

WA 3.0 District Advisory Group - Workflow, Improvements, and Training-20261009_120338-Meeting Transcript

October 9, 2026, 5:03PM

1h 14m 12s

● **LaBounty, Steven** started transcription



Meller, Jennifer 0:03

by Sarah Shepherd and Steven LaBounty. I think Kris is going to be Kris Gregoire is joining on as well, but she's finishing up office hours. So when she's able to move over, she will join us as well.

So today's Workgroup, we've got quite a number of topics to cover. What we are seeking as we have in past conversations is your expertise, your input on a variety of different topics. We've got

suggestions on ways that we think things could be improved within 3.0 and to reflect gaps that we are still hearing from all of you and from your team. So we've got those couple topics. We'll hopefully get through as many or hopefully all of them today.

If not, we will continue those conversations in our next session. So one quick note on the other advisory groups. So the user permission group, we currently don't have any other agenda items for that group. Oh, thank you. Yep. Moving on. So this is group #1, as we've been talking about workflow.



Shepherd, Sarah 1:15

Uhlik.



Meller, Jennifer 1:17

improvements and training. Group #3, which is always top of mind for me on a Friday, which is when we had been meeting, was focused on user roles and permissions. And those we have made adjustments and updates, have not gotten any additional agenda items on that one, nor have we seen any

Zendesk tickets or other outreach to adjust user permissions. So that one is still hanging on, but not as active as the other two. Group #2, we had started first and we were, the intent of that group as its title is reporting and compliance. We had

shoehorned the list.

service list conversation into that group since that had been first up. So there still will be some active work on the list, but we are likely going to put that into this group moving forward. And we'll talk actually today about some topics that are related to list items. And the reporting and compliance group will now officially be shifting to the reporting focus. So that will be next Wednesday's group. Now that the Writeback meeting has happened, that pilot's up and running, we know there are other questions and needs around reporting. So that's where that group will shift and start to dig in on the next call.

So with that, I call out we're also supported by Dana Anderson from Wsipc. So thanks, Dana, for joining on today. Sarah, I'm going to turn it over to you. And like I said, if you're new to this group, have, you know, feel free to ask questions, you know, raise your hand or put

comments in the chat, we can stop, we can revisit. So please feel free to do that and stay engaged today.



Shepherd, Sarah 3:10

Thanks, Jennifer.

Yeah, I'll just level set a little bit because we do have some new participants here. We have had two meetings for this workflow Workgroup. And the first meeting that happened on the 25th of September was really an awesome opportunity to just hear district input and feedback that always guides our conversations on where we need to lean in more in terms of supports or actual improvements in the workflow. And then we did have our meeting last week on the 2nd. So this is just a really quick overview. It's not all inclusive of every single depth of the items, but I did try to hit all the items we did talk about. So I'm just going to take a moment to go through these so we know where we will start from today. And if you were a part of Seac at all earlier this week, you might have heard me talk already about a few of these things. I don't think the repetition is anything to, you know, not embrace it right now.

We have a lot of moving parts. So for the workflow improvements themselves, big items, of course, that we're actioning is around consent, that's specific to the re-eval and assessment revision processes, and then the tracking, the specific IEP meeting date.

separate from IEP start and end dates. All of those things have been, you know, specifications. They've gone through a portion of our software development life

cycle, and they're with development. We have some really minor things that I just mentioned here under workflow, which is just to gain some efficiencies. So we know that

The Sdi supplementary aids and service and related service lists are long. That was in response to really adding back critical items that weren't there at go live. So we want to add in a type, like a type in search field, just to make it, again, easier for users, just looking for those ways to try to improve.

So that might seem like a minor thing, but I do think it will really benefit folks. That is also underway.

We talked briefly last week about the service description field that has been deployed, it's active, it's printing, appearing on documentation. We talked about a use case, right, with the services lists and perhaps the specifications or items that are, you know, for that student in regard to their services, obviously entering that in that text field, that's what users are using it for. And so we've just verified that all of that functionality is in place.

You'll see an improvement when you log in next week. Hopefully you all are going to embrace the three-day weekend, but I don't know that it's a holiday for everyone. I will be working on Monday as well to just keep moving initiatives forward. That's really important to us. But you will see a change just in the contact log I showed this team last week.

just an easier filtering. I did want to confirm it did come up on the call as a question. It is going to be defaulting to that calendar year. We recognize that it would make a lot more sense to have it be school year, but the configuration that I have access to action quickly is based on a calendar year, but it'll just give options to filter that long list of contact log.

that we will continue to engage in this year.

Other referral recommendation, that will also be something that we will change in the system and you will see that as of next week. We've been, you know, making sure that we have been broadly communicating these types of changes. We don't want to just change something and catch people by surprise. And so

That's why you don't see it today, but the decision was to remove that referral to the student improvement teams, the SIT team. So you will see that not on the list for referral decisions moving into next week.

We heard about IEP modifications and honestly what I really heard from the team last week in this call was we, you know, the desire to have that customization, that

ability to free text type in those customizations anywhere we can. So stay tuned. I've got a slide to cover in a moment.

about just that. But we talked about modifications last week. And then we've got a few additional items. You know that we continue to review tickets and we're trying to clarify resolution timelines. The issues dashboard will be published again. I've made some and will continue today making some pretty big updates to that because we've actioned a lot this week.

So look for that information. There were also mentions of some challenges with spell check in the system, test accommodations, and service matrix. So I haven't forgotten about those items, and I'll touch on a couple of them today as well.

I know Jennifer will stop me if there's questions, so I'm going to keep rolling here to just have the time and attention here. Yeah.



Meller, Jennifer 8:27

Actually, let's pause. Let's just make sure folks do have the opportunity. Yeah, they might not have put them in chat, but I think folks are.



Shepherd, Sarah 8:31

Thanks, Jennifer.



Meller, Jennifer 8:36

Probably processing. So any, yeah. Go ahead, Theresa. Yeah.



Shepherd, Sarah 8:38

No worries.



Theresa Leahey Vashon WA 8:40

Yeah, I just, this was something that this, where was it, the IEP modifications, this just came up in our school district where modifications, they were like, there didn't seem to be any customizable fields.



Shepherd, Sarah 8:59

Mhm.



Theresa Leahey Vashon WA 8:59

Um.

And so, the...

I'm not sure what you were talking about with the dates, but I know something that's really challenging for is like when we have IPs ported over that are imported, we have to go in and manually change the date and the like it just says CPDF and you have to go through every single accommodation.



Shepherd, Sarah 9:07

Mhm.



Theresa Leahey Vashon WA 9:25

And for students that have like maybe 3 to 15 accommodations, that's a huge amount of just like, I think the big issue is that it seems like there's just so much clicking.

And it's really, like it's just so demoralizing to do that many clicks. And I think that that might be a result of like the requirements for the screen reader, but it's really, it decreases accessibility for people that do not use screen readers.



Shepherd, Sarah 9:57

Got it.



Theresa Leahey Vashon WA 9:57

to have to do just like click, click, click.



Shepherd, Sarah 10:01

Specifically, Theresa, I think you're referring to like they're doing that next IEP record, right? And so they've got this migrated data that's landed from 2.0, right? It's not apples to apples, but like we brought in a ton of data from 2.0. And so in that next record, I hear what you're saying. I think that's true of services as well. I know you mentioned accommodations, right?

right? But they're clicking into each of those basically to refresh it, essentially, right? To make it applicable to this current IEP period. Do I have that reference? Okay, okay, I'm with you. And I do want to talk a little bit with this group. I think we might, we hopefully will get to that topic today.

but I do know we want to carry it into next week, really about some of those

challenges around the interaction with migrated data. That is one of them that you've pointed out is that the data is there, but it requires interaction by the staff to update the dates or review that list and be thinking about this current IEP period. and what of these things will stay applicable or what do we need to actually delete, right, to remove because it's not moving with the student on this next annual IEP. And some of that is not going to be, you know, avoidable. Some of that is going to continue just in this first year.

because we really were, we were actually trying to reduce burden. We were really trying to bring as much data over as humanly possible, but in doing so, that's more clicks to your point of having to interact with that data that sits there to make sure it's refreshed and part of the current document.

