SpEd Forms

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

To Infinity and Beyond!

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

Improving the User Experience

SpEd Forms v 2.0

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.

SpEd Forms

SpEd Forms 2.0 Improvements

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

SpEd Forms 2.0 is Optional

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.

SpEd Forms

SpEd Forms 2.0 is Optional (2)

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.

SpEd Forms

Things to Note about v 2.0

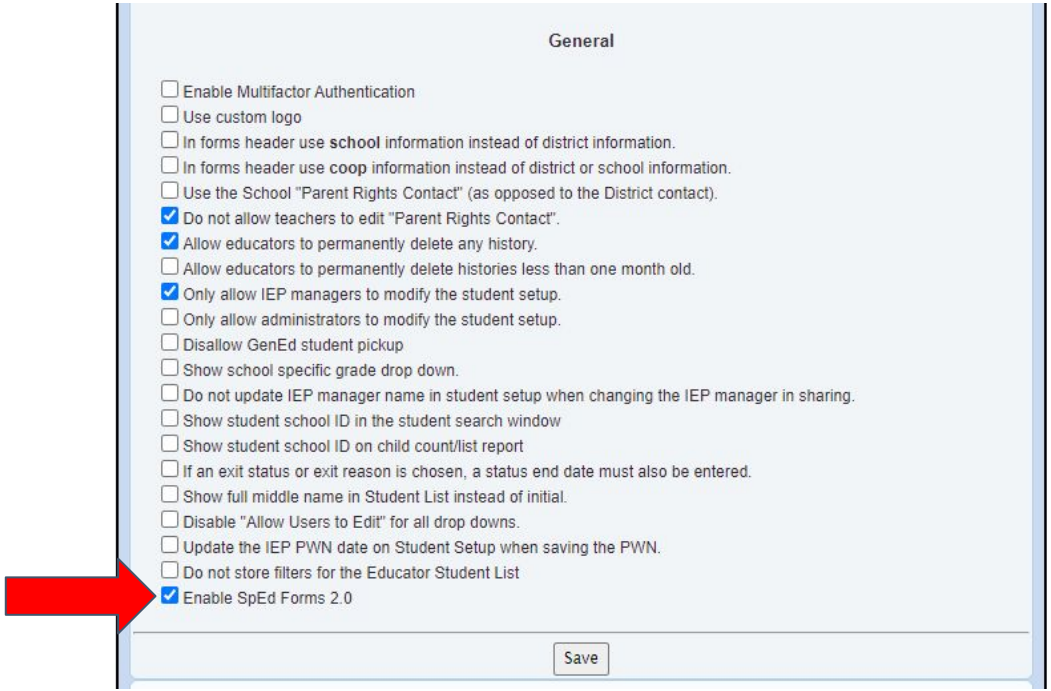
Not all components are 100% loaded yet.

