Steward meeting with Ms. Copeland

September 23, 2024

Topics Discussed

<u>ED Modified</u>

- Ed Modified is currently not able to track 504 plan data and progress. Next steps will include 504 and BIP data. Working with the company to add these enhancements. Only focusing on IEPs this year.
- Suggestion – add a feature to inform teachers when students are added/dropped from a course/class. Currently hit and miss. Will work with the company to see if this is possible.
- Can classes be renamed at the elementary level (e.g. art 5, to smith, art 5)?
- Some schools have received directives to overserve students. Time is needed for data collection/ goal progress monitoring/prepping and writing IEPs
- Ed Modified was glitchy and locking up – the program does not idle. If left too long an error message will generate
- Non-rostered teachers and Ed. Modified – Non-rostered teachers do not accommodations. If the teacher does not have any courses in Focus, they do not track accommodations.
- Concerns about 1:1 para having time to document supports as their day begins and ends with the student. Access to technology is limited in at some sites.
- IEP Input form. Encouraged but not necessary. A word doc is available that can be "tagged" to a Team board or emailed to the ESE case manager
- When error occur in Ed Modified, they will be archived, and they will eventually fall out of the system. No way to go back and correct currently.
- Goal Tracking for Gen Ed teachers – it all depends upon how the goal is written and who is responsible.
- ESOL supports are not available in Ed Modified
- Subs are not required to input information to Ed Modified. Teachers do not need to input into Ed. Modified on days absent.
- Subs for SF personnel – provide the paper tracker and include in notes that a sub was present on days absent
- Separate Class – lesson plans on canvas are not required but all lesson plans must have all components listed.
- Why must SC teachers rewrite the lessons when gen ed teachers have curriculum maps? SDI must be documented for Students with disabilities. Lesson plans must reflect the needs identified in IEPs and the programs being used. Curriculum maps are not currently available for programs. Ms. Copeland is open to looking at crating these for the future.
- Glitches with accommodations - these will be fixed during the annual review meeting for the students. Clean up will occur naturally as IEPs are reviewed.
- Teachers need support for progress reports – please provide additional training
- What happens in Ed Modified if the classroom is evacuated/instruction interrupted? Make a notation and document the event

- Who tracks accommodations when SF are in a gen ed room? The teachers track and document the accommodations provided to individual students. Whomever works with student A, tracks those accommodations.
- Long term subs- who tracks? LTS can be provided access to the system, and they can track what they are providing. They can also use the paper tracking tool, and an administrator can upload the document.
- A request for a handbook/guide for Ed Modified was made to support teachers and staff

General ESE Issues

- There is no transition time for SF personnel to transition from group to group. New procedures will be used for inclusive scheduling for 25-26.
- Issues with group sizes need to contact Ms. Copeland directly.
- SF personnel required to be in classes 5 days per week, this does not provide time for IEP prep and writing. Students must receive services according to the minutes written in the IEP. If time is available, it can be given back to the SF to use for paperwork. Specific issues should be taken directly to Ms. Copeland.
- Will planning days be offered again? Principals have the discretion to offer these days, but the ESE department will not be offering them this year.
- Credit Retrieval – large number of students, not familiar with all students – Shane Story can provide assistance
- Registrars need additional training to align what they do with Focus
- IEPs that have expired are not in Ed. Modified. Accommodations should be documented on paper. Backtracking/backdating is not necessary.

Questions from the Chat that need to be answered

- Are ESE updates still being sent each week?
- Is there SDI for the gen ed curriculum? If you are using Benchmark to expose the student to the gen ed curriculum, how or would you need to provide SDI, and who would create that instruction?
- Can the Ed Modified system notify that case manager when a teacher input form is submitted?
- Has the district given a directive to principals to "overservice" students? It seems to be a systemic issue across the district, and it is negatively impacting our ability to complete the required paperwork.
- Is there a template for levels of service? (Example: support, separate, self-contained)
- Will we be paid for the time we are spending outside of the contractual day to complete the required paperwork and documentation? My story: On HS level I have 33 on caseload, 120ish Support Facilitation students a week (about 60 students a day). I need to find time to do Support logs, monthly consultation logs, goal monitoring (which I still need to learn), IEP writing, contacting parents, working with students during office hours, weekly PLC's. It is impossible to do everything during the week. I must work from home to get work done and I know I'm not the only one at my school that has an issue getting it all in. I've also had to redo

templates several time because the system has booted out all my input of accommodations for templates.

- Can we get paid extra days before school begins to get our templates created for a new year?
- Are we legally obligated to provide accommodations for a gen ed student who does not have anything in place but is displaying behaviors?
- Can you clarify why it is at times taking multiple weeks to even months to hear back on students being submitted for review of FSAA to the committee, when student may need data to be reviewed in an actually timely manner to receive services they need?
- Has there been any further discussion regarding CARS being added without a provider at the table or not being notified when CARS is added to a student's IEP?
- Can a vocabulary list to explain what some of the accommodations are be provided for new teachers?