I know that doesn't fix it, but I just want to acknowledge you're spot on with what that feels like.



Meller, Jennifer 11:54

Okay.

And Theresa, your question about the modifications, we're going to get to that. That's one of the topics we want to talk through.



Shepherd, Sarah 12:02

Yeah.

Yeah.



Meller, Jennifer 12:07

Julie, you had your hand up and I saw some comments too, but yeah, go ahead, Julie.



Webster, Julie 12:11

Yeah, yeah, good morning. Hi, can you hear me?



Meller, Jennifer 12:15

Yeah, we can hear you a little soft, but we can hear you.



Webster, Julie 12:15

A little bit. Yeah, sorry. I'm in a big office. So, Sarah, thank you for that explanation. I

just want to verify that clicking into each accommodation doesn't refresh it. The start and end date has to be updated to match the current IEP.



Meller, Jennifer 12:19

Okay.



Shepherd, Sarah 12:22

Okay.



Meller, Jennifer 12:26

Okay.



Shepherd, Sarah 12:30

Mmh.



Webster, Julie 12:35

And then if there is a customized accommodation, what is coming over is a number. So we then have to go back and compare all of the accommodations to the previous accommodation in 2.0 and determine what that customized



Shepherd, Sarah 12:49

Pnw.



Webster, Julie 12:54

accommodation is, so we can remove the number. And, you know, some of our highly complex students may have 25, 30 accommodations. So, you know, re-entering every start and end date.



Shepherd, Sarah 12:59

Ohh.

Mhm.



Webster, Julie 13:14

re-entering the accommodation is more than just a lot of clicks. It's a lot of data

entry that increases the, you know, risk to the document. So I just wanted to clarify that.



Shepherd, Sarah 13:17

Mm-hmm.

Mmhm.

No, I appreciate that. I actually, that you saying that about custom, that's the first I've heard of that. So I can't speak to that, but it's kind of tickling my mind that I need to go look at that. But in the dates, I know, I know I've probably done more on my end in the service grid. So I do know when I click in to sort of quote unquote refresh, right? But I'm in there and I can see that new date range because I put it on the notifications and planning page. So in the accommodations, you're entering the dates or you're selecting it, like you can see it or you straight entering the date. Sorry. Oh, okay.



Webster, Julie 14:05

You have to enter it. It doesn't pull. It doesn't pull from your start or end date, which you would think that if you're entering a new date for your IEP start date, it would be helpful if it would at least update the start and end date, but it's not pulling through.



Shepherd, Sarah 14:09

I got it.

Okay.

Yeah.

Okay.

Thanks for sharing that. Those are the types of things, like I can't fix the fact that, or change the fact, it's not even a fix. I can't change the fact that the data sits there, right? We brought that over with intentionality from 2.0. But that's why I was asking the leading questions around the dates, because those are the types of things that then I go back and try to problem solve.

Can we gain any efficiencies in having that date be there, even if we have to select it? That's very different than entering data, right? So I will take that back and see if there's anything I can do to make that process be more fluid than it is today. So I appreciate that detail.



Meller, Jennifer 15:12

OK, looks like it, and Lisa.
Next.



Ficklin, Analisa 15:16

I would just add on to what Julie just said, like to even have to go in and select the date. I think the system needs to be smart enough to recognize we're writing a new IEP with new dates and those dates should flow through is what I hear Julie saying. So I originally said, I think that's a data mapping issue, which we're seeing all over the place. And now I would.



Shepherd, Sarah 15:18

Yeah, yeah.
Mhm.
Yeah, yeah.



Ficklin, Analisa 15:35

Not necessarily categorize it in the same way. I'm doing a lot of, like, as I work through individual users' problems, or I talk with our office staff who are working this, I'm trying to like categorize what, like, how do you categorize these dysfunctions in the in the system? So maybe this is a different one than what was just raised about those dates for accommodations, but...



Shepherd, Sarah 15:53

Mhm.



Ficklin, Analisa 15:57

major data mapping problems where, you know, the one that was new to me yesterday, although I'm assuming many of you have seen it, is in a, when a case manager is entering people to participate in a meeting, they're entering names associated with titles.



Shepherd, Sarah 16:03

Win.

FA Ficklin, Analisa 16:16

And then in the document that's produced, the invitation that's produced, or the signature page that's produced, all of that data maps differently. So the parent is now called an SLP, and the principal is now called a case manager. So it's that data mapping that's just wrong. It's happening all over the place in ways that are hard for us to correct.

 **Shepherd, Sarah** 16:37

So that in particular, I've not heard of. And I know you just said that you heard about that just yesterday. You probably already put in a Zendesk Ticket. I don't know. But if you haven't, I would really want to know like what student file in particular, if you have an example. I will try to test and recreate that, but it really helps me to see what that should not be happening. So like a parent mapping to like an SLP, I have not heard of that issue. So anything you want to forward our way so that I can look at that more in depth would be helpful. That really doesn't sound like it. But what I want to address too from a larger perspective, this might be on all of our minds, it's certainly on mine and on my team.

P Pray, Sunshine D. / Ext. 3155 17:08

Thank you.

 **Shepherd, Sarah** 17:22

is to talk through to your point, like what of the migrated data, because I think that in and of itself is creating a lot of challenges. So, but what of the migrated data, like where it is in the system and how do we help users interact with it?

I think that's top of mind for me in terms of we need, what can we do to be better, clear, concise, actionable. This is what you do to interact with that data, for example.

And, you know, those pieces that are painful,

right, because of the full scope of data we brought over, that certainly wasn't our intention. But then I'm trying to tweak small things. It might seem like a small thing, but there are big differences in functionality. So to your point, like you put in a new date for the IEP.

on that notification for meeting and then that planning page, why doesn't it refresh and pull to those extended pages around accommodations and services? That's

something I'm going to action, right? I'm going to ask those questions. I'm going to talk with developers. Those are efficiencies I do want to gain, but I can't remove the data. So I'm trying to figure that balance out as well. So this conversation is really helping me.

in terms of even guidance and what can we provide to help you all with your teams in what the expectation is of this migrated data as we move just through this year. These are not problems that will follow us.



Meller, Jennifer 19:03

That's me, Sarah. We've gotten the question of why can't you go in and delete everything that was migrated over? And I think we're in this like very complex time frame because could we do that technically? Yes. The challenge though is that you are now all entering new information and so we...



Shepherd, Sarah 19:04

Yeah.

Oh.



Meller, Jennifer 19:23

We don't have a way to differentiate, was this the data that was there from the migration or was it data that you just entered yesterday? And so we think it could cause more challenges. So I think to Sarah's point, we're working through, helping to provide the documentation or guidance that helps.



Shepherd, Sarah 19:33

Mhm.



Meller, Jennifer 19:42

as Sarah was saying, like navigate within the migrated data, because we just think the alternative would be worse. So we're trying to brainstorm around that piece.



Shepherd, Sarah 19:45

Mm.

Yeah.



Meller, Jennifer 19:56

We've been brainstorming every way from Sunday to try to figure out, is there a different way? And we just think the risks, like I said, are greater.



Shepherd, Sarah 20:00

Yeah.

Yeah.



Meller, Jennifer 20:07

Michael, did you want to chime in?

And you put some stuff in the chat, but...

You had your hand up.



Shepherd, Sarah 20:23

Okay.

Right.

Yeah.



Meller, Jennifer 20:32

I.



MC Michaela Clancy 20:33

than what we've discussed. So I met with our high school teams myself doing work sessions. I actually had to do a manifestation and a prior written notice myself for a legal case late last night. And I am still experiencing a lot of challenges in both the transition plan, that connection, and I see a slide about it, but I need to know.



Shepherd, Sarah 20:34

Yeah.



P Pray, Sunshine D. / Ext. 3155 20:39

Okay.



Shepherd, Sarah 20:52

Yeah.



Meller, Jennifer 20:53

The toxic, yeah.



Michaela Clancy 20:53

what the steps are in that resolution. It was actually really hard to even have that work session with my high school teams because the minute that we don't have that working, we are losing trust, right? And then all of the issues that WEA is bringing up, like I'm in there myself trying to do a work session with the high school team and all of a sudden it's airing out because or pulling the wrong goals. So if we can walk through transition,



Shepherd, Sarah 20:54

Yeah.