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

SpEd Forms

How to turn on SpEd Forms 2.0 for district

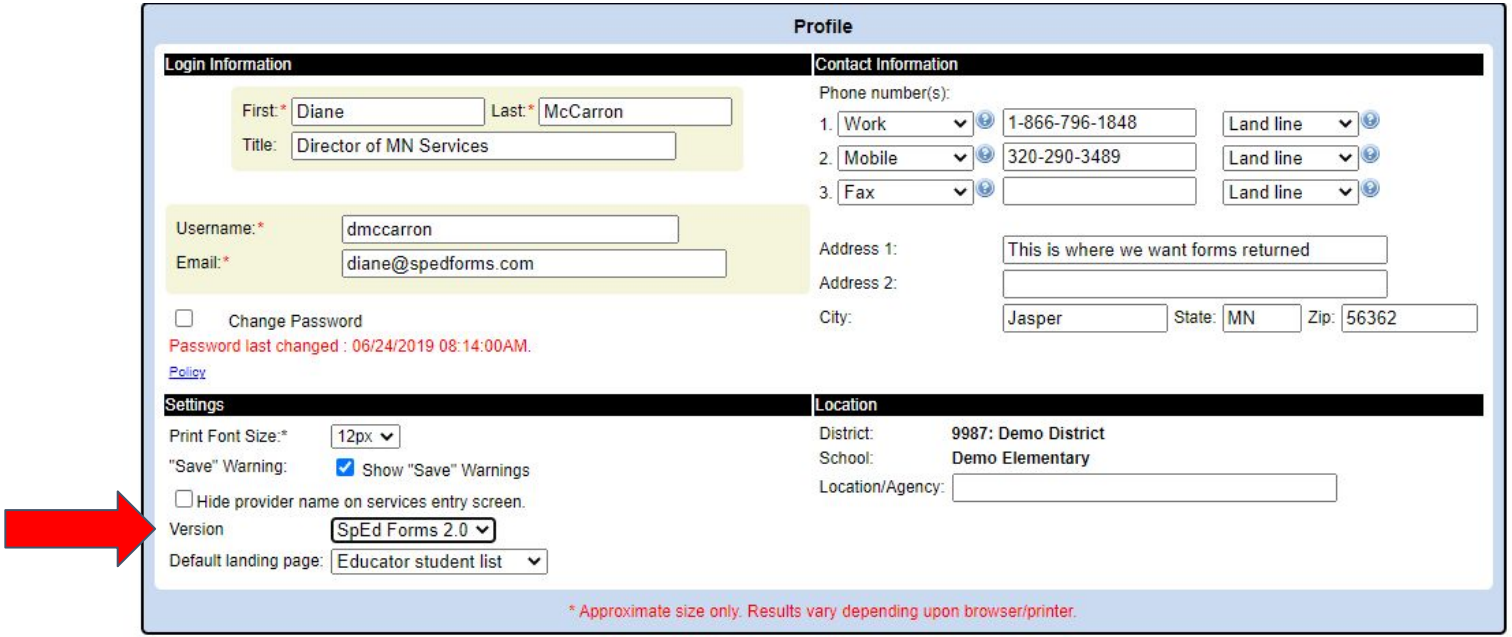
Go to: Admin Organization → Preferences

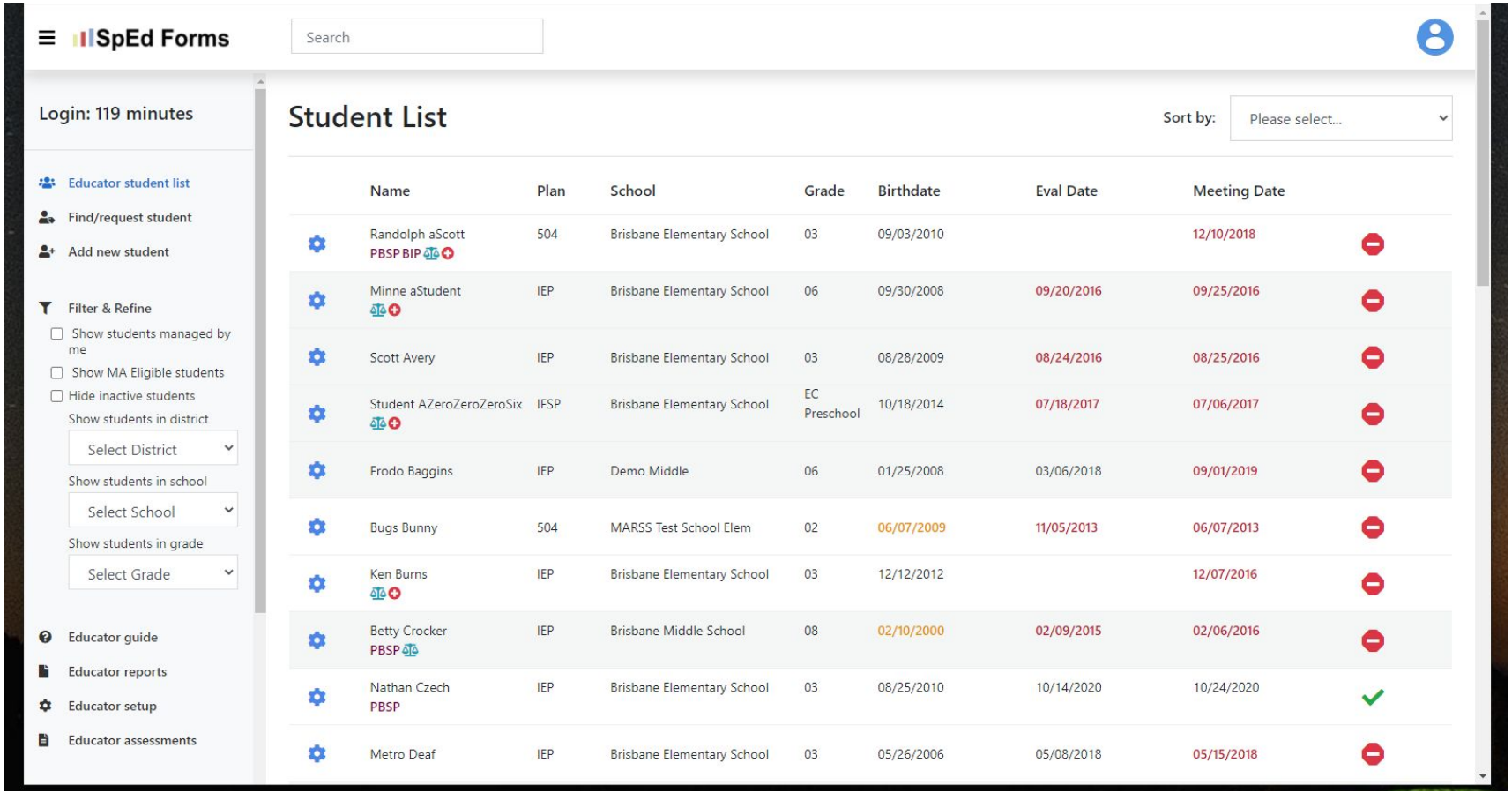


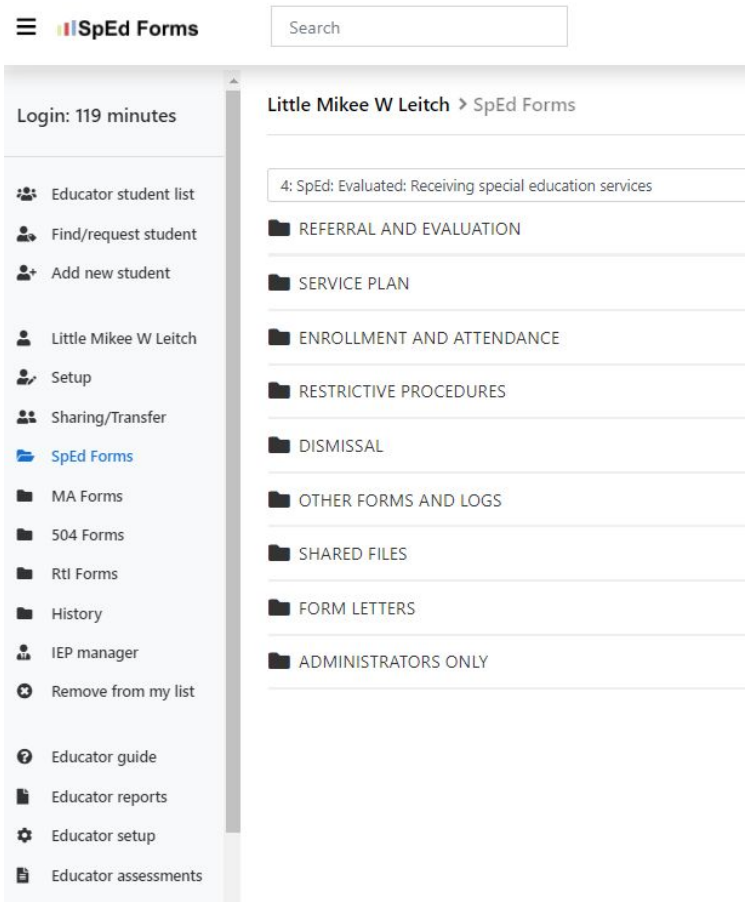
SpEd Forms

How to turn on SpEd Forms 2.0 for the user

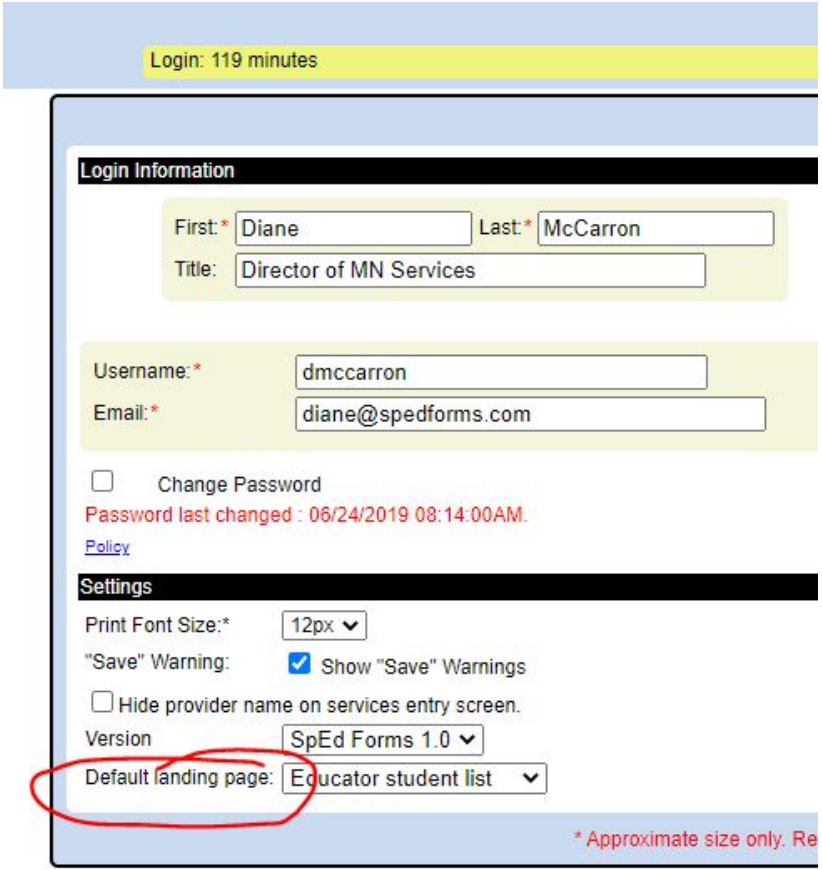
