



PSE Grassroots Minutes

November 2, 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/>)
- **Progress Monitoring**
 - **Are graphs required for Progress Monitoring (PM)?**
 - No; however, creating visual representations (graphs/tables/etc.) for PM is a best practice and is highly recommended. Progress monitoring is about collecting data, evaluating progress, and making timely instructional decisions. A graph or visual representation of the data enables educators to do both efficiently and helps parents understand their child's progress.
 - Graphs/Tables/etc. can and should be copied and pasted into the progress report or uploaded into IEP Writer as an attachment.
 - There will be additional follow-up on information provided by PO on progress monitoring and using graphs and/or visual representations to monitor student growth.
- **Related Services in IEP**
 - **If a student is not receiving a related service in their IEP should the service, be suspended or will the students receive compensatory services?** (For example, what happens if a student in an ES classroom is not receiving therapeutic services from a licensed therapist?)
 - Related services can never just be suspended because we can't or couldn't provide it. The district must find a way to make those services up throughout the school year or by allocating compensatory services to that student. Please discuss individual student situations with your PO.
- **Students Transitioning into New Programs**
 - **Is there a form that can help guide discussions when students are transferring from one classroom/program to another?**

- The low incidence programs seem to have a solid transition process in place when students move into a classroom.
 - PSE is currently revamping the transition process for students transitioning into Emotional Support programs.
 - Reena Maharaja is the new PO for ES and will be working on this process.
 - If a discussion guide for transition meetings does not already exist, one can be developed. Sometimes tools or processes have been developed but are not fully implemented or need adjusted.
- **Can the receiving teacher be added to the IEP in IEP Writer prior to the transition meeting? This would be helpful so any questions or concerns the new team/school may have can be addressed.**
 - Yes, receiving teachers can be added as a contributor in IEP Writer prior to the student's transition meeting. IEP teams need to be careful not to pre-determine student's placement. Therefore, this should occur after the placement decision has been made at the IEP meeting.
- **Para Roles**
 - **Is there a document that has a description of the role of paraprofessionals in general education classrooms?**
 - Human Resources (HR) has job descriptions for each position. PPS has paraprofessionals with different roles/responsibilities that are dependent upon their job title and classification. The job descriptions can be provided and shared with individuals upon request.
 - PSE can identify and share best practices for paraprofessionals with principals and vice principals during upcoming Leading and Learning Academies.
 - **Is there one specifically for paras in regional rooms?**
 - No, this depends upon their job title and job description from HR.
 - **Should paras have contact with parents?**
 - This should be a discussion between the teacher and paraprofessional or principal and paraprofessional.
 - PCAs should never be contacting parents. This includes board PCAs, as they too should not communicate outside of the IEP team. PCAs can meet the families but should never exchange personal contact information with the family. In the event they need to contact a family, they should be doing so using a landline school phone with a PPS employee present.

- **Act 13/Progress Monitoring Training**
 - There seemed to have been conflicting information shared during the asynchronous Progress Monitoring training last month. That training said teachers and school districts cannot be held accountable if a student doesn't make progress towards a goal, if you can demonstrate and prove due diligence in trying to achieve the goal.
 - Due diligence is a subjective term, so we need to ensure proper documentation (including but not limited to IEP revisions, progress monitoring data/visual representations with intervention lines, etc.).
 - IEP teams should include documentation in progress reports about students that exhibit regression due to a break or interruption in instruction (e.g. summer, COVID-related absences, etc.) For example, if a student qualified for ESY, but did not attend and shows regression or a lack of progress on their 1st quarter PM report.
 - **Will there be additional training for teachers about calculating who will use IEP goals in evaluations?**
 - More information on Act 13 will be forthcoming, as this is new to PPS.

- **Modification of Module or Unit Tests**
 - **Can unit and module tests be adapted and not sent in for scanning?**
 - Ms. Camper will confer with Dr. Olds Pearson on this matter.
 - More information will be forthcoming.

- **Any Questions?**
 - Please send to Brittany in advance, so Mindy and Patti have time to review and come with answers for us.

Looking ahead:

Next Meeting: **Wednesday, December 7th at 4:30PM via Zoom.**

Send any questions/comments/concerns to Brittany Shoup at:

brittanyfmccann@yahoo.com or 412-760-9644

Month	Date	Location
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

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