

To Infinity and Beyond:

Making the Most of the Latest Updates and Upcoming Improvements

May 2021

Kori Ryan - SpEd Form Advisory Committee member, long-time user of SpEd Forms

Diane McCarron - Director of Services for SpEd Forms, longer-time user of SpEd Forms

<https://video.disney.com/watch/to-infinity-and-beyond-4be70efc7dbb2b6a6e9faf04>



Improving the User Experience

Twenty years was a good run! Since 2000, the user interface of SpEd Forms has remained much the same. Recently, however, this “old” user interface has started to constrain the ability of our programmers to adapt the program to meet changing needs.

That’s why we’re developing a fresh new interface, “SpEd Forms 2.0,” that fits with the current needs of our users. It’s mainly a design change: the organization of SpEd Forms 2.0 is the same as the original SpEd Forms 1.0 but the pages now look more contemporary.

Major improvements in SpEd Forms 2.0 are:

- Navigation and data entry on small mobile devices.
- Compliance with Web Content Accessibility Guidelines (WCAG 2.0).
- Intuitive interface for new users.
- Improved data entry for MA activity logs.
- Single sign in from district identity portals
- Live Ed Fi record management (*Wisconsin only*)

SpEd Forms 2.0 is available as an **option** for users to enable in “Educator Setup” under “Profile.”

Here’s who should use SpEd Forms 2.0 now:

- *Power users* should use SpEd Forms 2.0 so they can help their district decide when the right time is to switch versions.
- MA Forms providers should start using SpEd Forms 2.0 now because the new activity log interface is much easier to use and is formatted to work on small mobile devices.

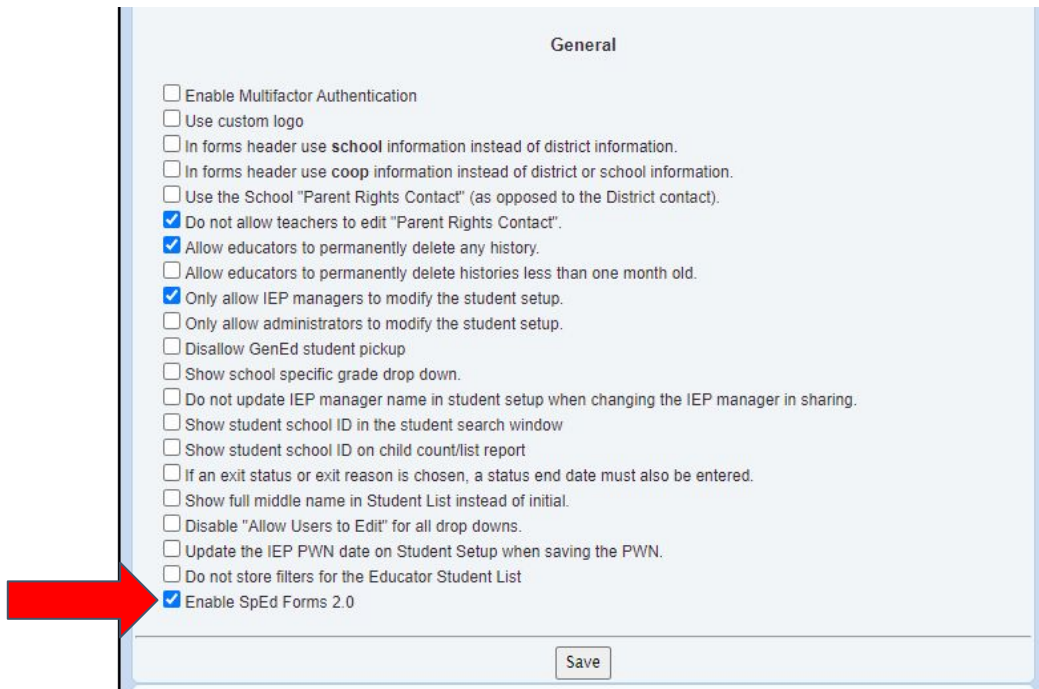
You **don't need** to do anything immediately if you would prefer to continue using the old interface.

