



PSE Grassroots Minutes

September 7, 2022

- **Updates**

- These minutes are fluid and are accurate as of this moment in time.
- Sometimes things discussed can change
- All minutes will be posted on the PSE Grassroots page on the PFT Website
 - (<https://pft400.com/grassroots/special-education-grassroots-pse/>)

- **Paras**

- What do you do if you are a regional teacher, and the position of your para has not been filled?
 - *Call the PFT right away. Ask for Harold, Billy, or Nina. They need to know immediately so they can get the students the support they are entitled to.*
 - *As a sidenote, Nina stated that the para-to-sub program is not in effect this year.*
- When the union contract was negotiated regarding paraprofessional support for regional classrooms, why were Autistic Support Classrooms to be staffed with one teacher and two paras for 8 students, and Life Skills Classrooms to be staffed with one teacher and one para for 12 or 15 students?
 - No one is sure of the reasoning for this. No state regulation information could be found.
 - Is this something that can be negotiated in our next contract?
 - The PFT would like to form focus groups with teachers and staff that are regularly in buildings. The PFT would like documentation as to why another classroom assistant should be added to the Life Skills Support classrooms. When asking for things as part of a negotiation it is important to include the rationale and how it will benefit students. The PFT is hopeful things will be more collaborative with Dr. Walters as the superintendent when going into contract negotiations.
- Are EAIII paras allotted for middle school learning support – or just K-5?
 - There typically are not EAIIIs beyond the K-5 grade span. However, there is language in the contract indicating the district will try to keep the current number of EA IIIs in those positions.
- Can autistic support paras able to support life skills students if they are in the same class?
 - Yes, they can support life skills students and/or any other student with a disability who may need support if their student's needs are being met.

- **SEL Support**

- Updates from Megan Bova in her new role!
 - Megan started in her new role on July 1, 2022, to build an SEL curriculum across K-12. The scope and sequence is aligned with a monthly theme through Rethink Ed. Along with scope and sequence, she has added academic connections. These lessons will allow teachers to do a universal tier 1

intervention to help students build capacity for social and emotional learning. There is already a Schoology page that teachers can access. To join the group, go into Schoology and click “Groups” – on the right hand side click “Join Group” and type in this access code: 68MF-BFSZ-QPJZ9

- The lessons build on one another; therefore, if you start the program later than the dates indicated on the lessons it is not a problem, just start with lesson one and proceed in chronological order.
- The lessons are designed to be done once a week, for approximately 20-30 minutes. But some lessons may take several weeks to get through to complete the practice activities and allow students to dive deeper through discussions.

- **Enrollment**

- When a student enrolls at a PPS school, can we add a space to indicate if a student has special education services?
 - There is a place on the enrollment form asking the parent if the child has an IEP or receives special education services, but the parent must check that.
 - If someone at the building is unable to have a direct conversation with the parent, that information may be inadvertently omitted and the box for special education is unchecked.

- **Leveling**

- When will leveling for PSE take place?
 - This is through student services and the superintendent’s cabinet. It is not a PSE process.
 - Typically, this happens by October 1.
- What are the numbers they are looking for?
 - The “live body counts” that happen every day drive the decisions.
 - In terms of PSE, it requires more data like caseload numbers.
 - There are currently some district programs that are over-staffed and some that are understaffed.

- **CDT**

- What alternative assessment can we give for non-readers?
 - The CDT is a local assessment. The IEP team makes the determination as to whether it is appropriate for the student.
 - There are accommodations that can be set for the CDT.
 - Currently, students who take the PSSA should take the CDT. They can be provided with the same accommodations that are permitted and recommended for them when they take the PSSA. As of now, the reading section of the CDT should NOT be read aloud to students.

- **New Evaluation System (Act 13)**

- How will IEP goals be used for teacher evaluations?
 - Currently, the PFT does a lot of information on this process. More information will be forthcoming.
 - PPS has created asynchronous Act 13 courses on the Professional Learning Platform for teachers to review.
- Will principals just be looking at student progress reports?
 - To be Determined (TBD)

- Will this be the only measurement of student data for learning support teachers?
 - TBD
- **Any Topics for the October meeting?**
 - Please send all questions/topics to Brittany in advance of the next meeting.

Next Meeting: Moved to Wednesday, October 12 since October 5 is a day off.

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

Month	Date	Location
September	9-7-22	Zoom
October	10-12-22	Zoom
November	11-2-22	Zoom
December	12-7-22	Zoom
January	1-4-23	Zoom
February	2-1-23	Zoom
March	3-1-23	Zoom
April	4-12-23	Zoom
May	5-3-23	Zoom

PFT: 10 S. 19th Street, Pittsburgh, PA 15203

PSE: 2323 Brighton Road, Pittsburgh, PA 15212