



PSE Grassroots Minutes

March 1, 2023

- **Updates/Review Grassroots Meetings**
 - 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/>)
- **Students with IEPs**
 - ***What happens if there are more than 6 students with disabilities in a homeroom?***
 - Article 12: No more than six (6) students with disabilities shall normally be assigned to and included in a regular education academic class, including reading, language arts, math, social studies, and science, without support.
 - Historically the word “support” has not meant another person in the classroom (i.e., co-teacher or paraprofessional). Support could come in the form of consultation, collaborative planning, suggestions to modifications, etc. Since this is a contractual issue, the PFT may be able to add additional context.
- **Regional Classrooms**
 - ***Is there a plan to close any of the regional classrooms?***
 - PSE is in the process of reviewing that data. Unfortunately, at the present time there is no definitive answer. Some programs like AS, seem to be growing. PSE hopes to get that information to staff as soon as possible.
 - ***If yes, will staff in those rooms know before postings come out so they are able to look for another position?***
 - Ms. Camper said there is no guarantee but that is the goal.
- **Negotiations Updates**
 - ***How do we start a conversation about suggestions for negotiations (for example, two paras in life skills)?***
 - If there is a small group that wants to meet with Nina (like Life Skills teachers), please let her know.
 - Speaking at public hearings is also so important. The board needs to hear input from a variety of people, this can include parents. The collective voice can go a long way!

- PSE teachers and staff should try to collaborate regarding what is most important to special education (i.e., waiving the residency requirement for paraprofessionals and PCAs so programs can be adequately staffed. The grassroots members could do this via Zoom. Brittany would be willing to organize this. Please reach out to Britany if you are interested.
- **Revisit November 2022: Modification of Module or Unit Tests**
 - *A few months ago, we talked about the Unit and Module Assessments in Ready Gen. We were told we were NOT able to modify them in any way because they were on the assessment calendar. The discussion was around using the non-modified assessments as a grade for students with disabilities.*
 - **REVISIT: Can unit and module tests be adapted and not sent in for scanning?**
- Dr. Olds-Pearson joined the grassroots meeting to discuss this. At this time, she would like the district to maintain the previous expectations that were shared regarding local assessments. This means that only those assessments currently listed on the district's 2022-2023 assessment calendar would be considered a local assessment. Since local assessments are used to see how students are progressing toward grade level standards, which is a requirement in the present levels section in the IEP, they should continue to be administered with PSSA like accommodations. Additional assessments, not listed on the assessment calendar such as unit and module assessments can continue to be administered with the modifications and SDI outlined in a student's IEP. Dr. Olds-Pearson would like to have a broader conversation with Ms. Camper and PSE regarding this to determine future next steps.
 - Mindy Sturgess indicated that student's grades should not be adversely impacted due to local assessments. Local assessments such as DIBELS, CDT, etc. should not be utilized for grading purposes for students with IEPs who require testing modifications.
 - If you have specific questions, please email her directly at msturgess1@pghschools.org for additional clarification.
- **ACCESS Logs**
 - *How is the district using money from the ACCESS logs?*
- The PDE website provides guidance for the use of ACCESS funds <https://www.education.pa.gov/K-12/Special%20Education/FundingGrants/Pages/School-Based-ACCESS-Program-Guidelines.aspx>.

- ACCESS funds are currently being used to purchase PCA's, 1:1 Nurses, functional curriculum, contracts for SLP subs through Riverside, Maxim, etc.
 - **Can speech staff have a budget to buy supplies from the ACCESS funds?**
- Ms. Camper recognizes that there is a need for supplies; however, ACCESS money has limitations for what it can be spent on
- Ms. Camper would like to work with Ms. Papst to develop a “supply closet” or “lending library” where speech therapists can request access to needed materials.
- **CCS 2.0**
 - **Are the service agreement forms only for students who are owed time, or are they required for everyone we complete CCS paperwork for?**
- If there is an individual question, please ask your PO.
- If the team has determined the student **IS NOT** eligible for CCS, the service agreement form does not have to be completed. However, the process must still be completed and a NOREP issued.
- If the team determines that a student **IS** eligible, the service agreement **should be** completed. If the parent declines the services, complete the service agreement but indicate on the form (the parent has declined the services offered) and follow up with an appropriate NOREP.

1. **What happens when a student is eligible, but the parent declines?**

If a parent declines services, case managers/school teams will include in the service agreement, the total hours agreed by the IEP team that **would be owed** but write in the textbox/cell that **parent declined services**. This documents that hours were calculated and considered, but the parent declined.

Example:

Covid Compensatory Services/Programs/Area of Need	Total Hours	Projected Beginning Date	Projected Ending Date
Speech and Language – Parent declined services	20	N/A	N/A

Additionally, in the NOREP, case managers should include in section 4 under “other options considered” this total number of hours, but in the section “Reason for Rejection” include **“Parent declined services.”**

Example:

Options Considered	Reason for Rejection
20 hours of Speech services	Parent declined services

- **RISE Observations**
 - **What supports are available to PSE teachers on formal RISE if they are not pleased with the results of an observation?**
- The coaching positions that existed several years ago have been eliminated. PSE does, however, have support teams (behaviors, curricular, low incidence, etc.) that can offer varying levels of support at the request of a

PO. Please work with your PO directly if you feel you need additional support.

- There is also an option in EdReflect that you can upload as an addendum if you do not agree with your evaluation.
- Program Officers can also provide support and conduct observations and/or co-observations but the principal would have to make that request, not individual teachers.
- **Any Questions?**
 - Please send to Brittany in advance, so Mindy and Patti have time to review and come with answers for us.

Looking ahead to April:

Next Meeting: Wednesday, April 12th at 4:30PM.

++Note, we are meeting one week later due to Spring Break!

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

Month	Date	Location
April	4-12-23	Zoom
May	5-3-23	Zoom

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