We anticipate SpEd Forms 1.0 to remain **available for several years** so that our users can slowly make the adjustment.

Not all components are 100% loaded yet.

Nothing will be lost if team members are working in both versions or if changing back and forth between versions.

Go to: Admin Organization → Preferences




General

- ☐ Enable Multifactor Authentication
- ☐ Use custom logo
- ☐ In forms header use **school** information instead of district information.
- ☐ In forms header use **coop** information instead of district or school information.
- ☐ Use the School "Parent Rights Contact" (as opposed to the District contact).
- ☒ Do not allow teachers to edit "Parent Rights Contact".
- ☒ Allow educators to permanently delete any history.
- ☐ Allow educators to permanently delete histories less than one month old.
- ☒ Only allow IEP managers to modify the student setup.
- ☐ Only allow administrators to modify the student setup.
- ☐ Disallow GenEd student pickup
- ☐ Show school specific grade drop down.
- ☐ Do not update IEP manager name in student setup when changing the IEP manager in sharing.
- ☐ Show student school ID in the student search window
- ☐ Show student school ID on child count/list report
- ☐ If an exit status or exit reason is chosen, a status end date must also be entered.
- ☐ Show full middle name in Student List instead of initial.
- ☐ Disable "Allow Users to Edit" for all drop downs.
- ☐ Update the IEP PWN date on Student Setup when saving the PWN.
- ☐ Do not store filters for the Educator Student List
- ☒ Enable SpEd Forms 2.0

Save

Go to: Educator Setup → Profile



Profile

Login Information	Contact Information
First: <input type="text" value="Diane"/> Last: <input type="text" value="McCarron"/>	Phone number(s):
Title: <input type="text" value="Director of MN Services"/>	1. <input type="text" value="Work"/> <input type="text" value="1-866-796-1848"/> <input type="text" value="Land line"/>
Username: <input type="text" value="dmccarron"/>	2. <input type="text" value="Mobile"/> <input type="text" value="320-290-3489"/> <input type="text" value="Land line"/>
Email: <input type="text" value="diane@spedforms.com"/>	3. <input type="text" value="Fax"/> <input type="text" value=""/> <input type="text" value="Land line"/>
<input type="checkbox"/> Change Password	Address 1: <input type="text" value="This is where we want forms returned"/>
Password last changed : 06/24/2019 08:14:00AM.	Address 2: <input type="text" value=""/>
Policy	City: <input type="text" value="Jasper"/> State: <input type="text" value="MN"/> Zip: <input type="text" value="56362"/>
Settings	Location
Print Font Size: <input type="text" value="12px"/>	District: <input type="text" value="9987: Demo District"/>
"Save" Warning: <input checked="" type="checkbox"/> Show "Save" Warnings	School: <input type="text" value="Demo Elementary"/>
<input type="checkbox"/> Hide provider name on services entry screen.	Location/Agency: <input type="text" value=""/>
Version: <input type="text" value="SpEd Forms 2.0"/>	
Default landing page: <input type="text" value="Educator student list"/>	

* Approximate size only. Results vary depending upon browser/printer.

Login: 119 minutes

Educator student list
 Find/request student
 Add new student

Filter & Refine

☐ Show students managed by me
 ☐ Show MA Eligible students
 ☐ Hide inactive students

Show students in district

Select District

Show students in school

Select School

Show students in grade

Select Grade

Educator guide

Educator reports

Educator setup

Educator assessments

Student List

Sort by:

Please select...

