**
 - Are Learning Support Teachers able to service disabilities other than Learning Support?
 - Special Ed teachers are Special Ed teachers and can service any type of student with an IEP.
 - Are other Special Education Teachers being moved placements mid year?
 - Leveling normally occurs in late September/early October but because of the nature of this year, it has pushed it until now. It is not ideal but we had building with more staff and buildings with no staff so we need to service the students with IEPs and see where those needs are. Leveling did not occur last year because of COVID.
- **NOREPS**
 - Can the example NOREP's be placed in a folder in the Teams Group for easy access?
 - There is a search bar you can use within the procedures manual.
 - Teams may not be the best system because things get backed up or change and people aren't sure what is the most up-to-date version.
 - Reach out to the program officer to provide the relevant example based on the situation.

- Amy is not opposed to creating a link to a file sharing option.
- **ER Access**
 - Is it possible for Special Education Teachers to be given access to edit ER's?
 - The psychologist may be concerned about something being changed that they've inputted.
 - This is probably a conversation to have with Dr. Bresnahan and there would be added value to getting his opinion.
 - A teacher asked whose job it is to finalize the ER. Amy does not believe the psych has the capability to finalize the ER. The counselor or program officer can finalize the initial intake ER. Every building works just slightly differently so it is hard to make a blanket statement about this.
- **LTF Letter**
 - Is anyone interested in writing a letter (see example) to Dr. Walters or speaking at the Public Hearing about getting the PPS Executive Director for the Program for Students with Exceptionalities on the Executive Cabinet?
 - Amy – are you already on the cabinet?
- **Any Questions?**
 - Please send to Brittany in advance, so Mindy has time to review and come with answers for us.

Looking ahead to December:

Next Meeting: Wednesday, February 2nd at 4:30PM.

Send any questions/comments/concerns to Brittany Shoup at brittanyfmccann@yahoo.com or 412-760-9644

Month	Date	Location
September	9-1-21	Zoom
October	10-6-21	Zoom
November	11-3-21	Zoom
December	12-1-21	Zoom
January	1-5-22	Zoom
February	2-2-22	Zoom
March	3-2-22	Zoom
April	4-6-22	Zoom
May	5-4-22	Zoom

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