

WA 3.0 District Advisory Group - Workflow, Improvements, and Training-20261002_130519-Meeting Transcript

October 2, 2026, 5:05PM

1h 13m 30s

● **LaBounty, Steven** started transcription



Meller, Jennifer 0:03

And then finally, there is a consolidation of those notes on the updates and decisions made that are sent out in additional weekly communications. So if you have any questions about how we're reporting that information out or where to find it, please reach out. And I know all of you have been reaching out and we do appreciate that. So moving on, I think we just had a reminder of who we are as a PCG team. That's at the contact information is at the bottom of our slide. Yeah, slide deck in case you need to reach out to us.



Shepherd, Sarah 0:45

So far.



Meller, Jennifer 0:45

So with that, I am going to turn it over to Sarah, who's going to take us through what we decided last week and what has changed as a result of those conversations. And, you know, if there are questions, comments as we go on, please feel free raise your hand, put it in the chat. If we can't answer it right away, we'll give you guidance about how we can answer it moving forward. So Sarah, take it away from here.



Shepherd, Sarah 1:13

Yeah, sure, no problem. Sorry for the back and forth. I'm getting used to driving here for a second. So yeah, let's talk about those three big items. We had a great conversation last week, and I think just wanted to update this entire group, as I know some folks are newer.

that one of the big things that we were talking about was that consent piece of the

process for reevaluation and assessment revision. And so we took the feedback that we heard from last week, had some internal conversations, right? We need to employ our

developers and our folks that are going to make those types of updates. So we've just actioned kind of that specification, the details that our development team needs in order to implement that change. So that is moving forward as expected, and we made a great amount of progress since this meeting last Friday.

We started development work. So once you get past all the specifications and did we account for all of the work, the next phase that you'll typically see things move into is actually the development work itself. So that is already happening for our IEP meeting begin and end dates. So that was an

ask to track that separately from the IEP start and end date. So we know both of those timelines are important. And we think about an example of, you know, an IEP meeting being held in the spring, and that IEP implementation or start date is really in the fall, like August when school starts.

That's an example of where those two timelines tracking both is critical. So we've actioned that and the development is working on that timeline tracking for both elements.

And then the third, and then I'll be happy to take questions. I know sometimes I can kind of keep rolling. So let me know what you're wondering. The last one is a type in search. So as the group that met about lists that Jennifer was just talking about, we obviously made some updates and

added critical items to those lists, and that does produce kind of a lengthy scroll in your dropdown menus. So something that we're adding is a type in search field in those dropdowns that will just help everyone get to the item that they need quicker. So you can start typing, right?

the first few letters, for example, and that will pull up those lists that match your search criteria. So those are the things that are in process from our last call.

Happy to take questions, comments.



Meller, Jennifer 3:54

So there was a question in the chat from Analisa about expected delivery timelines for these items.



Shepherd, Sarah 4:01

Sure. So the one in the middle is actually probably going to come first, honestly, because we really actioned that IEP meeting and that's something that in the core structure of the system can be pretty quick to add. So I would expect to see that one moving hopefully all the way through to deployment next week.

The other two I think will take yet another week. So I would think in a couple of weeks we would be done with the consent and the quick search.

Could be quicker, but I don't want to over promise. That would be my expectation right now.

Good question.



Meller, Jennifer 4:48

I think there's another question Tracy had about transcripts from these meetings being posted. I might defer, I think Corrie's on actually, as to where those appear on the website.



Corrie Wilder 5:01

Hi, we actually thank you. I am here. Sorry, my camera is not on. I'm having a little bit of internet funkiness today. We have not been posting the full transcripts to the website, but we do post updates after every meeting within about 24 hours. So I'll post the link here.



Meller, Jennifer 5:06

OK. Nope, no problem.



Shepherd, Sarah 5:09

Okay.



Corrie Wilder 5:21

If there are additional details that people want to see and you need a full recording, we can probably post those too or link to them when everybody's ready. But here is where things live. And if you scroll down to the latest update section a little bit below the fold where it says advisory groups and you click on advisory groups, It shows you what those groups are, and you can follow the work and see the meeting notes for each one of the advisory groups.

And the meeting notes for this one will be posted today.



Shepherd, Sarah 6:02

Explore.



Meller, Jennifer 6:03

Thanks, Corrie.



Corrie Wilder 6:05

Yeah, no problem.



Meller, Jennifer 6:06

Sure, Analisa, do you have a question?



Ficklin, Analisa 6:09

Yeah, I hope this is a quick one, but just looking at that we have 18 people in this meeting. And I'm not sure if everybody who you listed on your PCG list of contacts is here, but that would be 6 people if you are. I think we've got some WSPC folks here. I would really be interested to know of the 18 people on this work group currently. How many of us are actually in the field working in these problems day in and day out? I'm worried that you're getting low attendance at these because our workload has blown up because of these problems. And it would be helpful to me to know how many people are actually attending from that lens.



Meller, Jennifer 6:49

Sure, we had hesitated to post all of your names and information, you know, with just of attendance, but we've been keeping track of attendance, so we could we could provide those that were offered through with from the ESDs as representatives, and then also those that were added in because they said I want to be a part of it. And we understand there are conflicts. It's very, we've done our best to try to find a time that's consistent. It's just a challenge to figure out the right time to make sure we've got as high attendance as possible. But we're certainly open to other ways of outreach. We have several other mechanisms that outreach is happening. But, you know, certainly, you know, welcome to thinking about additional ways to do that. Because I hear you, we want to make sure it's representative. So I think the

original intent was an ESD representative would be speaking, you know, kind of on behalf of that group of districts in the ESD. It might be time to reconsider that approach now.

You know, that we're kind of into it, so open to recommendations, and Dana, a few other thoughts on that too, from the subsea lens.

 **Dana Anderson** 8:01

Yeah, I think that's a good summary. We definitely want to be very inclusive and our original kind of urgent response was to reach out to the special education community across the 9 ESDs to help identify key informants in these different subgroups and then often regularly shared. And if there are additional members of your community or based on district relational connections and others, Please help extend the audience for participation so that we can continue to grow and make sure that the voices of the right folks with the right experiences are directly informing things.

 **Ficklin, Analisa** 8:36

I appreciate that.

I think it just numbers would be helpful. I don't need to know everybody's name. I certainly cannot. I cannot be communicating with all of the directors in ESD 189. Happy to contribute ideas if I'm sitting in this meeting, but I like can't take on that work. So I think just a number, if we just know a number, how many people are you hearing from?

 **Meller, Jennifer** 8:56

It's fair, yep.

Sure. Yep, we can summarize that.

 **Shepherd, Sarah** 9:05

Great.

Anything else I've missed in the chat or otherwise?
or I will move on to the next line.

 **Meller, Jennifer** 9:14

I think just, Mike, do you just want to speak for a second to the question about the

PDF? I think you answered it here, but I think it might be helpful for others to hear just where that stands as well.



Howard, Michael 9:26

Absolutely, and Sarah can probably give in the weeds details around it, but we heard and are very aware of information not transferring over to the PDF correctly, leaving blanks, different things that way. The enhancement actually went in and was deployed last night into our testing environment, is currently going through UAT testing.