Go to: Educator Setup → Profile

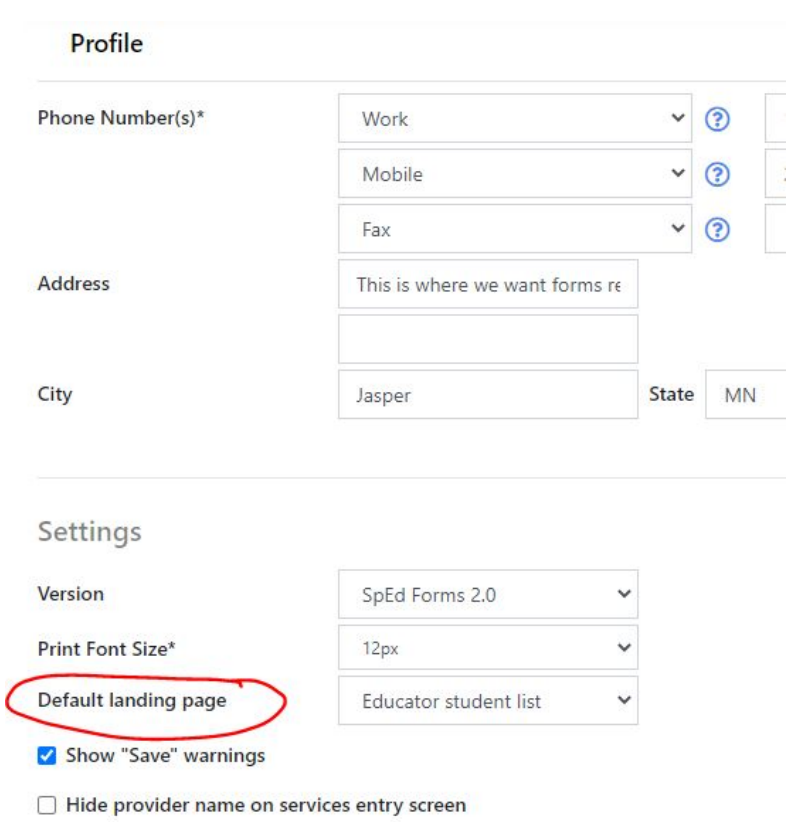



SpEd Forms
Search
Login: 119 minutes
Educator student list
Find/request student
Add new student
Filter & Refine
Show students managed by me
Show MA Eligible students
Hide inactive students
Show students in district
Select District
Show students in school
Select School