Mmh.

Mhm.

Yeah.

Yeah.



Michaela Clancy 21:17

that those are big teams for all of our districts, small or large, and it is still not working. And I think you've identified why I've skipped ahead to the next slide. And I need from that a communication timeline for the high school teams in my union about how we're going to resolve that. And then I put a lot about the reporting issue that is an issue for me.



Shepherd, Sarah 21:23

Okay.

Yeah.

You're good.

Mhm.

Mhm.



Meller, Jennifer 21:37

Yeah.



Michaela Clancy 21:38

which it sounds like I should just move to Wednesday, but I know that's a huge CBA issue.



Meller, Jennifer 21:41

Yeah, but...



Shepherd, Sarah 21:43

Yeah.



Meller, Jennifer 21:43

Yeah, and Dean, I don't know if you want to, I know you were just working with the district this morning on some of the reporting, but so individual sessions are happening. I hear you though, Michael, like there also is a bit much bigger piece of other districts and things. So



Michaela Clancy 21:57

And if Jennifer, if I can just speak to that too, because we talked about this from a Wa case perspective as well, and Shannon jump in, Sue Ann jump in, but the burden, like, and Analisa, you wrote an excellent e-mail, thank you, about what the burden is. And then I also know that Analisa is a district that has someone on leave, is trying to get through things, right? We all know we do, we're a very small world. Like we are both relational.



Meller, Jennifer 22:02

Yeah.



Shepherd, Sarah 22:03

The.



Meller, Jennifer 22:18

You know, yeah.



Michaela Clancy 22:19

and top down. And like you're asking us to do that on top of these meetings, on top of when we are already very stretched. So I need one source and I'm happy to be in these meetings. I'm happy to resolution, but we can't keep taking on that burden of the time. So I want to be really clear about that.



Shepherd, Sarah 22:30

Yeah.



Meller, Jennifer 22:32

Yeah.



Shepherd, Sarah 22:32

Yeah.

Mhm.

Okay.



Michaela Clancy 22:37

Go ahead, Jennifer. I am sorry, I didn't mean to interrupt you.



Meller, Jennifer 22:37

And that's where give us the feedback because you know we are trying lots of different things and sometimes things land and we're just trying to throw every idea out there as so.



Shepherd, Sarah 22:41

Mhm.



Michaela Clancy 22:44

I am super transparent and I'm just trying to support our fellow directors in my own district. And we're doing, we're making some progress, but then that progress, like

the lock unlock issue, like that was like one problem. And then like, we're losing confidence every time we do this. So I need clear communication timelines. Okay.



Meller, Jennifer 22:46

Yeah.



Shepherd, Sarah 22:46

Win.

Good.



Michaela Clancy 23:03

That's all, I'll mute myself now.



Shepherd, Sarah 23:04

You're good.



Meller, Jennifer 23:06

Paige and Angeline, so you have your hands up. Do you want, I want to make sure we get to some of the topics today because there are some pieces I think we've touched on questions and things. Would you be okay pausing or maybe putting a question in the chat so we can get to, I see, you know, questions about transition and things?



Shepherd, Sarah 23:24

Mhm.



Meller, Jennifer 23:24

Would that be okay with you? Or then we can come back if we don't cover your question.



Webster, Julie 23:28

Yeah, I...

Can I just piggyback on the transition? In the office hours this morning, we were told that admin level ones would be given a patch to be able to clear out those post-

secondary goals to clean out that transition error. So that's very, very helpful. So thank you for giving the admin ones.



Shepherd, Sarah 23:48

Mhm.



Webster, Julie 23:49

the ability to do that so we don't have to send in a Zendesk Ticket. And I would also just confirm that as you're brainstorming, you know, all of these issues, it would be very helpful if you gave the admin level ones more access to their data. I know you're cleaning it up.



Shepherd, Sarah 23:58

Yeah.



Webster, Julie 24:09

But when I have to enter every single service that has reading period, because it doesn't match what came over, if you gave me access to make that correction on my end, it would eliminate all of the Zendesk tickets. So thank you. I don't want to veer you off your track, but I just wanted to add that.



Shepherd, Sarah 24:09

Mhm.

Ohh.

Mhm.

Mhm.

Mhm.



Meller, Jennifer 24:29

would be great.



Webster, Julie 24:30

Thank you.



Shepherd, Sarah 24:32

Actually, that might have been the best lead in to where I was headed. So you might not know that, but I could have paid you to give that introduction. Honestly, that was perfect. So that's exactly what we're trying to do and what we can action very quickly.



Meller, Jennifer 24:35

I was going to say, maybe, yeah, let's move on to, yeah.



Shepherd, Sarah 24:51

for resolution. So I'm going to talk specifically about post-secondary goals, and this gets right to the heart of what you all have been experiencing. But then I want to talk a little bit about where we can go from here. So just filtering down to post-secondary, our biggest challenge has been around the goal data. So I want to just level set so everybody has the same understanding.

So the red box that you see on my slide, I have to put my readers on, is the error message that your users are seeing, you yourselves might be seeing, and they encounter that on the IEP goals page. Doesn't matter if they're doing an annual, if they're doing an amendment, it's happening for both.

where they see this error message. And the reason is because when we transitioned the goals for secondary students, they have those specific goals from the transition page. The data actually went to the same goals table in the background in 3.0.

So what we know is that those two things are not the same. When you are on an IEP goals page and you're writing an annual goal for a student, there are compliance checks. The big one is there needs to be a performance level that's assigned for that goal.

So there's connections. And because those migrated goals are sitting in this same goals table, those compliance checks are being inappropriately applied to the transition goals. So when we write a goal upon leaving public school, Johnny will do X, we're not looking to assign a present level to that.

that's not applicable like it is for an annual goal. So that's what is happening. And I could get into all the technical weeds. You guys know, sometimes I go too far. But that's essentially what is happening. So you all have been, not necessarily every person on this call, but level ones across the state have been submitting to our team here at PCG.

Zendesk tickets, which adds to the backlog of just being able to action something out. So we've been working on a pathway forward to open pages in the system to

allow you all to access those goal tables yourselves.

and as admin.

participate alongside us in cleaning that up. Instead of putting in a Zendesk Ticket and all of those things, we're trying to give districts back, district admin back access to some of those things that you all can interact with and to your point, clean up data where it's needed.

So this is the one place that that is going to occur. And I can stop sharing my screen and actually hop into the system to give you a quick preview of what this is. But Emi and the team have put together a very comprehensive quick reference document. that walks all the steps of exactly how this is going to occur. And so this is an opportunity to share. I know they shared in office hours. We'll be sharing written documentation. We want people to be ready for this change. And then you'll have this change in place this next week, where you'll be able to go in and clean this data. and remove those errors. So I am going to stop sharing because I do think sometimes it's helpful to see what am I actually talking about. So give me one second to make sure I'm still logged in sometimes.

I get logged out as I'm chatting.

Yeah, let me get, yeah, let me get logged back in.



Meller, Jennifer 28:38

Well, while you're doing that, Sarah, Michelle, I did put another, I saw the request for kind of more like more consolidated updates. So is that a weekly thing? Is that like what was what I think we can we can inundate you all communication and that's not helpful. So we're trying to figure out the right balance. Like how often would that make sense for you?



Shepherd, Sarah 28:46

Yeah.

Are you asking me how often? Okay, I was going to say. Oh, perfect.



Meller, Jennifer 29:03

Kayla, sorry, Michael had posed a question in chat. Yeah, while you were doing that, I wanted to try to address some of the things that were popping up.



Shepherd, Sarah 29:08

Thank you.



Michaela Clancy 29:08

I think this is a place where I need, and we've submitted multiple Zendesk tickets. That's why I'm like, how does this resolution work? I'm at the same time side by siding. And remember that this transition is an Ospi audit area. All of us like have student specific corrections in this area. This is high urgency. So I think I'm walk through what you meant to.



Shepherd, Sarah 29:10

Yeah.

Yeah.



Michaela Clancy 29:28

I'm going to capture what I need to of what's going on to help in the chat. And then I think there is some individual follow up, but that's why we're submitting Zendesk tickets. So I'm like, which Ave. do I go to here to get to resolution? And I'm just truly asking.