	Name	Plan	School	Grade	Birthdate	Eval Date	Meeting Date	
	Randolph aScott PBSP BIP	504	Brisbane Elementary School	03	09/03/2010		12/10/2018	
	Minne aStudent 	IEP	Brisbane Elementary School	06	09/30/2008	09/20/2016	09/25/2016	
	Scott Avery	IEP	Brisbane Elementary School	03	08/28/2009	08/24/2016	08/25/2016	
	Student AZeroZeroZeroSix 	IFSP	Brisbane Elementary School	EC Preschool	10/18/2014	07/18/2017	07/06/2017	
	Frodo Baggins	IEP	Demo Middle	06	01/25/2008	03/06/2018	09/01/2019	
	Bugs Bunny	504	MARSS Test School Elem	02	06/07/2009	11/05/2013	06/07/2013	
	Ken Burns 	IEP	Brisbane Elementary School	03	12/12/2012		12/07/2016	
	Betty Crocker PBSP	IEP	Brisbane Middle School	08	02/10/2000	02/09/2015	02/06/2016	
	Nathan Czech PBSP	IEP	Brisbane Elementary School	03	08/25/2010	10/14/2020	10/24/2020	
	Metro Deaf	IEP	Brisbane Elementary School	03	05/26/2006	05/08/2018	05/15/2018	

Login: 119 minutes

Educator student list

Find/request student

Add new student

Little Mikee W Leitch

Setup

Sharing/Transfer

SpEd Forms

MA Forms

504 Forms

Rtl Forms

History

IEP manager

Remove from my list

Educator guide

Educator reports

Educator setup

Educator assessments

Little Mikee W Leitch > SpEd Forms

4: SpEd: Evaluated: Receiving special education services

REFERRAL AND EVALUATION

SERVICE PLAN

ENROLLMENT AND ATTENDANCE

RESTRICTIVE PROCEDURES

DISMISSAL

OTHER FORMS AND LOGS

SHARED FILES

FORM LETTERS

ADMINISTRATORS ONLY

Login: 119 minutes

Login Information

First:* Diane Last:* McCarron
Title: Director of MN Services

Username:* dmccarron
Email:* diane@spedforms.com

☐ Change Password

Password last changed : 06/24/2019 08:14:00AM.

[Policy](#)

Settings

Print Font Size:* 12px ▼

"Save" Warning: ☒ Show "Save" Warnings

☐ Hide provider name on services entry screen.

Version SpEd Forms 1.0 ▼

Default landing page: Educator student list ▼

* Approximate size only. Re





Profile

Phone Number(s)*
Work ▼ ?
Mobile ▼ ?
Fax ▼ ?
Address
This is where we want forms re
City Jasper State MN

Settings

Version SpEd Forms 2.0 ▼
Print Font Size* 12px ▼
Default landing page Educator student list ▼
☒ Show "Save" warnings
☐ Hide provider name on services entry screen

Updated translations for the IEP coming in May.

<input type="checkbox"/> <u>REFERRAL AND EVALUATION</u>	
<input checked="" type="checkbox"/> <u>SERVICE PLAN</u>	
Notice of a Team Meeting 	Record of a Team Meeting 
Agreement Regarding IEP Team Member Attendance 	
Individualized Education Program (IEP) 	

We've identified some inconsistencies in data titles between SpEd Forms pages/MARSS/other systems.

Attempting to reduce the number of times data needs to be entered.

Attempting to create consistencies across different platforms.



What should be in SpEd Forms vs. student management platform?

Developing the ability to connect with EdFi, when available in MN

Paperwork Reduction












Goals of Revision:

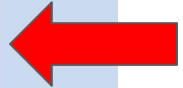
1. Meet the notice requirements in 34 CFR 303.420-421 including the requirement in 303.421(1)(i) that the notice be “written in language understandable to the general public”
2. Be more family-friendly
3. Provide situationally-specific versions to effectively support practitioners to achieve full compliance.
4. Ensure that each consent form is aligned to the purpose of the PWN that it accompanies
5. Incorporate drop-down lists rather than relying on default text as an efficient option. SpEd Forms has received multiple support requests to incorporate drop-down lists so districts can develop and automate the use of preferred language across district practitioners.