Show students in grade
Select Grade
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


SpEd Forms
Search
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
RtI 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

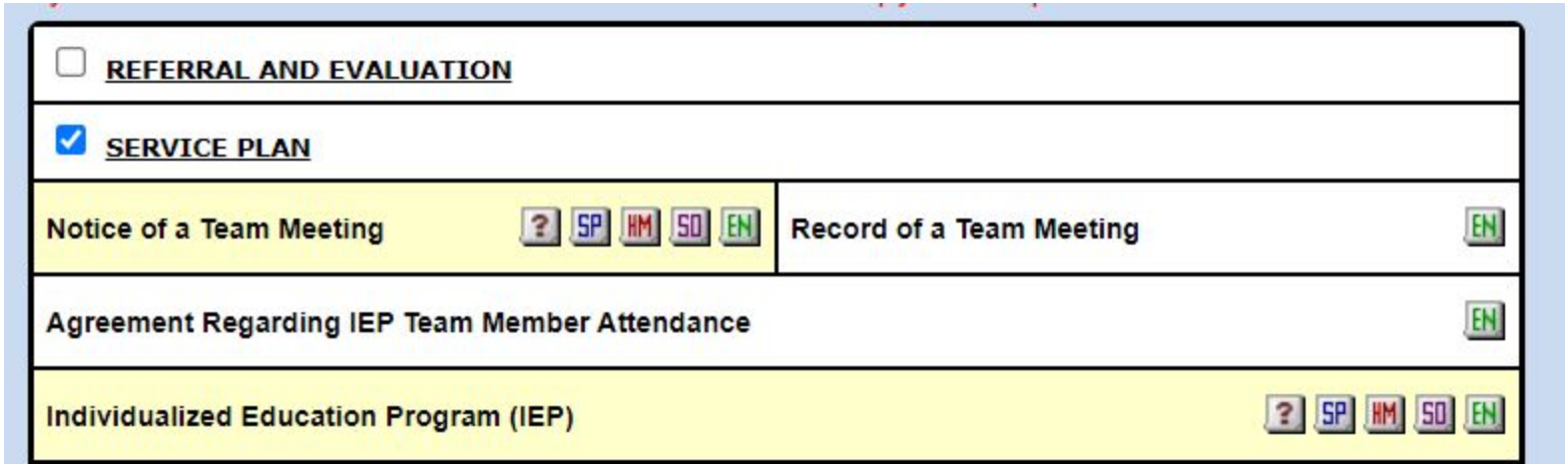
Landing Page Options





Translations

Updated translations for the IEP coming in May.