And assuming it passes, your AT testing will be deployed this weekend in the live site.



Shepherd, Sarah 9:56

Correct. I just did UAC on one of them just 20 minutes before this call, and it did pass. So we will have an update for you later today.



Meller, Jennifer 10:06

Thank you.



Shepherd, Sarah 10:07

Yeah, of course.



Meller, Jennifer 10:09

All right. Yeah, please keep putting questions in. We can stop, you know, midway through, but the next topic I'll hand over to Sarah to take us through.



Shepherd, Sarah 10:09

Okay.

Yeah, I'm just going to roll through a few other things. This is just the last slide that I had in terms of updates from last week. And so one of the things that really, you know, Jennifer was just talking about how we collect data, right? This group definitely being one of those mechanisms, but I

I'm certainly in lots of meetings, others here at PCG directly with districts, but also Zendesk and other, you know, emails and things like that. So one of the things that came out of a need is to add a services description text box in the IEP process.

So this is not going to be a required text box. So it's definitely optional. Some districts would perhaps have a process where they did want this information, or it may depend on those services and individualization for that student. So it is definitely optional. It's also something that we can configure.

So it is turned on currently. So we're deploying it today. So if you don't quite see it there, we're finishing that UAT, like Mike said. But we're configuring it and making it available on sites. But we certainly can also hide that text box. So if you're a district that does not want to even see that as an option, we certainly could.

could hide it from your site. But basically, it's just what's here in yellow. It shows as a general text box to describe the service. It sits right on that services page. You enter your information. You can put in a description. It's just a way for you all and your practitioners to put any specifications.

around that delivery of the service, because we know some of them have very specific parameters or additional information you might want to track. And then it prints, obviously, that other picture here is just kind of where it sits on the actual PDF document.

So it is kind of, it's a fairly, it is a text box that you can enlarge. And so I see a question like, what's the, maybe how much can you put in there? I think it's around 500. I might need to check that spec. I say 500, but yeah, I think you can put a pretty big paragraph in there, honestly.

So anyway, that is, like I said, going to be viewable in the system after today on your IEP page. Remember that this is not part of the transfer IEP. This description of services does not show in that transfer IEP process.

So I'm talking about initials, annuals, amendments, those processes.

Okay.

Should any questions I need to address there, I'm going to move to some additional updates and things that we would like to bring to your attention and have conversation about.



Meller, Jennifer 13:20

Sarah, before we move on, there is a question about why this isn't applicable in transfers. They'd like it on every document.



Shepherd, Sarah 13:28

I will, I did raise that question this morning as I was UATing this task as to why

currently the transfer process does not include that full service page where this description lies. But I did certainly raise that question already. So that may be something we can add. I'm just letting you know today when this deploys, you won't see it in the transfer process.

But I did raise that question to see if we can add it quickly.

I just want to be transparent that it's not, that's the one process it's not in today.



Meller, Jennifer 14:05

Before we move on in terms of the updates from that will be going live, you know, pending testing, I think there was a question here about in office hours that the patch that you referred to, Mike, is not working. Maybe we can clarify, or maybe Annalisa, you could clarify as well.

what you heard that because I know there were a lot of things that were scheduled to be deployed today so not maybe if some could share some additional specifics about that that would be helpful.



Ficklin, Analisa 14:39

So I with Julia Webster, our lead compliance specialist who heard in office hours that that patch was not working. Yeah.

It, it was.



Meller, Jennifer 14:47

PDF one specifically, is that what?



Ficklin, Analisa 14:50

Yeah. Yeah. So maybe it hasn't been fully released. Okay.



Meller, Jennifer 14:53

I don't think it's been deployed yet. Yeah, I think it hasn't been fully released yet. So I think that's what Sarah was indicating. She's doing the testing on it right now in the anticipation that assuming it everything, you know, checks out, that it would be this weekend, right, Sarah?



Shepherd, Sarah 15:00

Love you, love you.

Mm.

Yeah, assuming that it all checks out. And we, you know, it is very document specific or process specific. So I won't get into all of the weeds of that. It would take all of this hour, but we have multiple that we're testing. So it isn't just one, you know, and we can, it is by document and by process. So yes, that will be the rest of today. is really validating and testing that.



Meller, Jennifer 15:37

And I think just an additional note about the necessity of having that kind of text box for safety net submissions. So I think, Sarah, you commented on how you had already noted that. So as we said, wouldn't be available for today in that release, but



Shepherd, Sarah 15:46

Yeah.

That makes sense.

Mmh.



Meller, Jennifer 15:59

Hopefully it could be soon thereafter in that adjustment.



Shepherd, Sarah 16:04

Correct. Yeah. I didn't want to hold up, obviously, the deployment of this in the IEP processes, right? Yeah. So I didn't hold the ticket up for that reason, but yes, did action that secondary piece.



Meller, Jennifer 16:10

Other sections, right? Yeah.

Right. Any other questions on this piece?



Shepherd, Sarah 16:25

Okay.



Meller, Jennifer 16:32

Look like it. OK.



Shepherd, Sarah 16:35

Okay, I'll keep rolling, Heather. Certainly, you know, if you have anything you want to add or if I miss something, let me know. But otherwise, I'll keep rolling here through some of the updates. And this is more the conversation or discussion items that we have for the meeting today. The first of those being the contact log.

You know, we've gotten some district feedback where there's just like what efficiency could we gain, right? Those contact logs get very long, those contact attempts as we record those. They are by date, and so you do have kind of a column header.

on the contact log, it's the smaller purple box on the screen right now, where you can click that column header and that's sort of the ascending or descending order that you can put your dates in. But this larger box here in the right hand corner of the image is something I can add into the system to filter them by year.

So it would default to the current year, and the year is calendar, January to December. You also could multi-select years, but it would certainly kind of keep those lists a little bit more organized, and you're quicker to view what might be more applicable in the current school year.

So just happy to address any questions. Like I said, this is a configuration. I could turn this on and have it available in the system by Monday. And just hopefully that would help from an organizational standpoint of the lengthy contact logs.

So planning to do this unless I hear otherwise or if anyone on this call would have concerns or reasons why I might not consider doing this.

I love reaction buttons too, so feel free to give me a thumbs up or a heart if you think this would be helpful.

Thank you.



Meller, Jennifer 18:41

Yeah, I guess my question, are there any downsides to it? And that's what we want to hear from you.



Shepherd, Sarah 18:46

In.



Meller, Jennifer 18:50

Cyclic in.

 **Tracy Pitzer - SBLSD** 18:52

I guess the only question I have is why are we going with calendar year precious school year? I mean, we live in a different world in education. So that's my only question.

 **Shepherd, Sarah** 19:03

I'll kick that to Heather. Heather, I didn't see where I had an option to do school year, but you might know more about that configuration or you and I can work offline. If we can structure that to be school year, that totally makes sense. I just don't know if that's available in the config that I can turn on immediately.