 Sharing/Transfer
  Setup

Status: 1: SpEd: (New referral) Not evaluated, non-disabled, no IEP/IFSP, regular education only ▼ Plan: IFSP ▼

Susue Sample is a resident of 1100. Please ensure a copy of due process forms are sent to 1100.

<input type="checkbox"/> <u>REFERRAL AND EVALUATION</u>	
<input checked="" type="checkbox"/> <u>PRIOR WRITTEN NOTICE: PART C</u>	
Early Intervention Prior Written Notice: Screening 	Early Intervention Prior Written Notice: Initial Assessment 
Early Intervention Prior Written Notice: Screening Result 	Early Intervention Prior Written Notice: Evaluation: Did Not Qualify 
Early Intervention Prior Written Notice: Evaluation and Assessment 	Early Intervention Prior Written Notice to Start or Revise an IFSP 
Early Intervention Prior Written Notice: Dismissal 	Early Intervention Prior Written Notice    



Generic version of a PWN with translations

SpEd Forms FBA Form:

- Still allows districts to use their own behavior assessment tool(s).
- Our form is essentially an assessment summary.
- You will find it in the Referral and Evaluation section.
- You can “turn-off” the Stand-alone FBA in preferences.

SpEd Forms

How to turn on Stand-alone FBA

Go to: Admin Organization → Preferences → SpEd Forms

Select the forms to which users should have access. Deselected forms will not appear in the forms menu.

General **SpEd Forms** MA Forms PWN and Consents ECSE Forms Service Plans

Additional Forms

SpEd Forms

- ☒ Referral Review and Assessment Determination
- ☒ Review of Existing Data
- ☒ Medical documentation: ADHD
- ☒ Evaluation Report*
- ☒ Notice of a Team Meeting*
- ☒ Agreement Regarding IEP Team Member Attendance
- ☒ Record of a Team Meeting
- ☐ Emergency Health Information
- ☒ Emergency Health/Transportation Information
- ☒ Stand-alone Functional Behavioral Assessment (FBA)

Save



You currently have [Exclusive Rights](#) to this page. They expire at 10/26/2020 12:55:30 pm.

Errors preventing finalization

The form date must be entered before you can finalize this form.

Student: Minne aStudentID: 0271MinneTMP1Date: School: Brisbane Elementary SchoolGrade: 06DOB: 09/30/2008

An FBA is a process to identify the function of a student's behavior. The FBA was completed utilizing a variety of strategies including observations, interviews and a review of records. The following is a summary of the results of this assessment:

1. **Target Behavior(s)** - Describe the target behavior(s) including their frequency, severity and duration.

2. **Triggers/Antecedents** - What specific events, situations and/or demands typically occur before the target behavior(s)?

3. **Consequences/Reinforcers** - What typically happens following the target behavior(s)?

4. **Purpose** - What are the apparent functions of the target behavior(s)?

5. **Replacement Behavior(s)** - What are some possible behaviors that may be appropriate substitutes for the target behavior(s)?

6. **Summary** - What are the major variables thought to be associated with the problem behavior(s), antecedent patterns, setting/situation events and motivational hypothesis that may assist in developing a behavioral intervention plan?

Evaluator

Title

Notice of Agreement that a 3 Year Reevaluation is Not Needed

Turn on under Admin Organization→Preferences→Bottom of page PWN and Consents

Select the forms to which users should have access. Deselected forms will not appear in the forms menu.

General SpEd Forms MA Forms **PWN and Consents** ECSE Forms Service Plans

Additional Forms

Prior written notices, consents and related forms

- ☒ Menu: Prior written notices, consents and related forms
- ☒ Prior Written Notice*
- ☒ Prior Written Notice* (students attending non-public schools)
- ☒ Parental Consent/Objection Form*
- ☒ Parental Consent/Objection Form* (students attending non-public schools)
- ☒ Prior Written Notice Withdrawal of Consent
- ☒ Evaluation/Reevaluation Plan Prior Written Notice*
- ☒ Authorization for Release of Information*
- ☒ Revocation of Consent for Special Education
- ☒ Special education data sheet
- ☒ Notice of Agreement that a 3 Year Reevaluation is Not Needed