Making data reporting easier

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

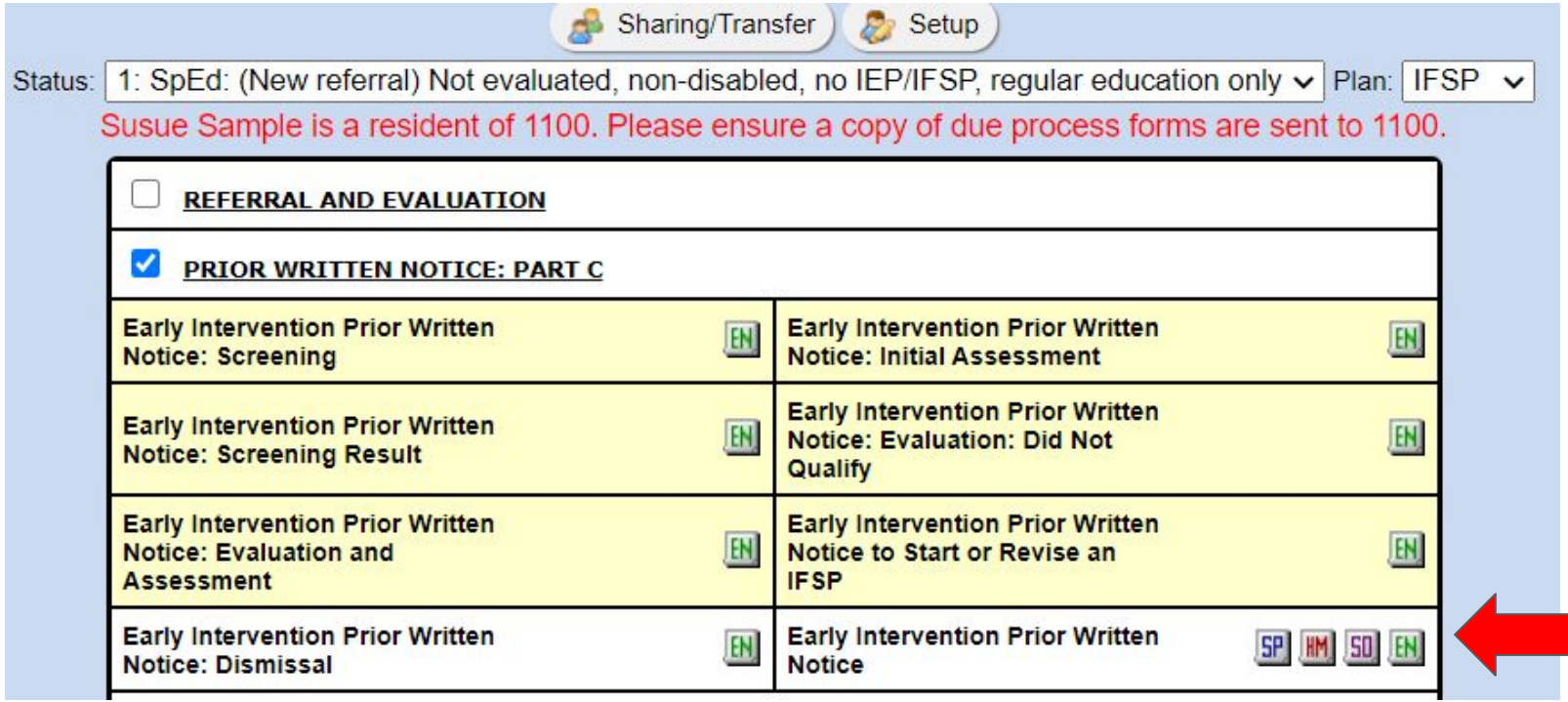
Paperwork Reduction

Part C - PWNs

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.

Part C PWNs (2)



Generic version of a PWN with translations

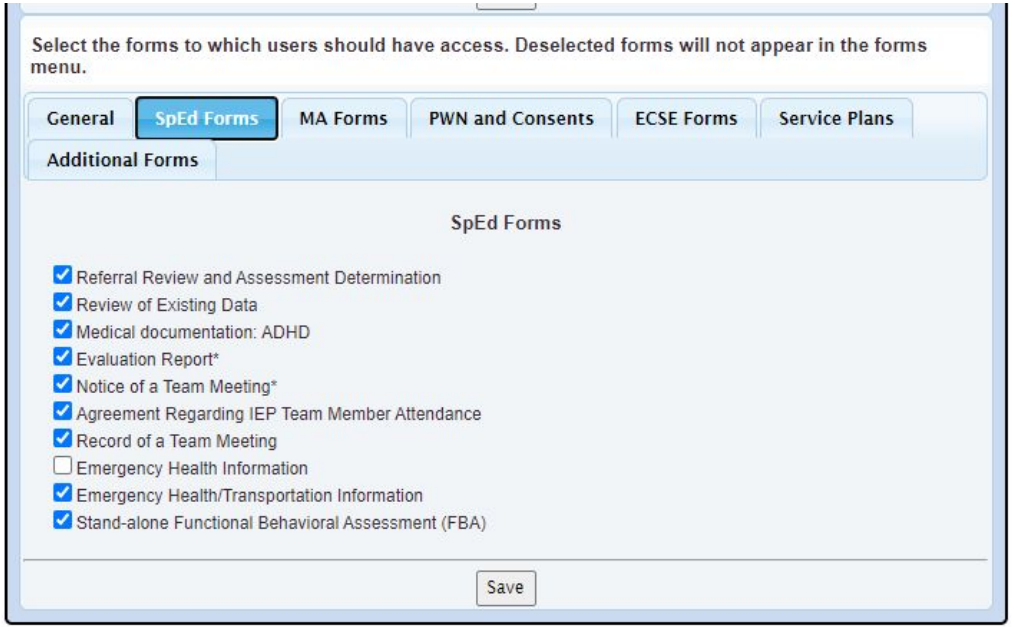
Stand Alone FBA

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



Stand-alone Functional Behavioral Assessment (FBA) Student: Minne aStudent

Login: 119 minutes Exclusive Rights: 59 minutes

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 aStudent ID: 0271MinneTMP1 Date: MM/DD/YY

School: Brisbane Elementary School Grade: 06 DOB: 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)?