 **Hayes, Heather** 19:22

Excuse me, I do not know either, so let's connect on that offline and we'll see what we can come up with.

 **Shepherd, Sarah** 19:26

Okay.

Okay, so I'm hearing folks like this idea. Obviously, we always want those efficiencies in the system. So preference, of course, if we can configure that to filter by school year. Currently, right now, I'm displaying it by year, calendar year. But we'll look and see what we can do.

 **Meller, Jennifer** 19:49

Yeah, I think a comment here about, yeah, certainly school year also, why is this a priority? I think, you know, we're trying to address comments that we're seeing across themes and low-hanging fruit as well, you know, that we can keep moving as well as addressing the bigger items. So it certainly doesn't

 **Shepherd, Sarah** 19:51

Yeah.

Okay.

 **Meller, Jennifer** 20:09

detract from the bigger items. It's just every little bit we're trying to work towards

resolving, like what we're hearing from districts, from multiple districts asking for certain types of things that might be easier to address quickly.



Shepherd, Sarah 20:27

And honestly, these don't, these aren't dev hours, right? So this is not taking from our priorities where our developers are doing those coding changes, those bigger things that we're talking about. So yes, to your point, we've gotten this request several times and so thought it would be a quick efficiency to gain.

I'm going to go ahead and move to the next one. Certainly happy to address any additional questions as we go forward. Wanted to bring this quick item. We have gotten numerous questions about this, and so I would love to hear some input around referral to evaluation. So specifically, and I put a little screenshot in there, what I'm referring to is that decision

page in the process where you're selecting from the dropdown in the recommendation. So basically, here's your referral, what's going to happen next? So refer to special ed, refer to 504, no further action needed, et cetera. So there's just the four options. But what districts, the districts we've heard from in a variety of meetings, emails, and Zendesk,

have been asking us to reduce those referral options and streamline it. So what we've been hearing is that they would prefer that the three options that say refer, so refer to SPED, 504, or SIT, that we replace that with just a generalized refer to evaluation group.

and that we retain no further action.

But I'm not the, you know, not as a practitioner. I really would love to hear some reactions to this, thoughts, pros and cons.

You're good.



Dr. Sue Bube 22:23

My wondering is, we didn't we have these exact things in 2.0? Like this is not new. Refer to sped, refer to 504.



Shepherd, Sarah 22:29

This is not new.

This is not new. What is different in 3.0 is the two separate highways, if you will. So you have a very specific special education or IDEA track where they click on referral

and start that process. And then you have a very specific 504 and start that referral process.

where in 2.0 it was a singular referral.

you started from the same point. So that I guess is what's different is folks see this drop down both in the IDA referral and in the 504 referral. And by all means, that could be totally appropriate and we don't need to change it. But like I said, we've just gotten a lot of questions about it.

 **Tracy Pitzer - SBLSD** 23:19

So are you saying that if it says refer to 504, then they have to go to the 504 and open up a referral and then they go through the same process again?

 **Shepherd, Sarah** 23:27

Correct.

A similar process between IDA and 504 referral. They can upload documentation, right? They might have already collected some testing, those types of things. They're not redoing, but they are documenting a result of that 504 specific referral.

 **Tracy Pitzer - SBLSD** 23:50

So we don't use.

the 504 module in IEP Online and I preferred it to say refer to 504 because then we know it goes to a different system.

 **Shepherd, Sarah** 23:55

Okay.

Mm.

Gotcha. Okay, that makes sense.

 **Dr. Sue Bube** 24:08

I almost need a flow chart here. So I'm in the referral section. We have all these choices. I now refer to 504. I'm in the 504 section. There shouldn't be another referral process. Like I go to the 504 process. I'm now in the evaluation process and I shouldn't be referring it, correct? Like

 **Shepherd, Sarah** 24:33

That is how it worked more similarly in 2.0. In 3.0, they still do go to the 504 referral. Now, there are certainly optional components in that. So it's not like every single field has to be filled in.

But yes, they do still start in a 504 referral document.



Dr. Sue Bube 24:58

That seems very redundant.

Why would I refer twice?



Shepherd, Sarah 25:07

Well, I think you start the referral in what and really I want to hear from others like this. I'm not the practitioner using the system. But what I've seen in just the few examples that have been given to me is that if there's a suspected disability, they might start in the IDA referral process.

The outcome of that is to refer to 504. They go to the 504 process and they document essentially, you know, like whatever documentation they collected, very minimal in that referral. They're not refinalized and they're not doing any of their documentation, but they're noting

the process they went through, maybe change team members, right? Sometimes the 504 referral team is consistent of other individuals, for example, they're making those small notations and then they're correct. They're moving to an evaluation.

But again, I don't use the system, you know, in those real examples, but that is what I've seen so far in the system.



Hayes, Heather 26:07

Let me ask.

Let me ask a question and then I think this might help with Analisa too. So I think, and again, I am not, I am used to all of these processes as well, specific to Washington, but I think what Sarah's trying to maybe ask is when you have a referral, are you typically already going down



Shepherd, Sarah 26:13

Yeah.



Hayes, Heather 26:31

the five, like if you have a referral, is it a 504 referral or is there one referral and then you're having a referral meeting, you're going through information and then it's at that meeting that you then have to make the decision of there's no evidence for us to go this direction, but there might be evidence that we go this direction. Is it is that?

more closely aligned to your process, or is it a teacher refers someone and the referral is for 504, so then they wouldn't come here at all. They would just go straight to the 504 process. Which one more closely kind of aligns, or does it depend? Which could be the answer?



Shepherd, Sarah 27:08

You.



Meller, Jennifer 27:14

Analisa, did you wanna jump in?



Ficklin, Analisa 27:17

I wonder if it's probably partly a language issue that like this is the referral, we've just done the referral. So now we're proceeding with something. So it's not, we're not referring to special education. We're proceeding with a special ed evaluation or we're proceeding with a 504 evaluation. Sue Ann, I don't know if that gets at what you were saying, but like to like, I think referring again.



Meller, Jennifer 27:29

Evaluation, yeah.



Shepherd, Sarah 27:32

Yeah.



Ficklin, Analisa 27:38

Is a.

the statement of what's actually happening.



Hayes, Heather 27:40

So referring is a single referral. And there's not like a you're referred for this or for

that. It's a single referral for the child may need something. And then we're making then the decision on which path to go down.



Shepherd, Sarah 27:43

Mhm.



Ficklin, Analisa 27:53

an evaluation that's happening next, not a referral that's happening next.



Hayes, Heather 27:54

for the evaluation.



Shepherd, Sarah 27:55

Mhm.



Hayes, Heather 27:57

Right, so it's refer for 504 evaluation, refer for special ed evalu, or not.



Dr. Sue Bube 27:57

Yeah, so I think...



Shepherd, Sarah 27:57

OK.



Ficklin, Analisa 28:02

Not referred. This was the we already referred. We just had the referral. It's proceed with the evaluation. But I, you know, I want to hear other other people who are out there working on it. And if you agree with that terminology, I just think that might be our problem. And Sue Ann, I'm not sure if that got at what your concern was.