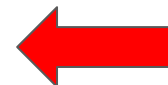


Notice of Agreement that a 3 Year Reevaluation is Not Needed

Once you have parent signature/or 14 days passed go into the Student Set-Up and change the Eval. written date

Program:	Melbourne3	
Resident district:	0403: IVANHOE PUBLIC SC	
District Type	01: Independent	
County:	CHanged in IIIP	
Regular Ed. teacher:	Mr. Van Zee	
Grade:	10	
Birth date:	02/12/2000	Age: 20
Gender:	<input type="radio"/> M <input checked="" type="radio"/> F	

Federal Setting:	01	
Eval. consent:	MM/DD/YY	
Eval. written:	MM/DD/YY	
Eval. Hours		
Annual team meeting:	07/30/2008	
Previous IEP:	MM/DD/YY	
IEP Prior Written Notice	MM/DD/YY	



River Ridge School District

Superior School District

Boyceville School District

Milwaukee Academy of Science

Escuela Verde Schools



Save
Save & Close
Close
Print

Student: Eggbert Student

Progress Reporting: Given a grade-level reading passage, Eggbert will increase his reading fluency from 32 wpm to 114 wpm by April 2022 as measured by one minute reading probes administered weekly.

Measure: DIBELS to achieve a score of 114 by 4/12/22

Met Goal ☐ | Adequate Progress ☐ | Insufficient Progress ☐

Progress:

Date

04/09/2021

Score

33

Time

9:20 PM

Comment

Pencil Tap Intervention

Date

04/16/2021

Score

34

Time

9:35 PM

Comment

Date

04/23/2021

Score

36

Time

12:00 AM

Comment

Date

04/30/2021

Score

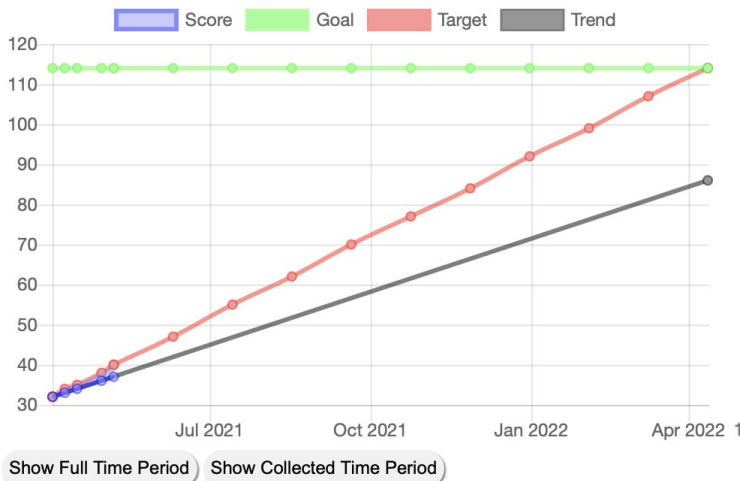
36

Time

12:00 AM

Comment

Discontinue Pencil Tap



1. Click on “Measure
2. Goal”
3. Select the type of measure you’ll be using
4. Add the target score and date to be achieved.
5. Enter the date and baseline score.
6. Continue entering weekly DIBELS scores.
7. Click “Save” and SpEd Forms graphs the scores.

Save
Save & Close
Close
Print

Student: Eggbert Student

Progress Reporting: Given a grade-level reading passage, Eggbert will increase his reading fluency from 32 wpm to 114 wpm by April 2022 as measured by one minute reading probes administered weekly.

Measure: --Select Measure-- to achieve a score of 114 by 04/12/2022

Met Goal ☐ | Adequate Progress ☒ | Insufficient Progress ☐

Progress:

Although Eggbert made little progress initially using the Pencil-Tap intervention, once we discontinued that and began the Read, Re-read intervention, he began making improved progress. He is now on track to meet, and may exceed the reading goal within his IEP.

