INFINITE CAMPUS IEP COMMUNICATION PLAN

The Communication Plan supports the strategic objectives of the Clark County School District & the Student Services Division. The plan specifies the goals, strategies, and tactics of the Student Education Management Systems department that will be used to ensure the successful implementation and integration of the Individualized Education Program in Infinite Campus. For questions regarding the Communication Plan, please contact Stephanie Pocchia at 702-799-5385.

EXECUTIVE SUMMARY

The Clark County School District's (District) current system for developing and tracking federally-mandated Individualized Education Programs (IEPs) in compliance with federal, state, and local regulations, as well as for developing state-mandated reports for students with disabilities (37,700 students as of October 1, 2015), was implemented in 2004. This district-wide critical system reached 'end of life' in July 2015. In preparation for this eventuality, Student Education Management Systems department (SEMS), Student Services Division (SSD), in collaboration with the Technology and Information Systems Services Division (TISS) and the Nevada Department of Education (NDE), began working towards development and implementation of the IEP in Infinite Campus in the 2014-2015 school year.

The goals of the Infinite Campus IEP Communication Plan (Plan) are twofold: to inform and educate key audiences and stakeholders about the IEP implementation in Infinite Campus, as well as persuade stakeholders to accurately develop IEPs or Nevada Data Plans in Infinite Campus by the start of the 2016-2017 school year. To achieve these goals, objectives are established including defining key audience members and stakeholders, developing key messages appropriate to both groups, and developing an evaluation plan. Plan goals will be evaluated using several criteria, such as focus group results, feedback from two-legged interviews, survey results, analysis of help desk calls as well as reviews of messages posted to the SSD Exchange and the SEMS conference in InterAct.

Understanding that staff's time is a valuable resource, the Plan calls for face-to-face communication of key messages to critical stakeholder groups, such as communicating the rollout plan to facilitators, Performance Zone special education teams, principals and assistance chiefs. Additional communication channels, such as InterAct, Weekly Wire, SEMS' Help Desk, and Pathlore will be utilized as well.

The Communication Plan, in concert with a detailed project plan, a comprehensive training plan, and considerable end-user support will help to ensure the successful implementation and integration of the IEP in Infinite Campus by providing consistent messaging to key audience members and stakeholders.

COMMUNICATION PROCESS

The Infinite Campus IEP implementation supports the District's and SSD's initiatives to increase students' academic growth, improve proficiency, prepare for college and/or career, reduce disproportionality, and improve family engagement. This is accomplished by collaborating with NDE and other Nevada school districts to develop a state-edition IEP in Infinite Campus, including a portal which allows parents to view students' IEP information. The Infinite Campus IEP supports these focus areas by including the following:

- Present levels of academic achievement and functional performance
- Transition services to support students' transition from school
- Appropriate and ambitious annual academic goals that are aligned to the Nevada Academic Content Standards
- Support services to assist students in reaching their IEP goals
- Documentation related to participation in statewide and/or districtwide assessments
- Placement information related to the student receiving services in the least restrictive environment

In addition, by utilizing existing resources, specifically the Infinite Campus Student Information System, it is not necessary to expend additional funds and staff resources to develop & support separate system interfaces between other third-party applications, thereby improving return on investment. Leveraging staff's existing knowledge and experience using Infinite Campus to develop IEPs will also help to improve the District's return on investment.

Lastly, reports will be developed to inform stakeholders regarding the District's progress towards the performance targets identified in the Nevada Department of Education, Office of Special Education, Part B State Performance Plan. These performance indicators were established with the goal of making improvements in several key areas, such as improving graduation rates, decreasing dropout rates, improving proficiency in reading and math, reducing disproportionality, and ensuring students with disabilities receive services in the least restrictive environment. Reports can be ran in real-time, thereby reducing the wait-time for important, actionable data.

Communication is key to the success of the Infinite Campus IEP implementation. This Communication Plan includes strategies that are based on the two-way asymmetrical model and two-way symmetrical model developed by James E. Grunig in the 1980's. These models are part of the Excellence Theory that was developed as a result of a 15-year comprehensive study conducted to determine the best practices in effective public relations. The two-way asymmetrical model incorporates feedback from targeted audiences to develop messages that are persuasive in nature in order to achieve short-term changes in the attitude of the intended recipients. Whereas the two-way asymmetrical model focuses on trying to persuade target audiences, it is not a balanced approach. The two-way symmetrical model, on the other hand, focuses on trying to negotiate a mutual understanding in an effort to create a win-win situation for both the organization and target audiences. The key to the two-way symmetrical model is an emphasis on mutual respect and compromise, which necessitates that the organization be willing to change operating procedures to accommodate the needs of the target audiences.

In Dozier's, Grunig's, and Grunig's *Manager's Guide to Excellence in Public Relations and Communication Management*, a strategic two-way symmetrical model focuses on relationships and how they converge "…around issues of mutual interest (1995, p. 33). An example of this is related in a study by Candace White, Antoaneta Vanc, and Gena Stafford entitled *Internal Communication, Information Satisfaction, and Sense of Community: The Effect of Personal Influence* (2010), which indicates that when employees have a relationship with administrators in positions of influence, they are more receptive to information communicated by the administrator and more willing to advocate for the organization. Further, the study found that employees prefer face-to-face communication and interaction, and that they placed a high value on meetings.