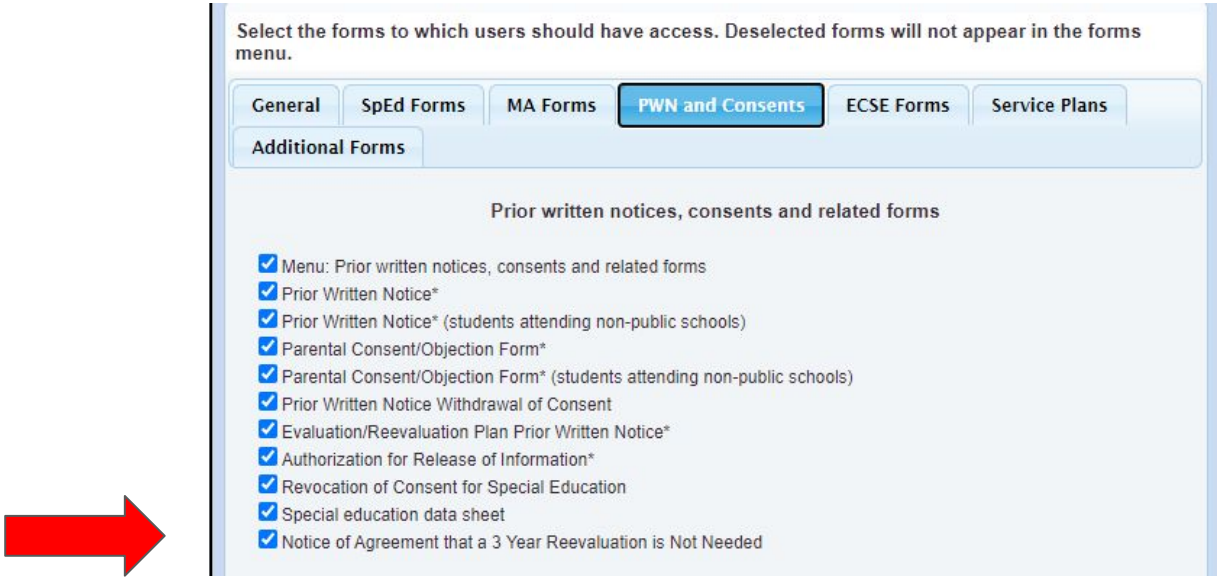
5. **Replacement Behavior(s)** - What are some possible behaviors that may be appropriate substitutes for the target behavior(s)?