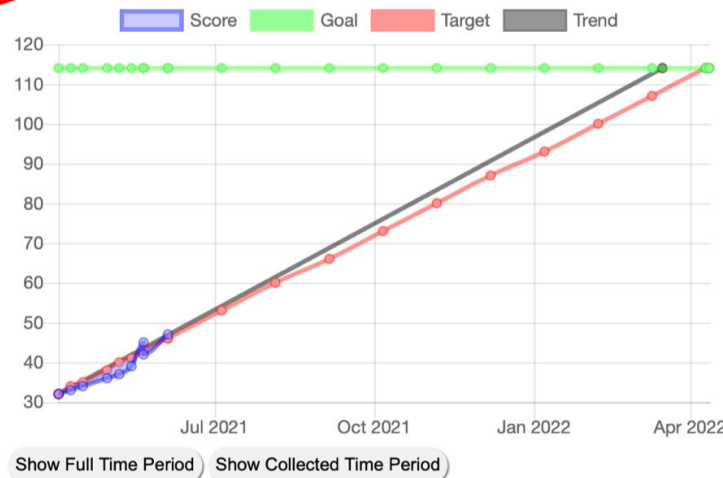
Date	Score
04/02/2021	32
Time	Comment
9:30 AM	Baseline

Date	Score
04/09/2021	33
Time	Comment
9:20 PM	Pencil Tap Intervention

Date	Score
04/16/2021	34
Time	Comment
9:35 PM	

Date	Score
04/30/2021	36
Time	Comment
12:00 AM	

Date	Score
05/07/2021	37



Should you need to write a comment that requires more space than a data field provides . . .

Every data field in SpEd Forms that has /// in the lower right hand corner can be enlarged by clicking on the corner and dragging the data field downward.

Making it about YOU!

Role of Advisory Committee members:

SpEd Forms is always improving our software to make our customers' jobs easier, and our Advisory Committee helps us do just that. Members work in districts across the state and use their first-hand experience using SpEd Forms software to provide us with essential insights from the user and administrator perspective. The committee reviews support requests from customers to determine if we can make the changes requested based on: **need, legality, and state-wide application- always keeping in mind limiting the amount of paperwork for teachers.** In addition the committee members share the information they learn during our meetings with colleagues in your area.

Brian Yurelich - Northeast
Pat Sullivan - West Central
Mary Margaret Mathers - Central
Jackie Budden - Southwest
Micki Breitsprecher -Southeast
Judd Fredstrom - Northwest

Melanie Kray - Metro area
Kori Ryan - Charter Schools
Tara Haase - Central
Judy Beaton - ECSE
Lisa Backer - SpEd Forms
Diane McCarron - SpEd Forms

1. **Hollie Pater - SWWC Coop**
2. **Judy Doran - Eden Prairie**
3. **Julie Schroeder - SWWC Coop**
4. **Karrie Taylor - Detroit Lakes**
5. **Lisa Backer - SpEd Forms**
6. **Michelle Kvikstad - Bloomington**
7. **Sue Curren - Benton Stearns**
8. **Diane McCarron - SpEd Forms**

We wanted to get the opinions and ideas from SpEd Forms “users”.

Jess Ronkaine - North Shore Community School, Duluth
Dana Donahue - ECSE, East Grand Forks
Jacky Mergner - Part C, Lake Agassiz Special Ed Coop
Sue Buhlmann - Crosby
Jill Hygrell - PRIDE Transitions,
Buffalo-Hanover-Montrose
Patty Landsberger- SLP/ECSE,
Buffalo-Hanover-Montrose
Lisa Backer - SpEd Forms
Diane McCarron - SpEd Forms

Amanda Thomas - Fillmore Central Public School
Amanda Claesson - OT, Northland Learning Center,
Virginia
Jackie Hickey - School Psychologist, SWWC
Becky Levenhagen - NorthWest Regional Interdistrict
Council
Cadie J Olson - EBD, LD Moorhead HS, Moorhead
Caitie Aronson - PT St Croix River Ed District, Rush City
Malia Gahler Nzara - Teacher and Coordinator, New City
Charter School Minneapolis

Updated “red words” based on support requests.