Shepherd, Sarah 28:05

Mhm.



Hayes, Heather 28:08

See.

 **Dr. Sue Bube** 28:09
SE.

 **Hayes, Heather** 28:11
Makes sense.

 **Shepherd, Sarah** 28:11
Yeah.
Of.

 **Dr. Sue Bube** 28:19
So I so I want to back up a second because I work across districts and.
Very rarely have I ever seen a SIT team use IEP Online. So when we are going into IEP Online, our school improvement teams are not using this system. So when we as school psychs or teachers are using the system, that has already been decided outside of coming into IEP online and we're ready to either open the IEP or the eval or the eval or the 504 process. So I think the system was designed to have a SIT team using it and documenting it and then referring it.
But that might be an extra step when our system across the state is I have not seen a team use this system. They don't have access to IEP online. The Gen. ed teachers don't like. So I kind of think we're jumping in as sped people.
after that's already happened. And so it feels redundant in my mind because the team, they're doing that outside of our software system.
This, I'll leave it at that, but that's where I think that the disconnect is happening.

 **Hayes, Heather** 29:30
That's helpful.
And you are correct, the system does have the ability to do that component as well. And that could lead straight into, but if that makes a lot of sense to me. So what I hear, I think we're going to need to change the language in the dropdowns, but what I want to call out two things I heard. This matches exactly the list, Sarah, that of drop-down options that were in 2.0.



Shepherd, Sarah 29:57

Yes.



Hayes, Heather 29:58

Okay, so it sounds like there's maybe even still some confusion, even if even though it matches 2.0 about the language of proceed potentially proceeding with an evaluation versus refer to. Okay, I just wanted to make sure I understood that. Let's we got some other folks with hands up.



Shepherd, Sarah 30:09

Yes.



Meller, Jennifer 30:23

Hang up.



Shepherd, Sarah 30:25

Tracy, do you want to share your question?



TS Tracy Pitzer - SBLSD 30:28

Yeah, so I don't have a question. I just a comment. What Analisa said makes a lot of sense to me. So it should say proceed to evaluation or no further action. I do like that it says refer to 504 as an option because if our team, if our evaluation team decides that they're not going to do an evaluation,



Shepherd, Sarah 30:33

Yeah.



TS Tracy Pitzer - SBLSD 30:52

we often do then send them to a 504 referral process where they go through the referral process and then that team decides whether or not to move forward with the 504 evaluation.



Shepherd, Sarah 30:59

Ohh.

 **Tracy Pitzer - SBLSD** 31:08

I don't know. I don't have any.
care one way or another if it says refer to SIT team, even though that usually has
been done long before. Yeah, that's my two cents.

 **Shepherd, Sarah** 31:16

Mhm.
Thanks, Tracy.
Shannon.

 **Meller, Jennifer** 31:28

Shannon.

 **Shannon Hitch** 31:29

Yeah, I would keep it as refer to sped, refer to 504 and no further action. I think that
unlike Sue Ann, our system did utilize Iowa as a intervention team. However, now
that the MTSS process is separate from the special ed process,
I think it would be helpful to remove the SIT terminology and just have it be either
sped 504 or no further action.

 **Shepherd, Sarah** 31:55

You.
Thanks, Shannon.

 **Meller, Jennifer** 32:10

Circumstances from others where you would refer to an SIT, like kind of refer back if
maybe there isn't.
I don't know. It could be a variety of different reasons. I suppose that could happen,
but I'm just wondering if that, if there are situations where you've used that within
your districts, that option.

 **Shannon Hitch** 32:34

Once you start the road towards the consideration for evaluation, you need to make
a decision if you're going to pursue assessment or not pursue assessment. And so I

think when you have a referral to an intervention team, it can muddy the waters. And because there's no longer the automatic MTSS connection in IOL. I think it just can confuse the process for folks. I like keeping in, like I said, those sections that people are familiar with to refer to SPED or 504 or no action. But I do think that you don't need to have the. refer back to an intervention team because they need to decide are we testing or not testing.



Shepherd, Sarah 33:18

Mhm.



Meller, Jennifer 33:21

Hi.



Hayes, Heather 33:27

I think I'm hearing pretty consistent, correct me if I'm wrong, agreement to remove, refer to SIT, but was there anyone who adamantly thinks that we should just keep that as well?

Seems like most of the comments in the chat to support at least the SIT and then 504 is a mixed bag of whether it's being used or not. So I think that one should probably remain.



Shepherd, Sarah 33:50

Mhm.



Ficklin, Analisa 33:58

I just want to chime in here and say, like, it's interesting to read the chat and recognize that we use this differently, right? And of course we do. We've never had to align those practices across the state. And I think what we're looking at is another situation where PCG took away the option for local control and how you know, that we have access to back end codes to say, what do we need this to say because of the terminology we use in our district? SIT is an example. We don't use that terminology here. And so again, I know you've said that that's not something that we're going to see restored, but I think you need to keep hearing from us when, like, you can't bring an advisory group together and expect us in a short period of

time to come to agreement.

because you've decided that we need to be in agreement on it, when what we're asking for is give us back the local controls so that we can make this match our processes, which are legal and compliant. So I just think it's another example of that.



Shepherd, Sarah 35:05

I appreciate the input and conversation moving forward. So what I'm going to take as a potential action item is that consideration to remove refer to sit. The thing I'm wrestling with, honestly, is just, you know, whether I need to more broadly communicate that out.

right, to see if that, you know, resonates with more folks. So I'm just going to take that as an internal PCG action item before we make that change. It wouldn't happen until next week anyway, but I'm just going to kind of resonate with that a little bit.



Hayes, Heather 35:46

Sarah, I think there also may be support for proceed with the evaluate with the special ed evaluation rather than refer since you have already referred.



Shepherd, Sarah 35:50

Mhm.

Yeah.

I just saw that in the chat. So yeah, so I think I think we just have some some things to still wrestle with before we make changes.

Okay.

And do you have one more that I would love to get through? Does that seem like the right pace? Jennifer, anything else I need to attend to?



Meller, Jennifer 36:19

I think so, yeah.



Shepherd, Sarah 36:24

So I did want to talk through IEP modifications. And I know this is probably feels more like the tip of the iceberg. I know Jennifer mentioned earlier, we do want to be talking about accommodations and testing and pulling some of that into this group. But I did still want to bring this to everyone's attention.

because it is something that I would like to get started on my end of working with the developers to bring this into the system. So this is not being actioned currently. This is just something that I'm, and I apologize, hopefully the screenshots are helpful. I had to sort of mock up a little bit.

of what this could look like because it is not written or specked out currently. But what I'm interested in doing is adding, so this upper half of the picture is from 3.0 in the add modifications window. And I've put a little cursor on the side there with a radio button.

for custom modification. And again, this isn't a true specification, but what I'm trying to solve for is that need to also write in those very custom modifications, right?

When we think about curriculum and grading and maybe altered content, what have you.

That isn't just, that isn't always, you know, contained in a simplified drop-down. So, what I'm picturing is some way for you to essentially mark the box that you want to put in a custom modification that takes away that requirement to select something from our drop-down.