Shepherd, Sarah 29:34

Mhm.



Meller, Jennifer 29:40

To get right, to get the information. Yep, I get that. Yeah.



Shepherd, Sarah 29:42

Mhm, Okay.

So I'm going to go over what this is going to look like. I am logged in as myself. I'm A Superuser in the system so that I can help and support in other ways. And so just know that my screen looks a little bit different than yours does. But when I click into these areas, it will look like it will for level ones. So just bear with me.

it doesn't match exactly up here on what you all see. But the access to these tables and these areas that we want you all to be able to interact with and assist your users

in a more expedient way will be listed under this IEP information dropdown. And again, you're going to see some things in here in my list that you don't have access to.

That's on purpose. You don't want all of this stuff with all the responsibility, but you're going to see this goals and objectives. And so when you click into goals and objectives, and I of course just have junk data in here, this is the goals table. And obviously you may see multiple lines. Each line is tied to a goal.

Now, in this particular example, this already includes an area of need that is adaptive and has a goal written. First and foremost, I want you to know this is not a page where we add goals, because it doesn't ask all of the questions, it doesn't have all of the places.

like it does in the IEP process when we add a goal, but this is strictly for data cleanup. So what we will see for students that are secondary transition kids and have those upon leaving public school or, you know, those specific transition goals, we will see additional lines here.

It will probably not have anything listed in the area of need because that's not a field we have associated with that. And you'll have this delete button. And so you will just click the delete button and this bottom button here, update the database, and you'll remove them from this data table.

And that will clear that red error message. Your teams will be able to move on with their IEP process. There is nothing else you have to do. You come into this screen, you delete that out, and they move on with their IEP. What you have to be careful about is 2 things. One, we don't add goals here.

that we have to go through the process. But we want to be careful that we aren't deleting goals that we intended to keep, right? So our guidance document has many, many more words, screenshots, and supports to make sure that folks are doing the right thing. If you accidentally deleted a goal on here that you meant to keep, what does that mean?

It means you're back in your IEP process and you're putting your goal back in. So we want to avoid that, of course, but that would be a worst case scenario, is that accidentally something was deleted from the goals table. Your user goes into their IEP, they're like, wait, the goal I just wrote a week ago isn't here. I'm sorry, I accidentally deleted that.

and it would have to be re-entered. So that's a worst case scenario, what could happen, which is why we're really careful about, you know, access to these types of

tables.

because there are some downsides to working in that. But this is exactly what the screen looks like, and your level ones will have access to this as they come back next week.



Meller, Jennifer 33:23

So, sir, there are a couple of questions in the chat, so I think...

Emilia says, did, I'm not sure we answered the full question. So is a solution for the year? Do you mean for this current year?



Shepherd, Sarah 33:38

We are, we're gonna turn this, yeah.



Meller, Jennifer 33:38

Just that need to, yeah, go ahead, Sarah. And I think, yeah, and do you have a sense of how long it will take the staff to work through it?



Shepherd, Sarah 33:42

Yeah.

Yeah, yeah, so we want to, we're going to enable this. And yes, I would expect this to be available all through this school year. I don't know that there's really a downside, you know, to leaving it on. Remember, if folks are just following the parameters and only using it,

right, to clear those migrated transition goals. I don't anticipate, obviously, that you would need that going into next year. All your kiddos would have new IEPs. This is short term.



Meller, Jennifer 34:13

I was going to say, yeah, this is until you do the next IEP, then it won't be an issue after that.



Shepherd, Sarah 34:17

Yeah.

No, correct.

FA Ficklin, Analisa 34:22

I think what I'm saying just is I would ask that you all are conscious of the time that it takes to work through these patches when the data didn't map as it should have. So I think it's important to call out.

MC Michaela Clancy 34:22

Mike.

 **Shepherd, Sarah** 34:27

Mmh.

Yes.

MC Michaela Clancy 34:36

And Jennifer, I just want to, I think something's getting lost.

FA Ficklin, Analisa 34:37

And I do appreciate that now we can do it. So that is helpful.

 **Shepherd, Sarah** 34:41

Mhm.

MC Michaela Clancy 34:41

Something's getting lost here.

So we're worried about, and I was hopeful that we would look at the actual transition section as well with the post-secondary goals and the transition services. But what I think we're losing is

 **Meller, Jennifer** 34:53

Yeah, we can do that too.

MC Michaela Clancy 34:58

the numbers of times that staff are having, like, okay, it's great that we can clear the goals. I so appreciate not showing that red because it escalates staff, right? And that we can do something about it. And now I'm asking them to go back to 2.0, pull up

the last baseline, go back in and look at it, add their transition, like add their goals. You were just in the IEP section.



Shepherd, Sarah 35:05

Yeah, yeah, sure.



Meller, Jennifer 35:08

Yeah.



Shepherd, Sarah 35:08

Sure.



Michaela Clancy 35:19

But then add that, then go back into the transition section, add new goals or new transition services, and the level of burden on our staff, I have just allocated another round of timesheet data. Right? This is costing us a lot of extra time money. And



Shepherd, Sarah 35:34

Mhm.



Michaela Clancy 35:37

burden and impact. So I want to make sure that I think that's what Julie and Paige and Ally were getting to is we have to communicate to our staff what the workaround fix is and when it will be resolved because they also want to know when is my old data going to be in here or am I doing this all year and that that is overwhelming.



Shepherd, Sarah 35:40

Yeah.



Michaela Clancy 35:58

I and I hope that's clear and clarification and anybody who was that's my issue.



Shepherd, Sarah 36:00

That makes sense.



Meller, Jennifer 36:01

Screen.

Sarah, do you want to talk about the cycle of, I mean, we kind of alluded to it, but I think the short answer is yes, Michaela, as every new IEP comes up. After that, it will not because everything is going to be in here. So that's what I think we need to continue to think through ways that we can help support you on that. And so that, I have my wheels turning on a couple different ways that could happen, but I think...



Shepherd, Sarah 36:32

Yeah.



Meller, Jennifer 36:35

This is not a forever, and I know that doesn't feel helpful in the moment. I get that. So that's where we need to keep brainstorming on ways that we can help you make it easier in the course of this year where this particular issue in the transition section will continue to emerge every time that you're doing a new post-secondary section of an IEP.



Shepherd, Sarah 37:00

Correct. Correct. Yeah, so this is a this is a this year issue or activity. It is it is not going to follow us into next year once we have all the IEP in the system. It is specific to that migrated data. So teachers should expect to come in and put their goal data in here when you're on the transition tile. That is correct.



Michaela Clancy 37:30

Is there any possibility of that being resolved or is this the fit? Like that's the other, like communicating that to staff of it's going to be this way for every transition IEP, which is most of our high schoolers for this whole year is going to be a hard sell because they're waiting for when is this going to be fixed.



Shepherd, Sarah 37:31

for this year.

Right.

Yeah.

Yes.

Mhm.



Meller, Jennifer 37:48

So it's fixed, right? That's what I'm trying to think. So let us take that back. I have some thoughts around that. So yeah, I don't have an immediate in the second suggestion, but let's work through that.



Shepherd, Sarah 37:58

Uh-huh.

No, that makes sense.

Okay, I'm going to stop sharing and go back here real quick. Sorry for the flip-flopping.

Okay, here we go.

My technology, yeah.



Michaela Clancy 38:17

While you're doing that, there's another issue that I want to make sure doesn't get lost. And Shannon, you feel free to unmute too. But we are not locking IEPs.



Shepherd, Sarah 38:21

Yeah.

Yeah.



Meller, Jennifer 38:24

I was just writing back to her, the progress data.



Michaela Clancy 38:27

Well, and we're not, like, I'm not allowing our teams, like, and I as director, I'm not allowing our teams to lock anything right now because there's too many resolutions that have to be made before we finalize it. And the unlocking mechanism is a little different. So that's then causing issues and we haven't even got to our first window of progress reporting. So Shannon, if you want to speak to that.

