

# PASE Meeting Minutes

February 3, 2025

Virtual

**Members Present:** Jodi Bajko, Amanda Dill, Katie Foote, Katherine Franklin, Heather Kalafut, Lindsey Kloeckner, Sarah Kugler, Emily Perton, Jane Weatherford

**Guests:** Daniel Brant, Caroline Breault-Cannon, Marisa Brizzolara, Jennifer Gard, Esmina Hamzagic, Sheree Harmon, Raechelle Huston, Rukshana Ilahi, Jenna Jobin, Toni Moore, Kirsten Myers, Chuck Schuler

**Excused:** Heather Bright, Maria Mora-Bowen

## I. Welcome and Introductions

We welcomed all attendees

## II. Approve Minutes from November 25, 2024

Cassie Franklin made motion to approve the minutes and seconded by Katie Foote

## III. Review PASE Priorities

## IV. Updates/Opportunities

- A. Caregiver Connect Survey Update/Results
- B. 85<sup>th</sup> Annual Michigan CEC Conference – February 26-28

## V. A Description of Supplementary Aids and Services (SAS) and the Relationship to Least Restrictive Environment (LRE) with Kirsten Myers

- A. Importance of the IEP
  1. PLAAFP: Present Levels of Academic Achievement and Functional Performance provides a detailed overview of a student's current academic abilities, functional skills and how their disability impacts their learning, essentially serving as the foundation for developing appropriate IEP goals and support
  2. Supplementary Aids and Services: Aids, services and other supports that help students with disabilities **access** the curriculum/environment - what are the barriers?
  3. Goals and Objectives: Specific skill deficits (associated with unique features of the disability) that will be accomplished annually
- B. Legal Foundations
- C. Identification of SAS
  1. Supplementary Aids and Services: Supplementary aids and services means **aids, services, and other supports** that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, **to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate**
  2. Supplementary Aids and Services

- a) Should be a major part of the IEP process identified to provide:
  - (1) Any support needed to address the student's skill/deficits/barriers to learning in the general education curriculum/environment
  - (2) Access to fully engage/participate
  - (3) Behavior Supports
    - (a) FBA/PBSP
    - (b) Supplemental Adult Support
    - (c) Training for staff
  - (4) Communication support
    - (a) AT/ACC
- b) Aids could include:
  - (1) Accommodations
  - (2) Modifications
  - (3) Social-emotional/behavioral supports
  - (4) Assistive technology (light/mid/high tools)
  - (5) Augmentative and Alternative Communication to address communication needs
- c) Accommodations could include
  - (1) Alteration of the environment, curriculum format, or equipment to allow access to content and/or completion of assigned tasks to provide access to the general education curriculum/environment
  - (2) May provide changes to the classroom environment as well as reduce or provide alternative options for an activity, assignment, or assessment *without changing the core content level standards that the student is expected to master.***
  - (3) The student is still expected to demonstrate their understanding of core content level standards and are given support by altering the way the information is presented or how the student responds.
  - (4) Examples include:
    - (a) Reduce assignments by 50% **for the purpose of** showing competency of material due to demonstrated need
    - (b) Text-to-speech software on the computer **for the purpose of** independently reading or comprehending grade-level text
    - (c) Implementation of a Positive Behavior Support Plan **for the purpose of** prompting and reinforcing the replacement behavior (ask for a break) and to reinforce desired behavior of engaging in group instruction and general education curriculum
    - (d) Cueing or prompting the student during a grade-level activity **for the purpose of** supporting engagement in the activity

- (e) Utilization of service dog **for the purpose of** supporting the student's health care needed by alerting for low blood sugar
- d) Modifications
  - (1) Student will write a minimum of 3 sentences **for purpose of** demonstrating comprehension of instructional level content
  - (2) Credit/no credit awarded versus standard grades **for the purpose of** demonstrating comprehension of instructional level content
  - (3) Excusal from assignments, assessments, or projects that significantly exceed the student's instructional level or comprehension **for the purpose of** exposure of curriculum and grade/age level peers
  - (4) Provision of alternative books/content with similar concepts **for the purpose of** engaging content/curriculum at their instructional level
- e) Services include the **provision of an adult** to address a student's health, language and communication needs, social-emotional/behavior needs, and/or specific support for the student identified need.
  - (1) Includes provision of:
    - (a) 1:1 supplemental adult support of identified times throughout the day
    - (b) Monitoring for student progress
    - (c) Training or consultation with other identified school personnel
- f) Examples include:
  - (1) Consultation (including modeling and feedback) **for the purpose of** training staff to implement and collect data for PBSP
  - (2) Training for staff (*Only use one example per field* - i.e. functional communication, medical needs, behavioral redirection, understanding disabilities, assistive technology/AAC etc.) **for the purpose of** implementation of the IEP
  - (3) Consultation between general education teacher/special education teachers **for the purpose of** modifying course content
- g) Other Supports
  - (1) Extracurricular and nonacademic activities
  - (2) Parent Training
  - (3) Consultation with outside agencies
- h) Examples include:
  - (1) Training for parents to engage with the implementation of the IEP (behavioral supports, functional communication, etc) **for the purpose of** consistent language and reinforcement between home and school

- (2) Consultation/training with Kent ISD behavior coach for school personnel **for the purpose of** completing a functional behavior assessment and positive behavior support plan
- (3) ASL interpreter services for **for the purpose of** the student's participation in the school play

D. Documentation in the IEP

- 1. IEP Development - Revisions
  - a) If a student is NOT making progress with the current IEP or is not utilizing the supplementary aids and services identified in the IEP
    - (1) The district is obligated to review and revise the IEP
- 2. Prior to Moving to a more restrictive setting
  - a) Has a full range of Supplementary Aid and Services been provided (with fidelity and data collection) and exhausted in the general education and/or current special education environment?
- 3. LRE through SAS - Drive by Test
  - a) For every "can't do" reframe to ask, what about the environment needs to be changed to make engagement accessible?
  - b) Is this related to the inability to sit or needs for movement/need for regulation/need related to transition?
  - c) Is this a barrier or is this an autistic/neurodiverse trait?
  - d) Consider some SAS from a plan lens - visual supports vs. visual support plan outlining steps (what, when, and why) for the usage of visual supports and a teaching plan to support implementation

**VI. Small Group Activity Break Outs to Discuss LRE**

**VII. MDE-OSE Kent County Parent Meeting**

- A. May 12, 2025 - 5:00 to 8:00
- B. Dinner included
- C. Student Record Review
- D. School interviews
- E. PASE Meeting - Additional Date

**VIII. Public Comment and Closing**

Next meeting is April 21st and will be virtual via Zoom.