And then this would open up. This bottom half of the picture is not in 3.0 today, but this is a mock-up of what it might look like in terms of just lines that are just free text. You just type it in there what you want to add for that student's specific modifications.

So it kind of keeps a hybrid solution here in place where you have the drop down for some of those more general or common modifications. And then you have your, you know, free entry kind of text for those very specific to the student modifications.

So, you know, still thinking in my own mind and wanting input, but I still need to think a little bit about reporting. You know, when we have free text, right, what level of pulling that into the report? It's just not going to be something that's easy to filter on or that sort of thing.

Just need to think about that. I think it's absolutely solvable, but we just need to think about that downstream as well.

So.

So love to hear some thoughts, if you have other ideas. But again, I'm just trying to strike more of a hybrid approach here for modifications.



Hayes, Heather 39:26

So Sarah, there was a question in the chat if custom modifications were available at 2.0.



Shepherd, Sarah 39:33

I don't know that off the top of my head. You probably, you all probably know that better than I do. I don't know.



Gregoire, Kris 39:41

I'll jump in. There was a in notifications they could type in to there was a drop-down box, but I believe they could type in into that.



Shepherd, Sarah 39:43

Yeah, tell me.

Thanks, Kris.

So a hybrid like what we're talking about here.



Gregoire, Kris 39:54

And then, of course, they could, you know, admin admin online, too.



Shepherd, Sarah 40:05

So again, this would follow, you know, our development cycle. So like I said, this has not yet been submitted. This is not ahead of our current priorities at this time. So there is opportunity to get more input from staff or folks that you work with. But I just wanted to bring it to mind. You know, I'm always Trying to plan that far ahead too, and what will we be actioning next?



Meller, Jennifer 40:31

Sarah, there's a question here about reportings. I think maybe clarifying that this would, this is individual district ability to add that information in in the text box. But maybe you could talk about the kind of downstream implications of what that means for reporting, their own individual reporting.



Shepherd, Sarah 40:33

Yeah.

Yeah, so I think what we are seeing currently in the system is that we have reports

that pull accommodations. And I think what I'm wanting to consider is, you know, would we want to mix modifications in with the accommodations report? I'm thinking not.

And so it might be a new report that we need to roll out with this change, where folks could pull in the modifications for each student. For example, the other place that I'm thinking about in reporting, and Heather might have even others, but I was also thinking about what does it look like on the IEP at a glance.

where we like to include, you know, classroom or accommodations that are noted for that student? Are we also looking to pull modifications? So it would just be, you know, are we going to include that? And so I would need to just develop the system to account for these specific typed in.

modifications in those areas. So IEP at a glance is one that I was thinking about and a separate modifications report if that's needed.



Hayes, Heather 42:01

And I think the downstream impact of adding type in field versus drop down is you would not be able to easily sum or add. You know, I have this same modification across 15 students. I don't know if that is a piece of data that you often try to look for. So I think that might be what Sarah's asking is, is this something that you typically



Shepherd, Sarah 42:09

Mhm.

Ohh wow.



Hayes, Heather 42:22

run reports on and you want to know how many students have a specific modification. And if they're common, those should be in the dropdown, right? This is really, I think, trying to solve for extremely unique situations with individual students rather than your common modifications that.

That would be in the list.



Ficklin, Analisa 42:53

I would say, I want to agree with the people who have said that this is not something that we've heard from our end users as a, so again, it's like, this doesn't feel like the

biggest fish to fry right now. I would say, like when I look at this, I think every time you've limited our lists and you've taken away our ability to add something to a list, it's a problem.



Hayes, Heather 42:53

Sounds like Sarah.



Shepherd, Sarah 42:58

Mhm.

Mhm.



Ficklin, Analisa 43:13

So, you know, I would say, yes, give us the custom modifications so that our end users can do something. I would much rather have local control so that we can say, let's use this language. Hey, everybody, here's our aligned language in Bellingham, because going to PCG and asking you to add to the list is, you know.



Shepherd, Sarah 43:17

Mhm.



Ficklin, Analisa 43:32

That's the result I want. But in the absence of that, then I would say add the custom modification. But again, like other people have said, this is a far smaller problem to us than the problems with accommodations.



Shepherd, Sarah 43:39

Mm.



Meller, Jennifer 44:02

So it sounds like Sarah, I don't, I don't, I'm looking at the chat again. See, I don't think there's any opposition. So I think, I think to this conversation, this is where we are.



Shepherd, Sarah 44:07

Mm.



Meller, Jennifer 44:16

looking to other places in the system to have this same kind of approach. So that you can have the ability to add in in a much easier way. So more to come on the places that we're seeing that that potential could be added in. And I think we just want to make sure we're clear in the.

impacts on reporting and what that looks like for all of you. In I think to Heather's point, you know, summing, grouping, you know, data by school, by region in some cases. So that's what we wanted to talk through. I think this as a topic around. And I think what I'm hearing is, yes, this makes sense. And also, where else can we apply the same kind of approach? So that's what we will be coming back with next week is around other places that we are seeing that this concept could be applied. So I think this conversation was helpful in terms of the validation of going down this path.



Shepherd, Sarah 45:23

Mhm.



Hayes, Heather 45:31

And it is helpful to hear that you're not hearing about some of these things from your staff, but just to make sure everyone knows, all of the topics that Sarah is bringing up here are being asked about in emails, phone calls, meetings with districts, or Zendesk tickets in multiple ways. So we're not adding things here that we're hearing one time.



Shepherd, Sarah 45:34

No.

No.



Hayes, Heather 45:49

So I, and again, I know this is a smaller focus group, but I think it is important for us to understand, yeah, there are, there are districts that this is not, this is not coming up. It's not, it's not a big issue for them. And that will help Sarah and the team prioritize those items that are for development.



Shepherd, Sarah 46:02

Mm.

Thanks, everybody. No, I think that was really helpful conversation. That is the last of the topics I know we had. Jennifer, I'll kick it back to you in terms of kind of wrap up.



Meller, Jennifer 46:26

Yeah, well, I think not quite wrap up yet. So the one topic, and we've heard this from multiple, in multiple ways, as Heather was indicating, is the transition section. And so I'm hoping we can spend at least just a few minutes talking through what you're seeing, what you,



Shepherd, Sarah 46:30

Yeah.

Mm.



Meller, Jennifer 46:45

you know, what challenges you're facing with it, what that looks like for you. And the purpose of that is that we want to come back with some, you know, take in the information, think through what might need to be adjusted. So I would like to open it up just for a few minutes to talk about that topic because we have heard it from multiple folks.



Shepherd, Sarah 47:02

Ohh.



Meller, Jennifer 47:06

So.

Curious about that topic.



Hayes, Heather 47:10

Sarah, I don't know if you have this readily available or Kris. If you want to pull up that page in the system, it might be helpful for the group to kind of see it together. That might spark.
dots as well.



Shepherd, Sarah 47:24

Oh, the secondary transition page? Yeah, yeah, just give me, I'm sharing my screen here, so let me stop doing that. And then let me get that. Give me one second, because I don't think I have a secondary student pulled up yet.