 **Pray, Sunshine D. / Ext. 3155** 38:33
Yeah.

 **Michaela Clancy** 38:47
But I am very concerned about that.

 **Shannon Hitch** 38:50
Yeah, that's the case that we're in where we have the inability to lock at this point in time. And therefore, I've got staff in a panic as to how they're going to be able to progress report. And that just is going to snowball on us. So it's just it's
Another issue to add to the list.

 **Shepherd, Sarah** 39:10
So I have, when I, and this is again, I agree with you with the snowball, right? I think I live right alongside you all as I work to resolve issues as quickly as possible with our development team. So when I send out the issue,
dashboard today, I've really tried to improve this week in terms of what we have as blockers. And I think about those things that they, you know, folks are entering into the system that's not pulling to documents or the document gets finalized and it doesn't contain all the pages that's supposed to.
et cetera. So I've really been trying to action out and be super clear in what those blockers are to being able to finalize. And so I hope that that helps. And again, to Jennifer's point earlier, like we're really just.
we keep going back, like, are we doing, you know, are we doing enough? How can we communicate this differently to ensure that we have alignment, right? Because the last thing we want is folks not having the ability to finalize. So I hope the communication that comes out today will bring a lot of clarity to that.
We did 2 deployments this week, so as of, and my team's validating this morning with the things that went last night, so that communications coming out takes a little while to go through those. But across that, I think that leaves me with nine or 10. I can't remember if one of them went last night.
It leaves me with 9 or 10 true blockers from our perspective. I hope that is going to bring some clarity today to that process.



Meller, Jennifer 40:59

And let me add to like why that why that's an important word for us to be using because it escalates to the highest level possible resolution on the development side. So they kind of rank things depending on, you know, a word change versus like this is not functional. And so.



Shepherd, Sarah 41:02

Mm-hmm. Bye bye.

Hello.

Mhm.



Meller, Jennifer 41:18

to Sarah's point, we've identified more that as we're hearing you, that we are escalating in a different way, because that is what we'll get the more dedicated, we already have dedicated resources, but even more dedicated resources to resolve that. So that's why she's using that word in particular.

I know we want to, let's go. So Julie, you had another follow up and I'll see if there are more in the chat before we shift.



Webster, Julie 41:45

Yeah, yeah, thank you. So I'm just curious, as you go through and prioritize, you know, where you're putting resources, you know, I would think that the post-secondary goals and the transition that is stopping us or blocking us from locking an IEP,

would gain a little bit more resources than parent contacts or enhancing our parent contacts. I mean, there is, I don't understand why now I have parent contacts from 2023, which is not applicable to the current document. So



Pray, Sunshine D. / Ext. 3155 42:11

Hello?



Meller, Jennifer 42:11

Absolutely, yeah.

 **Pray, Sunshine D. / Ext. 3155** 42:14
Yes.

 **Shepherd, Sarah** 42:18
Yes.

 **Pray, Sunshine D. / Ext. 3155** 42:19
As real.
Yes.

 **Webster, Julie** 42:27
So I guess I'm just curious how many people on this committee actually use the software. I mean, how many people are actually in there trying to clean it up and get these documents locked versus, you know, directors that are having to deal with frustrated staff. I just don't understand how you're prioritizing.

 **Pray, Sunshine D. / Ext. 3155** 42:28
Um! What time were you hoping?

 **Webster, Julie** 42:48
the blockers with enhancements. So that's just a comment, no question.

 **Shepherd, Sarah** 42:53
Yeah.

 **Meller, Jennifer** 42:56
Yeah, and I think we, in our...
communication need to be clear with that. It's so ingrained in us how it works, but we recognize that's not visible in a way that needs to be. So I think that's another take away in addition to some of the other FAQ follow up and things that we had from Seac of trying to be as clear as possible on why something might move faster.

 **Shepherd, Sarah** 43:02
Mm.

Yeah.

Mhm.

Mm.



Meller, Jennifer 43:20

doesn't mean it's taking resources away from a blocker kind of issue. It's that generally the blocker type issues are more complex. And so if there's a different development resource that can move ahead on some of the other things, that's why it may feel different. It doesn't mean it's prioritized ahead of.



Shepherd, Sarah 43:39

Pronouns.



Meller, Jennifer 43:40

some of these more critical issues as kind of a different pathway. But we can do a better job about explaining that.



Shepherd, Sarah 43:47

Okay.



Meller, Jennifer 43:47

Absolutely.



Shepherd, Sarah 43:49

For Sher.



Meller, Jennifer 43:50

Theresa, do you want to chime in? And I know we're, and I also don't want to lose the thread of Shannon's comment about progress reporting because I want to make sure, but go ahead, Theresa.



Theresa Leahey Vashon WA 44:01

Yeah, so I guess my question for the transition is why do we have this course of study check box monstrosity that takes up like 6 pages of the IEP and we didn't have it

before and it's terrible and I want you to get rid of it. Sorry, but like what is that? Why do we have it?



Shepherd, Sarah 44:19

That's okay.



Theresa Leahey Vashon WA 44:22

It makes parents, they hate seeing that. They're like, I had a parent specifically tell me that they feel like the IEP is not individualized and it's just lots of check boxes in our last IEP meeting in June. We met again in September and now there's like pages and pages and pages of check boxes.



Shepherd, Sarah 44:30

Mm.

And I know Kris just joined us on the call and I don't want to put you on the spot, Kris, but I think this goes back to, yeah, that functionality a little bit in 2.0, which you know is not, I learn something new every day in terms of that. So can, this might be something that we just need to take offline so that I can better understand those bigger differences between the two. I know how it functions in 3.0. It sounds like that's a very

Very different than the experience last year.

So, I'm not able to answer that.



Gregoire, Kris 45:09

And then we just like, you know, and I'm just going to jump in too, because we do need to talk offline because we were just in office hours and we had this similar conversation. So just in regards to that. So let's us follow up and discuss a little bit further.



Shepherd, Sarah 45:12

Yeah.

Okay.

Oh, good. Okay.

Sure.

You got it.



Meller, Jennifer 45:28

Okay, I know we want to move on because there are some things we want to talk through on the modifications piece, if that's okay. But I did just want to circle back to your comment, Shannon, about progress reports. And so it may be a topic we want to put back on this agenda, either next week or in a future session, just to make sure we are thinking through every



Shepherd, Sarah 45:33

Will you?

Mm.



Meller, Jennifer 45:51

implication. And I think to what we've been saying, like, are there other things we need to escalate faster now so that we're thinking downstream about progress reports and things. So I just don't want to lose that thread in here.



Shepherd, Sarah 46:05

Thanks, Jennifer. And we presented last week, so this I'll go over fairly quickly. What I really heard from our meeting last week, and I think I said it earlier, was, you know, folks want us to add all the customization fields possible in the system, right? We are writing IEPs, you know, individualized for students, and we need more.

ability to type in specifications. So I showed last week just, it's just open text fields that are being added to the modifications and we're on that IEP accommodations page. But I'm just verifying because when we say open it up across the board, it is You know, for me, I have to take that and translate it into, okay, developer, I want you to be on this page making this adjustment. So I apologize for getting, again, way into the weeds, but this is how specific I need to be to action these changes. So right now, users can enter. We already have custom.

classroom accommodations. That's already in the system today. And then we have these drop-down selections for modifications and for supports for school personnel. So we're adding that type in custom fields for modifications. Am I correct in assuming we also need that type of type in field for supports for school personnel.

You can just give thumbs up even. But I'm assuming that, right, we need that for

both of those areas. And then I'm going to talk about testing accommodations separately in a second. But I assume you want type in fields. We're not getting rid of the dropdowns, but we're just adding or enhancing that ability to also.

Choose to enter something custom.

Am I correct that we need that across the board, modifications and supports?



Meller, Jennifer 48:02

Seen lots of head nuts.



Shepherd, Sarah 48:06

Okay, so we're going to action that. Obviously, it's already in process, but I'll be very specific with developers to improve that accommodations page. Now, Kris, I'll give you your heads up. It's coming to you soon. But for test accommodations, so I just want to level set on where we are.

today, because I know this has been challenging and Districts, we just heard reports that we are missing test accommodations that should be in that list. And so in the background here, I've linked and you'll see it in the slide deck where we got our current list from. And I'm going to turn it over to Kris. She really actioned and owned this.

work of what we have in the system today. And we're hoping from this conversation, we might get access to additional guidance materials. We need to know specifically what we're missing. So Kris, I hope that was enough of an intro for you to cover what you're seeking now in clarification.