Prompts are helpful for users to understand what needs to be entered into certain sections.

Thursdays at Three are informal meetings/discussions. We meet *most* Thursdays at Three targeting a topic or participant group. **We want to hear from you and learn from each other!**

This is a link to all of our slides from 20-21 Thursdays at Three:

https://drive.google.com/drive/folders/1HQ_DR2FoufjARfm6rgv-OkGncwqPzcFZ

The recurring Google Meet link for **Thursdays at Three**

meet.google.com/tke-ygfp-pfo

 201029MN Using Reports

 201105MN Stand Alone FBA

 201112MN 2020 Version of SpEd Forms


 201119MN Assessment Tracker

 201203 DHS Medicaid Settle-up

 201210MN Using reports for ECSE workload analysis

 201217 Tips and Tricks for Using SpEd Forms

 210107 How to use SpEd Forms Evaluation Report 

 210114 504 forms-How to use SpEd Forms 504 forms


 210121 Stump the Staff


 210128 Intro to new Part C Prior Written Notice Forms


 210204 MN-ITS Information

 210211 Part C PWN Forms - Q & A

 210218 Administrative Reports

 210225 Newer Teacher -SpEd Forms Q & A

 210304 Admin organization & preferences

 210325 Custom dropdowns 

 210401 Activity logs

 210408 Goals 

 210415 Part C

 210422 504 Forms

 210429 Templates 

 210506 Progress Reports







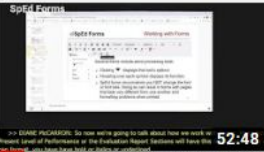











SpEd Forms **Thursdays at Three - Upcoming topics**

May 20 - ESY and ESY Progress Reporting

May 27 - End of the year checklist -brainstorming session

June 3 - MA log electronic signatures

<https://www.youtube.com/channel/UC5bZKh1G4uL15Nud9Mg0udw/videos>

 <p>Contingency Learning Plan Part 1 - In-person Learning 2.3K views • 6 months ago</p>	 <p>Contingency Learning Plan Part 2 - Hybrid Learning 2.3K views • 6 months ago</p>	 <p>Contingency Learning Plan Part 3 - Distance Learning 1.8K views • 6 months ago</p>	 <p>Initial User Training 830 views • 6 months ago</p>	 <p>Initial Training Part 1: Setting Up Profiles and Using Basic... 355 views • 6 months ago</p>	 <p>Using the 2020 Speech Telemedicine Activity Log 338 views • 6 months ago</p>
 <p>Initial Training Part 2 222 views • 6 months ago</p>	 <p>Admin Training: Using SpEd Forms Reports to Inform... 131 views • 6 months ago</p>	 <p>How to Use SpEd Forms 2020 New Look - by Shilo Morang 152 views • 3 months ago</p>	 <p>Amending an IEP 111 views • 8 months ago</p>	 <p>Validating and Finalizing an IEP 107 views • 8 months ago</p>	 <p>Adding Custom Materials and Procedures 56 views • 8 months ago</p>
 <p>Managing MARSS Instructional Calendar</p>	 <p>SpEd Forms v 2.0 Guide: User Profile</p>	 <p>Sharing Students 39 views • 8 months ago</p>	 <p>SpEd Forms v 2.0 Guide: Creating Your Team Membe...</p>	 <p>SpEd Forms v 2.0 Guide: Changing Your Password</p>	 <p>DPI Start of Year Records Generator</p>

1. Go to: spedforms.com
2. Click on News
3. Subscribe to our mailing list

SpEd Forms

News

[Click here to receive our news via email](#)

