



Developing Leaders Notes

Date: June 15, 2022

Session Title: Universal Supports vs. Accommodations & Documentation

Focus Area: SDI

MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

<i>High Quality Student Evaluations</i>	<i>Specially Designed Instruction</i>	<i>Skilled Staff</i>	<i>Program Evaluation</i>
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgment in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:

Clarifying the Problem of Practice:

- Conflicting guidance, LEAs with Universal Supports- when the same supports are written into the IEP- State says documentation is mandatory day/hour/moment - even if it is a universal support. Anything the student needs must be documented in the accommodations and documented in logs.
 - In review: if FAPE in the LRE looks like computers with something supportive, then that is the offer of FAPE and does not need to be in the IEP. The next district must identify their offer of FAPE.
 - Being specific about when/how/conditions of need.
 - MDE says- if they need it, write it. (their ongoing response) document it.
- Behavior plans and the language used in the documentation, clarification of language identified for review of plan. Vague vs. Specific (four times a year vs. every 6-9 weeks)
- When logging does not occur, the IEP is not being implemented as written, and this is a GE focus.
- Logging for GE has been a struggle when documenting accommodations. Spot checks do not always show what is occurring.
- Substitute teachers and Accommodation Logs
- Powerschool isn't always the answer, some have to put information into comments.
- Some districts are trying to figure out how to document accommodation logs - which makes it difficult to spot, check, align processes.
- What are other states doing to navigate this process? Less attention to compliance and more attention to results is a thought. May be unpopular, but is that the better route?

Training

- How do we ensure our GE/SE teams understand the process and expectations?

Solutions:

- Recognizing the offer of FAPE and what is provided to all students. Being clear on Supplementary Aides/Supports for items in addition.
- Being specific regarding the conditions of supplementary aids and services: avoidance of vague language: as needed, as requested.
- Online accommodation logs for staff to complete to identify if offered/accepted/declined/NA. These are done weekly and due at the end of a marking period.
- During a review, GE was held accountable for documentation of accommodations - and peer review training occurred and a more thorough focus occurred with GE being involved in the IEP process/meeting.
- Accommodation Log Documentation
 - Using the Student Information System: parents also can see when the accommodations are being provided. Condition related assignments are entered. (Powerschool) Codes go in the gradebook to identify accommodations.
 - Having building administrator review process, hold teams accountable
 - Electronic logs for teams
 - Powerschool allows subs to see accommodation list
 - Communication to subs regarding accommodation logs/providing accommodations
 - Allowing GE to document the best way for them
 - Making GE part of the conversation
 - How to document
 - What are the accommodations - are they really needed
 - The UDL strategies in GE increase
 - Skyward (SIS) you can also use the gradebook to add the accommodation information into assignments.
 - Remember to use data to make the determination of accommodations - not how you feel the student would benefit from.

Training

- LEA training for all training 'welcome back' training
 - Facilitation from directors/principals
 - Should come from GE admin
 - Buy in comes from involving the GE admin team in the monitoring process.
 - The admin team must have an action plan for the buildings based on general monitoring information
 - Potential training for parents to involve them in the process, they have a role in this as well.
 - How is information provided to parents?
 - Are they involved in other ongoing meetings to gather information about their child's educational environment?
 - Attendance is down in the area of parent involvement.
- Steal [Ohio's Procedural Safeguard Template](#)
 - Can we instead create some type of "Cliff Notes" Version
 - Kent has [an IEP Process version](#)