Meller, Jennifer 47:45

Also, while Sarah's doing that, we did want to open up to other topics that are workflow considerations, questions to include on next week's agenda or future agendas. So

Feel free to think about those as well. And we're going to keep collecting that information and aligning with the themes we're seeing in tickets and other conversations. Tracy, go ahead. Yep.



Tracy Pitzer - SBLSD 48:12

I'd like to bring up something, yeah, that I keep bringing up and keep being told that it's not an issue, which I hear a lot, but the spell check, I mean, everyone I've talked to in Pierce County, spell check doesn't work. We get a little squiggly line, we right click, we don't get any options. And we're all using different kinds of browsers.

I also remember this was an issue in 2.0, but it was more spotty. In 3.0, it seems like it's just blocking. And when I send a ticket in, they say, well, it works fine on mine.

But everyone I talk to that's actually using the system says, nope, it doesn't work. So then again, like we talked about last week, people are typing in Google Docs and then cutting and pasting, which if security is supposed to be a high leverage feature, that's not happening because of this one thing that really could be.

Seems like it should be an easy fix.



Meller, Jennifer 49:18

Are you able to speak to that, that one, just in terms of the...

Considerations, um, from browser to browser, um, or is this one that, um...

We'll continue to take, that we'll take back to further investigate.



Tracy Pitzer - SBLSD 49:37

Well, I use a Chrome browser, so I sent the help desk a clip of my browser information, and they said, oh, I have the same browser. It's working fine on mine.



Meller, Jennifer 49:44

Okay.



Tracy Pitzer - SBLSD 49:50

But I know that in Puyallup next door they use Edge. It's not working there.

Um...

I know that other people around me, we all have a variety of different things going on, and I've not had one person tell me that it's working.

A small, I mean, Pierce County, it's just the directors, right? We're a small group, but... It's a sample size.



Meller, Jennifer 50:19

Yep, absolutely. And for sure, worth investigating even further than the tickets you've submitted. So we'll take that one back as an item to check on on the status of it. And like I said, you came off mute. Is there something you want to chime in about on that one?



Howard, Michael 50:36

Yeah, I was just, I met with Edmonds earlier today, actually, and saw this demonstrated firsthand and started the investigation process. And it may be settings on the district side, because again, we couldn't replicate it on our side as we were going through it. It was working. And so we're

We continue to investigate it, but all I wanted to do is confirm that what Tracy is saying is I sat shoulder to shoulder with individuals and saw this occurring. So trying to trying to problem shoot it and figure it out.



Shepherd, Sarah 51:16

Thanks, Mike. I just turned my camera off just because I was having some internet issues for a second. But I think you all will be able, I think you're seeing my screen, correct, on this annual IEP process.

Yeah, for my grade 11 student. And so, Heather, you just wanted me to display kind of this transition page to spark some.

Idea gathering. Okay.



Hayes, Heather 51:38

Yes. And I think Analisa already highlighted something with the goals that is not working. So Analisa, I don't know if you want to like expand upon that. What is it? And I don't know, Sarah, if there's an existing defect around the goals or if it's just a workflow, something something is not doesn't work right for you.



Shepherd, Sarah 51:43

Okay.



Ficklin, Analisa 51:58

I'm assuming that's what Sarah's going to talk about. If you need us to define it, we will.



Hayes, Heather 52:03

No, so all we've been told so far was we don't, the transition page is clunky, it's long, but we didn't get specifics. So I think that's what.



Ficklin, Analisa 52:06

No.

Oh no, the workflow problem has been, I believe, like the subject of many, many, many Zendesk tickets. Yeah, I'm gonna let Julia describe. Hi, good morning. So the issue with the post-secondary goals is our users enter the goals and then we have to submit a Zendesk ticket with the...

student ID number so they can patch the secondary goals. And then once they patch them, we have to go back to our user and request them re-enter the goals. And this is being done for every single student with a transition plan. So we have Zendesk tickets that have multiple student ID numbers on them. So each individual student has to have this applied patch. It's taking three, 4, 5 renditions of back and forth to get one IEP.



Hayes, Heather 52:59

So.

FA Ficklin, Analisa 53:11

cleaned up for the post-secondary goals.

 **Hayes, Heather** 53:14

Is this, so Sarah just added a goal. It's not with that, because I just saw her add a goal and the goal is there. Is this with imported information or is this...

FA Ficklin, Analisa 53:24

Says new IEPs that our case managers, the information is added, but when we go to finalize it, it has to be patched and then re-added. Because the tile won't turn green, correct? It just, it cannot. And in addition to that,

 **Hayes, Heather** 53:25

It.

Okay.

I don't know that word.

That is the second one.

FA Ficklin, Analisa 53:45

If you select the menu, the tile will say it's green, but when you go to finalize it, it blocks you. So this is this is this has been going on since we started this school year. The patch has to be applied at the Zendesk ticket.

 **Hayes, Heather** 53:45

Okay.

FA Ficklin, Analisa 54:05

And it is just creating so a backlog. We haven't been able to finalize any of our transition IEPs.

 **Hayes, Heather** 54:15

So now I will open it to Sarah and she may need to go do some more Zendesk research if it's not one she's familiar with.



Shepherd, Sarah 54:22

I, yeah, I will need to do some research. What I, what I know that, and yeah, I'm going to have to get some specifics. So I apologize. I don't know all of the, all of the things that are happening, but I'm aware of one piece, which maybe this is the whole story. is that IEP data that was migrated from 2.0 to 3.0, specifically these post-secondary goals, where they sit in the background, and I'll take you to the other page, where I have been seeing an

error is not on the transition page itself. It's the error fires when you get to the goals page and the system is treating those transition goals in the same way and basically like

won't allow the IEP to be finalized on the goals page because it's looking for performance level and all the specifications, like if you went in here and added a goal, present levels, all of that, that's not applicable to a transition goal. And it's like a misreading

of the migrated data. And I'm probably oversimplifying it, but that is an issue that I do know is with the data team. And it's specific to the data already came from 2.0. It was a transition goal, but our system.

on this goals page is expecting present level information and all of this data to be entered about that transition goal.

I'm going to research this further, going back into Zendesk to see if there's something else going on, but that is a current issue that our data team and developers are working on.



Meller, Jennifer 56:14

Yeah.



Ficklin, Analisa 56:22

Do you have a timeline that we can expect that to be fixed? Like Julie said, this is something that's been happening since the start of the year.



Shepherd, Sarah 56:29

I do not, but I will follow up with a timeline. I don't off the top of my head. I'll have to check and see where they are with it.

Does that sound like the issue though? I still am thinking I need to go back into Zendesk and see if there's something else happening.

 **Ficklin, Analisa** 56:45

Oops.

That's an issue that we've had for sure, but what Julia's talking about is different.

Yeah, thanks, Sherry. I appreciate that. The issue that we're having with the post-secondary goals, and I think, Kris, I think you're on this call. You've seen them at our office hours, and maybe you can help jump in or explain the issue. You know, we're

 **Shepherd, Sarah** 56:51

Okay.

is different. Okay.