Gregoire, Kris 49:08

Yeah, no, that's great intro. Thank you. So I worked alongside of a district. We really just walked through. There's a nice graph chart in the guidelines that walks through, you know, what are designated supports, supports, and then we really looked at embedded and non-embedded.

And so I updated all of the testing, and I think there, I can't remember how many there are, but 90 something, I don't know, that are specifically pulled from the guideline. Now we're hearing from districts saying, well, they don't match WIDA, they don't match TIDE. And so I've scoured this guidelines. I'm not really sure.

what is needed. Because just by hearing, you know, saying that they don't match WIDA, I'm just not sure what to end. So I'm just a little stuck into where to go, what

to do, that that needs what the needs are that are different from what are already there.

DB **Dr. Sue Bube** 50:11

So Kris, Sue Ann here. So one of the things that you might find if you go back and pull all the accommodations that districts used at a 2.0 is that some of the accommodations in parentheses said WIDA only. So that teachers knew that that was a WIDA one that they could use for WIDA only. So that's something districts had done.

 **Gregoire, Kris** 50:26

Mm.

DB **Dr. Sue Bube** 50:33

The thing about accommodations that you may not be aware of that some districts do, I do this a lot for a lot for districts across the state, is I pull the accommodations out of IEP Online and then I map it to how tide wants it uploaded. So that way then teachers aren't having to hand enter accommodations into tide across a large system.

And so I think that's why some of us are very particular about these accommodations, because one, we liked being able to pull it into a spreadsheet, share it with staff, organize it, map it to tide so there was no hand entering. And so that's why we're being very specific about this.

is we are looking at how we talk to tide as well and how we communicate out with our teachers to double check testing accommodations. And so that to me is an important time saving issue.

 **Gregoire, Kris** 51:25

Mhm.

DB **Dr. Sue Bube** 51:31

Because teachers.

 **Gregoire, Kris** 51:32

So I guess my follow up, my follow up quick question, Sue Ann, is I understand, and I

think even Sher has pulled all of those accommodations and there's probably hundreds of thousands with them from all the districts. I really would like, and maybe you can direct me if there's some guidance in a document, an OSPI document, a testing document that we can then say, okay,

 **Dr. Sue Bube** 51:34
Yeah.

 **Gregoire, Kris** 51:56

These are the WIDA, I think they said the WIDA all access. These are the ones that you can only use for WIDA. You can't use them everywhere else. And then we could look at doing that specifically. Because I just don't know what's different from like what is actually different from what is in there.

To what we need to say, OK, we the only.

allows, I always use this as an example, but I know it's used abacus and so you would say abacus WIDA, but I just am looking for a guide that could say, okay, these are the WIDA and you can only use these for WIDA. My other question is, I know you had mentioned tide and I for our testing accommodations, we had gone in and put the accommodation and then put.

testing after, is that causing a problem? Is my first question and do we need to remove that testing piece, that testing verbiage? And I do, one of the districts did send me the tide mapping, so I do have that. And I think we could somehow incorporated a little bit of that, but.

I'm comfortable with the tide; I'm just really struggling with the just going to find that we a list for WIDA, and if there if one exists.

 **Michaela Clancy** 53:08

I'm going to come back to process, Sue Anne, because Sue Anne's describing and Sue Anne and I have worked together for a long time, everyone. And this is something we developed in one of my districts, our district we work together in. And that mapping requires talking to your district assessment coordinator because things change all the time and looking at their DAC responsibilities and what shifted. Like right now, I'm like, well, do we have the write-ins for the Wa AIM accommodations too?

 **Dr. Sue Bube** 53:08
I just...

 **Gregoire, Kris** 53:25
Yes.

 **Michaela Clancy** 53:31
What happened to those? So we've got, there isn't a list because it is complex and there's lots of different places you need to look. And I know from an MBL, because I support that team perspective, some of the WIDA alts change, right? So I think there isn't a list, Kris, and you've done everything you can. We know that because this is a process. This is that local control piece.

 **Gregoire, Kris** 53:33
Low tent.

 **Meller, Jennifer** 53:35
The moving, yeah.

 **Michaela Clancy** 53:52
And tide is pretty specific and we don't want people having to enter all of that over across a large system. So I think it might be better to, rather than just to send you a list, my suggestion is a process improvement, which is we find a DAC for you and I bet there might be some volunteers. And so at like we do a small committee around that very issue because it is causing big ones and it's about to get worse as we

 **Gregoire, Kris** 53:53
Yes.
A little bit.

 **Michaela Clancy** 54:15
We're not even in testing season, but the windows are starting to open. So let me know, Sue Ann, if I didn't capture that, but I still, I remember how complicated it was when we created that scripting that Sue Ann wrote that as we did it. So there we go.



Gregoire, Kris 54:18

Yeah, and that's what...



Dr. Sue Bube 54:22

No.

Yeah, I yeah.



Gregoire, Kris 54:28

Mhm.



Dr. Sue Bube 54:30

Yeah, so I'm happy in my busy life to carve out that one piece because that is something I did write for Clover Park and I did it for Marysville. I've done it for other districts. So I have a mapping document that I've used in the past. I also know that you just can't say, you know, for a student with visual impairment, Zoom, 10%, 50%, 75%, like there's a lot to that. And you don't, if we put in dropdowns for everything, we would have millions of combinations, right? So.



Gregoire, Kris 55:01

No, that's what I'm concerned. That's what I'm concerned, yeah.



Meller, Jennifer 55:04

Right. Exactly. That's.



Michaela Clancy 55:04

And you have to have the ability to do the write-in because one of the accommodations, and Sue and I, and why we're unpacking the challenges in my current system, like one of the mappings to my accommodations made zero sense for a student with visual impairments. And because it is so specific in local control, we've got to have the ability to write that in. And because these are individualized programs. So it's a yes and. And Chris, I get



Dr. Sue Bube 55:08

Yeah.

Yeah.

 **Michaela Clancy** 55:28

that you couldn't look at a document. We just don't run that way. So, and kudos to you for trying.

 **Dr. Sue Bube** 55:32

Yeah, and...

Yeah, but I do think...

 **Gregoire, Kris** 55:36

So long time on this.

 **Meller, Jennifer** 55:36

She has tried, I have seen all the emails, all of the, like, I'm trying this, I'm trying that, like, yeah, so, yeah.

 **Dr. Sue Bube** 55:39

Yeah, and.

Yeah, and I put the WIDA document in the chat.

or one of the WIDA documents anyway, in the chat.

 **Meller, Jennifer** 55:48

Thanks, Irene. Yep.

And to that, I think to as all of you were saying, the, it's a starting point that's helpful.

We will also go back and figure out where it can live to add in your customized or individualized ones. So we'll keep, we'll go back and brainstorm. That's why we wanted to talk this through because

 **Dr. Sue Bube** 55:55

For 8.

That may be the wrong one, but...

 **Meller, Jennifer** 56:15

Hearing this gets me thinking differently about, to your point, like an extension of what Kris was doing, but the process part, like being able to incorporate that.

 **Dr. Sue Bube** 56:18

Yeah.

Yeah.

Yeah, so I will say in Mercer Island, and I don't know if Hannah's on this call at all, but one of the things we did with the Tide is we actually wrote the accommodations to literally match Tide to make it easier to translate. But the

 **Meller, Jennifer** 56:33

Be here today.

 **Dr. Sue Bube** 56:45

Unintended consequence of that is the parents hated it and didn't understand it. And so instead, using parent-friendly language in the IEP and on the back end, knowing if it says X, Y, or Z, then in TIDE, it's going to map to this is important.

 **Gregoire, Kris** 57:03

Mm.

 **Dr. Sue Bube** 57:04

And and IEP Online shouldn't be like using the exact language in. in tide, but I think there's a middle ground and a backward mapping document that districts then could use to say, if it says this, this is where it goes in tide. Because tide is almost like going back to DOS in some respects, the way they've got their spreadsheet set up. I'm sorry. It's that, I feel like it's that far back in time.