Staff Profile #2: Tonia Czech
March 9, 2021

Have you ever wanted to put a face to the name for the SpEd Forms team members you interact with so often over emails? We're

[Read More »](#)

Staff Profile #1: Diane McCarron
February 27, 2021

Have you ever wanted to put a face to the name for the SpEd Forms team members you interact with so often over emails? We're

[Read More »](#)

New Part C Prior Written Notice Documents
January 29, 2021

Hello SpEd Forms users, We have an important announcement for you today. On February 7, 2021, new Part C Prior Written Notice (PWN) documents will

[Read More »](#)

MN March Update
March 4, 2021

On Saturday, March 6th 2021, an update will be posted to all Minnesota SpEd Forms sites. The update will include the changes listed below: IEP

[Read More »](#)

MN February Update
February 4, 2021

On Sunday, February 7th 2021, an update will be posted to all Minnesota SpEd Forms sites. The update will include the changes listed below: IEP

[Read More »](#)

Resource Guide
January 19, 2021

Dear SpEd Forms users, We hope you had a restful winter break and a smooth transition back into the school year. With continued changes to

[Read More »](#)

« Previous 1 2 3 4 Next »

Upcoming Enhancements

CLP Menu

Forms

Menu

Next Page

Switch Students

Go To...

Contingency Learning Information

Student: Tyler Boohoo

Login: 119 minutes

Exclusive Rights: 59 minutes

You currently have [Exclusive Rights](#) to this page. They expire at 04/30/2021 2:56:12 pm.

COVID-19 CONTINGENCY LEARNING PLAN

Due to the COVID-19 pandemic, the Minnesota Department of Education and the Governor of Minnesota have mandated all school districts and charter schools plan for three different learning scenarios. In all three scenarios, school districts and charter schools must adhere to the Minnesota Department of Health (MDH) requirements and recommendations, as well as consult the Minnesota Department of Education (MDE) planning guidance.

- Scenario 1: In-person learning for all students**
 Students will return to school full-time. Students and teachers will follow MDE and MDH guidelines.
- Scenario 2: Hybrid learning with social distancing and capacity limits**
 Students will be provided a combination of in-person and distance learning opportunities. Students and teachers will follow MDE and MDH guidelines.
- Scenario 3: Distance learning only**
 Students will be provided access to appropriate educational materials and receive interaction with their licensed teacher(s).

As a result, this section of your student's IEP describes the changes to the special education services and supports that will go into effect under each of the three scenarios. This contingency plan will allow for fluid IEP services to be provided in response to state or local decisions regarding the designated learning model at any given time. The information provided in this COVID-19 Contingency Learning Plan describes the methods of services that your child will receive under any of the three scenarios described above.

Each section of this COVID-19 Contingency Learning Plan will be in effect during the period in which the School is providing services under the specific scenario (e.g., the Distance Learning Contingency Plan is only in effect while the School is providing distance learning services to all students). During each scenario, the student will receive IEP services as modified by the relevant section of this COVID-19 Contingency Learning Plan. This COVID-19 Contingency Learning Plan will remain in effect only during the time period during which the Governor and the Minnesota Department of Education have mandated that school districts and charter schools have plans in place for the three scenarios described above.

So far...Removed 20-21 language in the Special Ed and 504 Contingency Learning Plans.

What should we do next??

ISP - “So long as the forms are the same and the team remembers the FAPE obligation, we don’t have a problem with calling it an ISP.” Erin Levin

IIIP - Who is using it?

Our programmers are working diligently to make this available July 1st.

Consider the need for a district policy if you plan to use this.

We will work to make this possible, but...

What is your district thinking about this?

Find us on social media!



@SpEdFormsInc

facebook.com/SpEdFormsInc



SpEd Forms

linkedin.com/company/spedforms



@spedforms

twitter.com/spedforms



SpEd Forms

youtube.com/channel/UC5bZKh1G4uL15Nud9Mg0udw

Are there things that you'd find helpful?

Have you noticed problem areas we should address?