Yeah.

 **Ficklin, Analisa** 57:10

We just can't move forward. The information is being patched on every single one.

We talked about it again this morning at the office hours. I'm just curious where we are in this process. We don't have a timeline. They haven't been fixed and we're not finalizing. So

 **Shepherd, Sarah** 57:12

Mmh.

Yeah.

 **Ficklin, Analisa** 57:30

I, I don't know if, if Kris, you can jump in and help, or, or if we're just at a stalled on this one. Thanks.

 **Gregoire, Kris** 57:38

No, happy to jump in. And I may be misunderstanding too because I thought once you cleared out those kind of those back end.

 **Ficklin, Analisa** 57:39

H.



Gregoire, Kris 57:48

transition goals, like when you put the Zendesk ticket in, we clear them out. I thought you could finalize, but I guess I'm not, I guess I misunderstood that you're still not able to finalize.



Ficklin, Analisa 58:01

Thanks, Chris. Yeah, I appreciate that. We are trying to finalize, but it's not always fixing the issue. And so, I mean, it is taking like almost 6 renditions of having you patch.



Shepherd, Sarah 58:10

Ohh.



Ficklin, Analisa 58:16

the post-secondary goals that are originally entered. You know, and you know, Jasmine and Charity, they are working as hard as they can, but we, I probably have 14, 15 in there that they have to patch in order for my case managers to re-enter the original information that they entered the first time.



Gregoire, Kris 58:21

Okay.

Yep, they are.

Okay.



Ficklin, Analisa 58:41

And then I try and go in and finalize it. And this is not, I mean, from an end user, and from my level, this is not a new issue. I mean, this is an issue we have had from the start of the school year, and we're into October now. And I have not finalized any high school IEPs.

Because of that, so.



Gregoire, Kris 59:01

Yeah, and just to give a just to give a little background, especially for our team, is that when the when the goals were migrated, so the transition goals as well as the

the goals of the IEP, when the transition goals migrated, they migrated into that general goals page and not into the transition. So when they're trying to finalize, they have their transition goals now in transition, but in that back end data of that migrated data, it's saying that a transition goal is looking for a present level. So we just go in and we clear out in the kind of that back end, we clear those out. But now that's a new step for me, so I may need to, Julie, take a look at some of your tickets to get an example, a better understanding, because I was under the impression, like I said, once you cleared that out, you could lock it, but that's not sounding like it's the case. So let me go and see. Take a look at some of your tickets.

 **Dr. Sue Bube** 59:59

And.

And Chris, just note that a lot of districts have corrections on their 442, and until we can correct it in IEP online, we can't submit our corrections to OSPI on the 442. So you're holding up our legal compliance pieces on that.

And so, again, I can't speak for every district here, but personally, I like to get those cleared as fast as possible in the school year, because then I'm turning my attention to other things as the year goes on. So you're also holding up our 442 compliance and trainings and corrective action with the state.

 **Gregoire, Kris** 1:00:41

No, and that makes sense. I just, I want to, like I said, I thought that once those were cleared that you could go ahead and move forward in finalizing. So I just need to take a look and see what else is holding that up and why it's not being finalized. And I can talk to Sarah and I can take a look at that too.

 **Dr. Sue Bube** 1:00:52

Is.

 **Shepherd, Sarah** 1:00:57

Yeah.

 **Dr. Sue Bube** 1:00:57

Is anyone else having trouble locking 14 year old IEPs because...

 **Ficklin, Analisa** 1:01:02
Mm.

 **Dr. Sue Bube** 1:01:02
It thinks that they need a transition plan when they don't in Washington.

 **Gregoire, Kris** 1:01:14
I'm going to jump in. I thought there was an issue with that during cohort one, but I believe that was fixed.

 **Dr. Sue Bube** 1:01:19
Okay, so I'll submit a Zendesk certificate for my student right now because I have a student who's turning 15 but not 16 in the IEP year and it's it won't let us lock it.

 **Gregoire, Kris** 1:01:25
Yeah.
Yeah, submit a Zendesk for that one, because I believe, like I said, that came up in cohort one and that was fixed or resolved, I should say. But yes, submit that one, Sue Ann, so we can take a look at that one.

 **Shepherd, Sarah** 1:01:36
Mhm.

 **Ficklin, Analisa** 1:01:41
I just want to add, I appreciate Chris and the Zendesk team, like that you're receiving these requests and you're doing the back end patching and you're getting back to us. And we appreciate that. And the workflow issue, so different than what Suanne was raising, but the one Julie was talking about before, the workflow issue is that when that's the way we have to solve each and every one of these.
There's A tremendous snowball effect on all of the, you know, end users who are spending more time having to go back and re-enter goals. So we would really like to see a timeline for when that we can expect that to be fixed so that it just works and doesn't require that send us team.



Shepherd, Sarah 1:02:11

Mhm.



Meller, Jennifer 1:02:20

Yeah, absolutely. I think that's what we're taking away from this too. There needs to be a larger, and that's what we wanted to go deeper into this because I think what we've already identified is a couple of different iterations and that continuing to hear about how those pieces are interconnected is what we needed in order to now do the deep investigation on the systemic level to come back



Gregoire, Kris 1:02:20

Thanks for that.



Meller, Jennifer 1:02:43

next week with additional questions, information, suggestions, and solutions for what may in the next week be able to be addressed for that solution. So I want to be respectful of time. I know you've all hung on.

So if there are, we will do analysis of Zendesk related to transition goals, the transition section overall as our starting point. If there's additional information that you want to share with us or different questions about the workflow or considerations, please send those in and we will.

come back next week with that topic as the first one that we will address. And if there are others, you know, the agenda is open. We'll continue to bring items. If you give us the feedback that like you have today that yes, that's good and helpful, but these are the bigger things.

We will certainly pivot to do that as well. So.

I think that's what we have. I'm just going to do one last quick look at the chat accommodations. So yes, that is another big item. As I mentioned earlier, we want to move that into this group as the other group is now going to start shifting back to its original purpose, which was around data and reporting. So that one, We certainly will. We've got some thoughts on that and recommendations on that as well. And then another workflow issue around service matrices not moving over accurately.

So we will put that one on as well and do some additional research on that. We may reach out with some additional questions.

 **Ficklin, Analisa** 1:04:28

Testing accommodations as well.

 **Meller, Jennifer** 1:04:32

Yeah.

Well, thank you all. As always, we appreciate the examples, the willingness to work with us. So reach out in the meantime, but otherwise we will see some of you on other work groups and then this whole group back again next Friday.

Thanks, everyone. We'll hang on if there's anything else you want to ask.

 **Dana Anderson** 1:05:02

Thanks, everyone.

Yep, thank you, Jennifer. Thanks, everyone.

 **Ficklin, Analisa** 1:05:12

Jennifer, I just wanted to hang on for a minute.

I really do want to know how many people on this group were speaking for the district representatives. You know, I really appreciate Sue Ann being here to speak because I think Case is a voice with that. OSPI, I know we're trying to join these meetings and they're trying to advocate for us and I'm not sure if they were here.