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



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

Wisconsin Schools

River Ridge School District

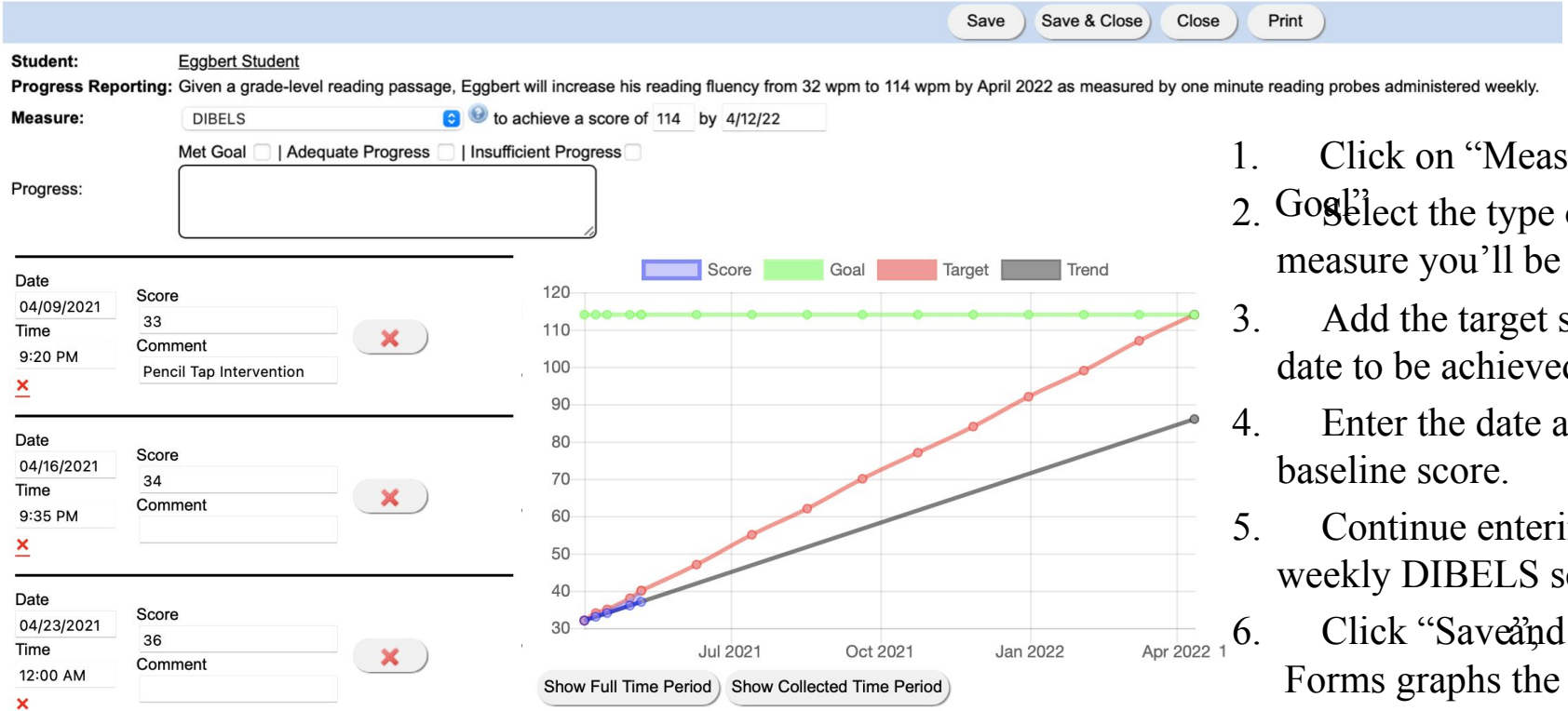
Superior School District

Boyceville School District

Milwaukee Academy of Science

Escuela Verde Schools

Measuring Goals



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

Tips and Tricks

Save | Save & Close | Close | Print

Student: Eggbert Student

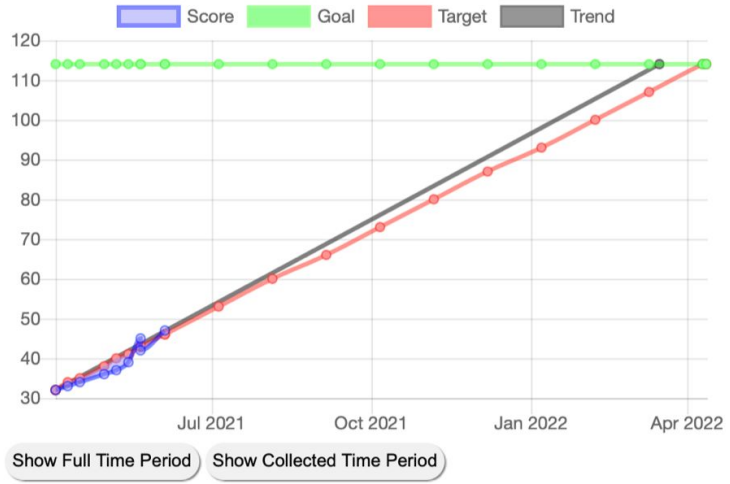
Progress Reporting: Given a grade-level reading passage, Eggbert will increase his reading fluency from 32 wpm to 114 wpm by April 2022 as measured by one minute reading probes administered weekly.

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 bang making improved progress. He is now on track to meet, and may exceed the reading goal within his IEP.

Date	Time	Score	Comment
04/02/2021	9:30 AM	32	Baseline
04/09/2021	9:20 PM	33	Pencil Tap Intervention
04/16/2021	9:35 PM	34	
04/30/2021	12:00 AM	36	
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 downard.

Making it about YOU!

Advisory Group

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 Yuretich - Northeast	**Melanie Kray - Metro area**
Pat Sullivan - West Central	**Kori Ryan - Charter Schools**
Mary Margaret Mathers - Central	**Tara Haase - Central**
Jackie Budden - Southwest	**Judy Beaton - ECSE**
Micki Breitsprecher -Southeast	**Lisa Backer - SpEd Forms**
Judd Fredstrom - Northwest	**Diane McCarron - SpEd Forms**

ECSE Advisory Group

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

"User Group"

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

Jess Ronkaine - North Shore Community School, Duluth	Amanda Thomas - Fillmore Central Public School
Dana Donahue - ECSE, East Grand Forks	Amanda Claesson - OT, Northland Learning Center, Virginia
Jacky Mergner - Part C, Lake Agassiz Special Ed Coop	Jackie Hickey - School Psychologist, SWWC
Sue Buhlmann - Crosby	Becky Levenhagen - NorthWest Regional Interdistrict Council
Jill Hygrell - PRIDE Transitions, Buffalo-Hanover-Montrose	Cadie J Olson - EBD, LD Moorhead HS, Moorhead
Patty Landsberger- SLP/ECSE, Buffalo-Hanover-Montrose	Caitie Aronson - PT St Croix River Ed District, Rush City
Lisa Backer - SpEd Forms	Malia Gahler Nzara - Teacher and Coordinator, New City Charter School Minneapolis
Diane McCarron - SpEd Forms	