 **Gregoire, Kris** 57:23

Yeah, and...

And I did, Sue Ann, that's great.

 **Dr. Sue Bube** 57:32

For those of you who remember DOS.



Gregoire, Kris 57:34

That's a great point. I remember Doss. That's a great point because the district that I did speak with, we talked a little bit about mapping and that makes a lot of sense in that the language, you know, the verbiage that is not parent friendly. And so that fits with when I was talking to the district, you know, talking about this maps to this in tide and it was easy for them because of exactly what you were saying. They know this map to this in tide. And I think, and I have a, I might even have their mapping just for reference.



Dr. Sue Bube 58:05

And I, yeah, and I have mappings from several districts. If you want to have a separate conversation just about that, I'm happy to support that.



Meller, Jennifer 58:16

Thanks, Sue Ann.

I know that we lost Sarah, but we'll keep things running here. I think so we got through this topic. What I started to do is, oh sorry, this in presentation mode, put on the topics for next week. I pulled from the chat. So we'll want to do A follow up, like, where, where we'll land with the testing accommodations, so we'll do that research and come back with the...

Recommendations there, like updates on on Kris, where you kind of land with that. Um, I know we wanna come back.



Michaela Clancy 58:57

And Jennifer, if we can add the other caseload issue to Wednesday, and I just want to make sure that that gets captured because multiple districts have been like, I have to know a caseload for my ESAs.



Meller, Jennifer 59:01

Yes, yeah.

Yep, yep. So what we do after this call, I'm just putting these on here just as I should pull them from chat and verify. But we take the transcript from this call and so we summarize notes immediately on all items talked about, shift them to wherever they need to go, and then do that summary that goes out to Wsipc that they post on their

website. So it doesn't have the same level of detail.

all of our action items, but that's how we close the loop on this. So that I will make sure is, no, we have it in the notes and that we'll be adding that to the Wednesday call.

So I added progress reports, course of study or post-secondary updates. I saw a lot about locking, unlocking that process and level one access potentially to different parts of how all those things intersect. And then the follow up on testing accommodations as to where Kris can go from here.

Based on this feedback.

 **Michaela Clancy** 1:00:07

And the workload issue of having to re-enter, like I think that was a, and it helps me when these are on these documents and then I'm communicating out to staff so they see what we're doing here, that hey, we're working on this. So the workload issue of the migration data issue that was most of this meeting.

 **Meller, Jennifer** 1:00:12

Yep.

Um...

 **Michaela Clancy** 1:00:26

that that would be how do we address that? What's the timeline? Is this going to be an all your thing if I'm making sense? And Jennifer, I'm sorry for jumping in, but...

 **Meller, Jennifer** 1:00:33

Yes. No, this was open, please. Yes, I want to make sure we've captured everything. So, yeah.

Because I was thinking of it at the time specific to post-secondary, but it's...

It's beyond that. So that's what I want to, yeah, capture there. Okay.

The last slide here, just to back up for one second, was this kind of whole topic. And so I think we've been dancing around it or hitting it head on in multiple ways. So what we, this I think is Michaela, that follow up, which is there are different scenarios. could be different timing on certain things that we wanted, so we'll take that step back of, let's really analyze the whole piece of what that migrated data looks like and then where we can try to gain some efficiencies in supporting. So take that piece on.

Other topics from the chat, I'm just looking at, I think that was it. They were kind of all around the same topics. I did see a request, Theresa, if she's still on or she dropped. I know we're a few minutes over to follow up with her specifically about course of study. So

We've got that, I think, as Chris and Sarah connect after the office hours.

 **Dr. Sue Bube** 1:02:03

Yeah. I also would like to put my 2 cents on course of study since I was the transition coordinator for the state for a few years. So whether I do that right now in one or two sentences or later, but I feel very passionate about the transition section.

 **Meller, Jennifer** 1:02:18

Do you do it now if folks are willing to stay on and then we can do some follow up too, but I think let's get it all out there.

 **Dr. Sue Bube** 1:02:24

Okay, so the course, yeah, so the course of study federally only really needs to be a few sentences that tie the transition plan together with what's happening this year. That's it. It is because Johnny wants to be a welder. He's going to be taking chemistry class and learning about chemicals. And, you know, it's just a couple

 **Meller, Jennifer** 1:02:25

If you can.

 **Dr. Sue Bube** 1:02:48

sentences. This idea that it has to be the whole four year plan, doesn't have to be in our IEP Online system. It's already in our high school and beyond plans. The counselors are already doing it on a separate sheet. You know, my advice is take it out completely and let's leave it as a work smarter, not harder piece.

 **Meller, Jennifer** 1:03:02

Yeah.

 **Dr. Sue Bube** 1:03:12

because we've already got other systems taking care of this. And if we want to attach

the counselor sheet to it, or we want to refer to the High School and Beyond Plan, we can, but let's not redo it here.
OK, that's my that's that's my.



Meller, Jennifer 1:03:28

That was concise and yep.



Dr. Sue Bube 1:03:28

My high horse.



Michaela Clancy 1:03:28

And as the school site counselor, right? Like I just want to attach the high school and beyond plan because I'm tired of their repeating the same thing and the same information. So if we go back to what is federally required, and Sue Ann is always my go to for this, in this, then I can say, hey, you all have to talk to each other. So never waste a crisis kind of moment. We need the high school and beyond plan here.



Dr. Sue Bube 1:03:34

Yep.

Yeah.



Michaela Clancy 1:03:49

because that's going to list all of my, I mean, I'm just seeing a bunch of classes listed in this area and that's unnecessary. I just need the, here's the goal, the education goal. That's it.



Dr. Sue Bube 1:03:55

Right.

Yep. Oh, and how do we tie it together? The thing I will say, when I was when I was at CCTS, and here's what Val Arnold and the old guard, you know, at Ospi would tell me, so I can't speak for Tanya and the team now, is because our software program said there had to be a checklist,

It was mandatory that we did it because our own our own paperwork said it needed to be there. So if we take that out.

We can still be compliant, do best practice, but we don't need it in the software program.



Meller, Jennifer 1:04:32

Really helpful, you.

Okay, so I think we've got them all captured on the PowerPoint for next week. If there are other items, and we will continue to add to the agenda as the week goes on as well, you know, feel free to send those along and we will do our part as well.

And then, as I said next week, follow up on.

all the topics we talked about today to keep those all those streams moving along.

Thank you all.



Sarah Lewman 1:05:02

Can I, I'm sorry, can I ask a question really quickly? I'm so sorry. I don't know if this is the right workflow meeting, so please let me know if I'm in the wrong place. But the incoming IEP that are transferring into our districts that are not coming from IEP online are having to be hand entered.



Meller, Jennifer 1:05:04

Oh, sure, Sarah. Yep.

Okay.



Dr. Sue Bube 1:05:09

Oops.



Meller, Jennifer 1:05:10

That's okay.



Sarah Lewman 1:05:22

into the system for us to be able to do an amendment. And it's taking my staff a very long time. So we had about 21 that needed to be done in about a two week time period. They were taking about two to 2 1/2 hours to hand type all of the information over. And so I was writing a lot of time sheets for my poor staff working evenings.

It became a workload issue. I ended up hiring like a remote individual who recently

retired from our district to hand enter those IEP into the system just so that my staff could do an amendment. So for example, if a district came and they were providing, you know, 120 minutes of something in a week and that's not feasible for our staff and so we need to.

to adjust those minutes, or if they offer, you know, I don't know, swimming with dolphins or underwater basket weaving or something my district doesn't have, and I have to change that IEP, the labor that is required to get that done is massive. And so I just wanted to throw that out there. I hadn't heard it yet. And it is a concern of mine. I don't want to have to hire

an additional human every fall to hand type all of my transfer IEPs in when it becomes overload on the system and my case managers don't have time to do that so that they can amend my incoming evaluations and IEPs.

 **Dr. Sue Bube** 1:06:45

Yeah, and...

Just so you know, you do have...

 **Meller, Jennifer** 1:06:48

It's about questions, but go ahead. Yeah.

 **Dr. Sue Bube** 1:06:50

Clover Park isn't on this list right or on this call right now, but I'm going to speak up for them and other districts have high military families. Clover Park has 400 students with disabilities move in or out every fall or December.