I'm really concerned that, okay, she was on. I'm sorry, I missed it. I am just, what I want to make sure to say here is that these issues that we're telling you are workflow issues are *****. And I do not know how we get through this year.

 **Meller, Jennifer** 1:05:37

They were, they were on, Tania was on, yeah.

 **Ficklin, Analisa** 1:05:56

with 2000 IEPs and there are districts with far more than that to deal with. But every issue that we're bringing up to you, testing accommodations is going to snowball. And we are going to have a monumental workload issue come spring when we have not been able to add testing accommodations that are

Like, this is not...

This is not complicated. There are clear test accommodations that are needed for SBAC by all districts, and it does not match what you put in PCG. So if we're going to wait another week to bring that to this group, it's just, it's untenable. Like there, I do not know how we get through this school year with these things that are taking so long to fix. I am,

This is not the voice that Julie will speak for this. This is not the voice that I bring to these kinds of public meetings. I do not know how to express to you the incredible like impact on districts who are just trying to do the right thing for kids. But the thing that we knew how to do last year has

Blown up, and now we have to recreate the wheel, so...

I know you've heard it, you've heard it a lot, and...

I'm concerned because we heard this from OSPI as well. When they stopped hearing our concerns coming to them, they felt like things were being resolved. And I sent a long e-mail this morning saying, absolutely not. Problems are *****. You're not hearing from us because we are exhausted. We are exhausted and overwhelmed and trying every day



Meller, Jennifer 1:07:06

Keep saying it. I mean, yeah.



Ficklin, Analisa 1:07:25

to solve a problem for our end users that is unsolvable.
So.



Dr. Sue Bube 1:07:31

And Analisa, what case is, sorry, we are sending out an e-mail, an official letter. We're just running it through legal first, but that's will be coming out and going to the membership as well. So you're going to be seeing something from us very quickly here.



Meller, Jennifer 1:07:31

Right, ohh, so.



Ficklin, Analisa 1:07:47

And I do appreciate that you're in a good position to help be a voice for lots of districts. I was glad to see you in here because I know you work with lots of districts. And so when you speak up, it's what districts are seeing. So I appreciate that. And I know that my colleagues are not here because they cannot add this to their plate, nor can I.

I'm like working ridiculous hours. And this is adding to it because I feel like somebody's got to be here telling you this is so broken. So I just I just want to chime in real sorry, Jennifer. I just want to chime in real quick. And you know, Emmy and Kris have been in the office hours.



Meller, Jennifer 1:08:17

I just ask.

No, it's OK.



Ficklin, Analisa 1:08:26

every single office hour, and they are adjusting every single issue in the chat and people raising their hands. And they are doing a phenomenal job. I don't want to take anything away from those office hours. I am learning more in those office hours than I am poking around.

These are not new issues. The issues that were raised today with the contacts and being able to sort them, consents or the modifications, those are not issues that I'm experiencing on my site right now. I can't finalize anything. And I know that you're... trying to replicate these issues in your test site, but the behavior that we're seeing in our live site is not the same. And we just feel like we are constantly having to explain the issue over and over and over again, and it just keeps getting bumped out. So I mean, we're trying to meet you halfway. We're trying to do what we can, but just asking to have the description of services box turned back on when it was there to begin with, and I'm 30 days into the school year and I still don't have it.

Like, yeah, it's just not working for us right now. In addition to the right back issues and everything else. So, but I do want to shout out to Emmy and Chris. Kudos to you to keeping a positive spin on the message.



Gregoire, Kris 1:10:01

Yeah.

 **Ficklin, Analisa** 1:10:06

taking it in Zendesk tickets and in the chat. You 2 are phenomenal. So thank you, thank you, thank you.

 **Gregoire, Kris** 1:10:16

Thank you for that.

 **Meller, Jennifer** 1:10:17

You, yeah, and I, I, I think we're...

 **Gregoire, Kris** 1:10:18

And let me continue to smile throughout all office hours, so I give kudos to her.

 **Ficklin, Analisa** 1:10:24

Yeah, thank you. They are. They're great.

 **Meller, Jennifer** 1:10:26

Yeah, I think what we're hearing is the balance that's needed between, I think we kind of swung the pendulum to, we were nervous to make any changes without verification and advisory group input. I think we need to recalibrate that a bit and move ahead with the things that

We are like, this is going to make things better, more efficient. It's just a balance of not overwhelming folks as well. So I think that's where we, you know, we'll do some continued thinking around how to strike that right balance so that we're looking at the big rocks and maybe just informing you about the little things that were solved along the way. But that's what we're trying to.

to balance. But I just have one more question about the input and like representation. We are open, as we've said many times, to whoever can join. Is there a different approach that you would recommend we take or what are your ideas around that? Is it

surveys to directors is that, you know, we really validate that voice and we're trying to work through that as well. So recommendations are appreciated as well.

 **Ficklin, Analisa** 1:11:36

My point in asking about the number was to like really highlight if you're not getting representation, I'm asking you to rethink that because I don't have time to do that. I will say like at some point I ended up as the representative for 189 and while I will be at these meetings because I think it's that important, I do not have time to communicate with all the directors of 189 and Sue Ann



Meller, Jennifer 1:11:47

Sure, yeah.



Ficklin, Analisa 1:12:00

If I don't know if maybe Sue Anne had to step off, no, I see, but...



Meller, Jennifer 1:12:04

It should have gone different call, yeah.



Ficklin, Analisa 1:12:07

Um...

I think we need more engagement from our ESDs so that they can be the spokespeople for to those to those ESD groups. I can't communicate out with all that. I don't even have a list of e-mail addresses. And I need to be I need I need you all to take that off my plate. Like I need that to come from if something has to go to all directors, it needs to go from you.



Meller, Jennifer 1:12:20

Yeah, no, that's fair, I think.



Dr. Sue Bube 1:12:21

Yeah.

Just.

Yeah, so...



Ficklin, Analisa 1:12:29

to ESD directors and not ask us to take on your workload. So beyond that, I don't really have recommendations. You hear my frustration and I'm telling you, this is not how I present in meetings. I'm at the end of my rope. I'm working ridiculous hours.



Meller, Jennifer 1:12:45

We know.



Ficklin, Analisa 1:12:48

And this is a huge part of it.



Meller, Jennifer 1:12:51

Yeah, we'll go back to a step C. I mean, that was partly the, you know, the construct that was created in partnership with them, but I hear you loud and clear, so we're gonna, we'll rethink that.



Ficklin, Analisa 1:13:06

Thanks for your time. I'm going to step off.



Dr. Sue Bube 1:13:08

And at least I'm going to send you something for you to look at.



Meller, Jennifer 1:13:08

Thank you.



Ficklin, Analisa 1:13:10

Okay, well, thanks.



Meller, Jennifer 1:13:14

Right. Thanks, everyone.



Howard, Michael 1:13:17

Thanks, everyone.



Taylor, Emilia 1 1:13:19

Thank you.

● **Teri Engelbrecht** stopped transcription