Making it easier to onboard new staff

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

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

SpEd Forms

Thursdays at Three - Previous topics

- 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

Thursdays at Three - Upcoming topics

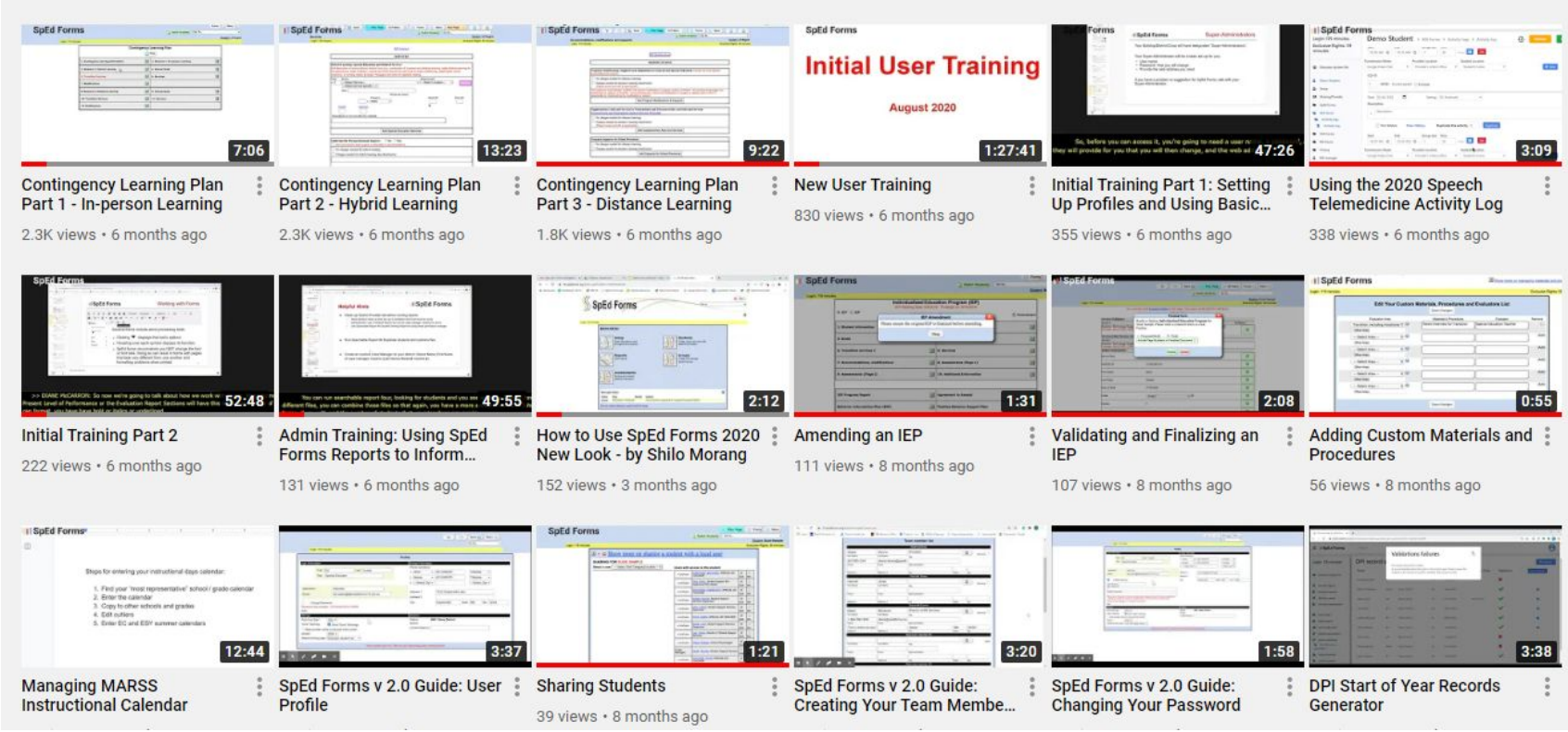
May 20 - ESY and ESY Progress Reporting

May 27 - End of the year checklist -brainstorming session

June 3 - MA log electronic signatures

SpEd Forms YouTube videos

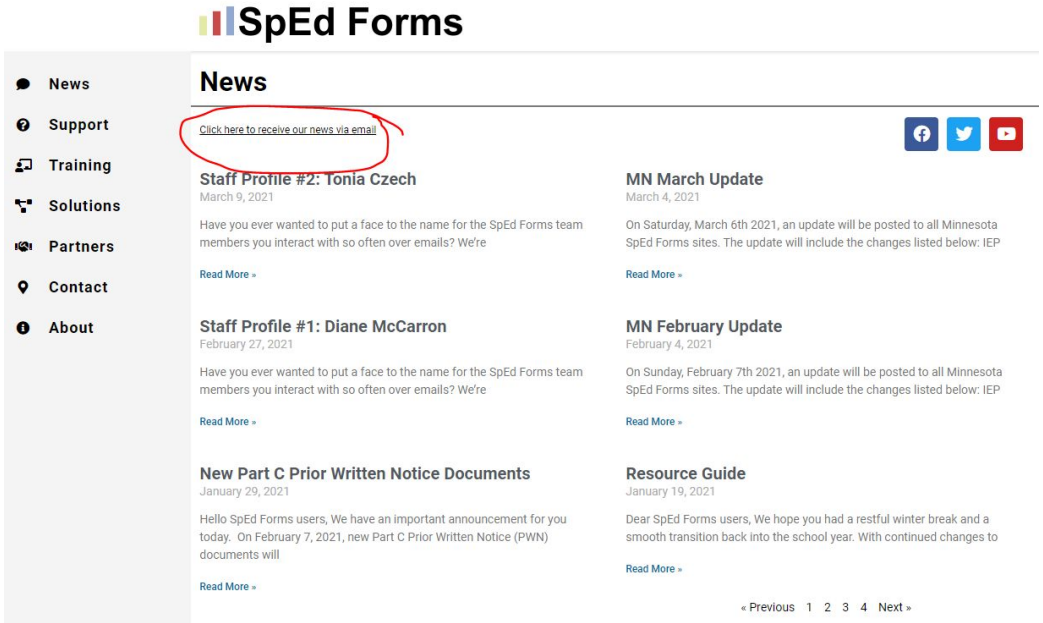
https://www.youtube.com/channel/UC5bZKh1G4uL15Nud9Mg0udw/videos



SpEd Forms

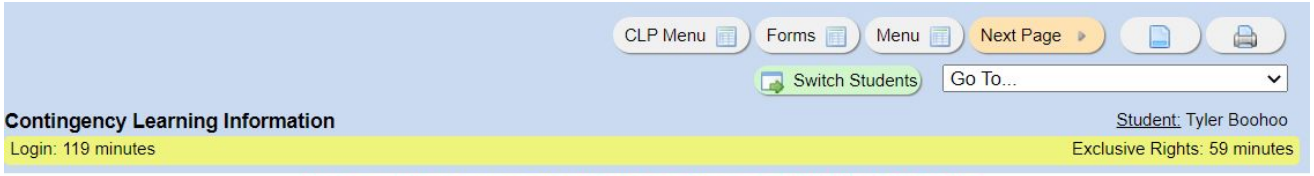
Sign up for emails

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



Upcoming Enhancements

Contingency Learning Plans



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??

IEP, ISP and IIIP

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?

Electronic Signatures

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

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

Billing for non-IEP Services

We will work to make this possible, but…

What is your district thinking about this?

Find us on social media!

@SpEdFormsInc

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SpEd Forms

linkedin.com/company/spedforms

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twitter.com/spedforms

SpEd Forms

youtube.com/channel/UC5bZKh1G4uL15Nud9Mg0udw

Other Ideas from the Group?

Are there things that you'd find helpful?

Have you noticed problem areas we should address?