 **Meller, Jennifer** 1:07:00

Agency.

 **Sarah Lewman** 1:07:07

Yeah.

 **Dr. Sue Bube** 1:07:08

That is unreasonable.

when you have districts with high mobility for IDTs.

 **Sarah Lewman** 1:07:15

Yeah, 100%. Yeah, and WaVA is our online virtual program and they have over 250 and they literally hired like a team of people to get these interned in. I think they hired like 8 people to try to get this workload done.
so that they could get these transfer IEP accepted. And it was a large lift.

 **Michaela Clancy** 1:07:36

And same with us, Sarah. Yeah, like, Sarah, I just want to echo it. We have an online academy that is growing and is larger than our elementaries. And I actually did some of it myself, but then had to pay our agency staff psychologist. So Jennifer, I think what you're hearing is we need this escalated. And I know we all probably have other meetings, but Sarah, you're absolutely right. And it cost all of us a lot of money. And I was doing some of the transfer of

 **Gregoire, Kris** 1:07:39

Yeah, can I just?

 **Meller, Jennifer** 1:07:57

Yeah.

 **Sarah Lewman** 1:07:59

Yeah.

 **Michaela Clancy** 1:08:01

was myself in my own system.

 **Sarah Lewman** 1:08:02

Yeah, me too. I was doing transfer IEP over the weekend.

 **Gregoire, Kris** 1:08:05

Can I, can I jump in for a second, because I was actually, I was...

 **Meller, Jennifer** 1:08:06

I have a lot of questions about that, but go ahead, Kris.



Gregoire, Kris 1:08:10

Just because I was actually on a call yesterday with WaVA and walking through some of the, and they explained their whole processes to me. We looked at adding, and we're going to be adding next week, the eligibility tab, where they can go in because what they're saying is, you know, they create that transfer, but it only gives them that transfer IEP or I think initial. What was going to help them with that is that they would be able to go in, enter their transfer skeletal, go into that eligibility tab, enter the IEP date, which then they can turn around and then there's a pop the review or annual IEP

will populate in the IEP. And they seemed satisfied with that. We're sending that information out today with that new, adding that eligibility tab. So I'm wondering if that's going to help. I know we're like really short on time and can't walk through a lot of this, but yeah.



Sarah Lewman 1:09:01

No, you're fine. You're fine. This is important. So it does take care of, it does take care of the feeding over of the IEP date into our system. It does take care of the eligibility tab feeding over to the IEP. However, if you want to take an IEP that is reading, writing, and math, this many minutes, this many goals, all of those kinds of things, and you want to do an amendment and make any changes, there is no skeletal IEP that comes over. You have to start a new IEP and you have to hand enter the old information to do a legal amendment. And so the time that it takes to hand type an entire IEP.



Gregoire, Kris 1:09:25

Oh, I see.

I get what you're saying.

Got it.



Sarah Lewman 1:09:42

into a system that our staff are learning is labor intensive. And even my most competent people still only have it down to an hour and a half. When you have 21 of them to get done in a two week process to meet timeline requirements, 2 hours to

do one is not feasible. That's
40 hours of work, that's a week by itself.



Gregoire, Kris 1:10:05

Thank you for that clarification. I appreciate that.



Meller, Jennifer 1:10:05

Yeah, wanna take, yeah.



Sarah Lewman 1:10:07

Yeah.



Michaela Clancy 1:10:08

And I have some specific examples because our school psychologist, one of them, created what she calls the burn book, but she has all, and I'm sorry, you gotta have some levity in this situation, but she has listed out every time that she's been doing a transfer eval or helping a team with a transfer IEP and what it took.



Meller, Jennifer 1:10:08

Um...



Sarah Lewman 1:10:17

A 100%.



Michaela Clancy 1:10:27

when really what we needed to do was amend for minutes or amend for services or amend for something. And the level of time she's also been tracking. So again, I'm going to suggest that this be a process improvement and not a district by district process. We can get your team key team members. And again, we're all volunteering our time. I've got a meeting waiting for me, which I'm going to have to hop off for. But like, this is a problem across the system.



Sarah Lewman 1:10:30

Yeah, yeah.



Meller, Jennifer 1:10:37

Yeah, I was gonna...
Yeah.



Sarah Lewman 1:10:49

Yeah, yeah.



Meller, Jennifer 1:10:50

And I'm writing some other notes about other ways we might be able to help with that. So yeah. I know you have to go.



Sarah Lewman 1:10:53

Okay, perfect. Thank you. I appreciate that. Sorry to keep you up, but that was important.



Meller, Jennifer 1:10:58

Yeah, McKenna, if you go, I could, I know you can't stay on, but could Shannon and Sue Ann just stay on for a minute as a walkies update, if that, if you're OK with just like 30 seconds?



Gregoire, Kris 1:10:59

Thank you.



Dr. Sue Bube 1:11:10

Mhm.



Michaela Clancy 1:11:10

Let me check with my meeting here real quick and see if she's okay if I stay on for a while. Thank you, Jennifer. Okay, yeah, I'm good.



Meller, Jennifer 1:11:15

Yeah, that's okay. I just want to let you know that we are, I think that Dana wrote back, there have been so much e-mail traffic, but I know that Wsipc is working to schedule that in the next week or two. I think there were some dates floating around,

so you're shaking your head. Okay. I also confirm that Amy Smith, who's our associate proxy area director, as well as Michelle Simmons, who's another senior manager, longtime veteran of PCG. Some of you may have met her in the past, but they will also be on. So I just wanted to close that loop with you as well. With that, not more than 30 seconds, so...

 **Michaela Clancy** 1:11:53

Great. Thank you. Yeah. And Shannon, you've got all that in e-mail since your lead. Like we're all trying to, again, we're all super busy. So we're, as you totally understand. And I really hope that what's coming through is we really want to help resolve this, but we've got to escalate. It's, yeah.

 **Meller, Jennifer** 1:12:02

Yes.

Yes. And that's why, and I, yeah, I told Sue Ann that like the, we want to respond and provide you the documentation. We just had so many questions that we thought it might introduce more complexity or like back and forth that were like, let's just go, and we may ask you to come up with some specific examples, which I know you will, but I'll prep our team on how that looks.

to make sure that they...

They know the level of detail we have already gotten from you, so there's no need to replicate that. So we'll strike that balance, but that's...

Like I said, kind of the orientation of why we wanted to request that meeting.

 **Shannon Hitch** 1:12:46

Thank you. We're waiting on to hear from Dana in terms of date options as well as participant names and roles. So, yeah.

 **Meller, Jennifer** 1:12:54

I think I saw some e-mail traffic internally yesterday. I think, Kris, you were helping to get some of that coordinated. So you probably will hear, yeah, from Dana's assistant.

 **Gregoire, Kris** 1:13:02

I sent a I sent a couple of dates and times that were available, yeah.



Meller, Jennifer 1:13:06

Yeah. So let's move on. Okay. Thank you. Thank you all.



Shannon Hitch 1:13:06

Okay, thank you.

Appreciate that.



Gregoire, Kris 1:13:10

Thank you.



Michaela Clancy 1:13:10

And Jennifer, if we haven't said it, like, and I didn't know, like both of you, Kris, like this is, we know that you guys are also ducks underwater right now, right? Like paddling like crazy, but we do have to ask, given the urgency, given, we've got to know that you guys can give more resources to this, that you now understand the level of resource and financial impact. I think Shannon told me they're in



Meller, Jennifer 1:13:20

Please.

Yeah, no, 100%, absolutely.



Gregoire, Kris 1:13:23

Yeah.



Michaela Clancy 1:13:32

\$500,000 like close, right? In terms of extra time and impact and stipends. And this can't continue this way because we're just at the tip of the iceberg. So, and thank you. We appreciate it. So, okay. All right. I got to hop off. Thank you so much. Good to see everybody.



Meller, Jennifer 1:13:44

Thank you, Michelle. Okay, yeah. Thank you all. Appreciate your time as always.



Gregoire, Kris 1:13:45

Thank you. Thank you.



Shannon Hitch 1:13:46

Hey.

Links.



LaBounty, Steven stopped transcription