Capitalizing on these findings, it is important to take advantage of the relationships that exist between Performance Zone Special Education Directors and Coordinators with their Special Education Instructional Facilitators, as well as the relationships between SSD department heads and their staff. Ensuring all stakeholders are aware and understand key messages and that they are engaged in the process is crucial to the successful implementation of the Infinite Campus IEP.

BACKGROUND

The District's current third-party system for developing and tracking federally-mandated IEPs and reporting IDEA Part B data was implemented in 2004. Support for this system was discontinued on July 31, 2015, and a third-party company was contracted to provide on-going system support from June 17, 2015 – June 16, 2016. During this time, it is expected that development of the IEP process in Infinite Campus will be completed and the final results from the conclusion of a pilot will be available for review.

The communication goals for the 2004 implementation were to inform a variety of staff of the implementation of the new system, ensure appropriate staff were aware of the training and support offerings, maintain open and consistent communication post-training, be accessible, develop procedures for responding to staff's questions or concerns, and promote a favorable reception of the new system. A variety of strategies were developed to engage and inform staff, such as use of various InterAct conferences, presentations at both large and small meetings, memos, and school visits, and talking points were specifically developed for key audiences to address their unique needs and concerns. Special Education Instructional Facilitators (SEIFs) were identified as a key stakeholder with a direct link to special education teachers. Communication strategies and tactics relied heavily on SEIFs timely and accurately sharing key messages with special education teachers at their assigned school(s).

Due to a variety of reasons, it quickly became apparent that many special education teachers did not receive updates from their SEIFs on a regular basis. To compensate, SEMS ensured key messages were not only presented to the SEIFs at their regularly scheduled Region SEIF meetings, but they were also posted to the SSD Exchange, an InterAct conference for special education staff, including special education teachers, as well as shared with region (now performance zone) special education directors. It also became apparent that school administrators had little knowledge or understanding of the new system, and presentations at principal meetings were conducted to keep them informed. In spite of these efforts, more recent two-legged interviews indicate inconsistency with key messages directly reaching special education teachers.

As part of the current implementation, a committee of subject matter experts was convened to guide the development of the IEP in Infinite Campus. As development progressed, the

committee realized that the Infinite Campus IEP's strength, its flexibility, was also a potential weakness. Rather than driving the IEP process by mandating certain procedures, the Infinite Campus IEP allows the end user to determine the process themselves and does not direct the required IEP elements be completed. The committee recognized a critical need for staff to know, understand, and apply the appropriate procedures when developing the IEP.

The ability to communicate directly with special education teachers, school administrators, SSD staff, and the Nevada Department of Education, Office of Special Education is critical to the successful implementation of the IEP in Infinite Campus. As was discovered during the first implementation, relying on secondary sources to deliver key messages is unreliable, inconsistent, and ineffective. Therefore, specific tactics will be utilized to support the first-hand communication of key messages to intended audiences. Also recognizing that the IEP process will be a challenge, it is critical that the IEP process is embedded when conducting professional development and providing on-going support.

SITUATIONAL ANALYSIS

The District is in the second phase of the district-wide Infinite Campus implementation. During the first phase of the implementation, a survey of special education staff regarding the functions in Infinite Campus and the ability of staff to perform these functions was conducted by the SEMS department in December 2014. Overall, 52% of special education staff indicated their ability to perform their job-related tasks in Infinite Campus as "Excellent" (9.5%) or "Good" (42.5%), and 48% indicated their ability to perform their job-related tasks in Infinite Campus as "Fair" (33.7%) or "Poor" (14.3%). Two-legged interviews with various stakeholders indicated that the first phase of the implementation was difficult.

Currently, the District has several competing priorities, including de-consolidation efforts, a new teacher contract, teacher shortages, implementation of a rigorous teacher performance evaluation, improving student achievement, and implementing phase two of the Infinite Campus implementation, which includes the IEP. Although it would be easy to categorize the introduction of additional change as a weakness, it can be a strength if implemented thoughtfully and the opportunities are leveraged to build relationships with stakeholders.

The stakeholders identified in the Strategic Summary section include special education teachers and special education instructional facilitators. Recent focus group feedback of pilot school participants indicated the following impacts them regarding *use of the IEP* in Infinite Campus:

- Time
  - Developing the IEP and stapling documents is time consuming
  - Insufficient time is available during the work day to develop the IEP or get help
  - Staff is not being paid for the time they put into the IEP on their own time
  - Cannot create multiple placements (e.g., five years old & turning six within the year), thereby potentially requiring additional meetings
- Process
  - The IEP process is too open – end users must have a thorough knowledge of the evaluation and/or IEP process to ensure compliance
  - Cannot create multiple placements(e.g., five years old & turning six within the year)
  - Terminology is difficult to learn

- System
  - End users reflected positively on having everything available in one system
  - Caseloads are not easily accessible
  - Font is too small
  - Too many outages
- Professional Development
  - Trainers are good and available

The pilot school participants indicated the following as *positive features* of the IEP in Infinite Campus:

- Sped module is the best feature of Infinite Campus
- Navigation and saving is easier
- Present Levels are easier to complete
- Trainers are good and available
- Goals and benchmarks

- More than one user can be on a page at the same time
- Looks like it will be easier once they learn it
- Parent will have access to the IEP when it is locked
- Birthdate/age is visible

The pilot school participants shared the following *concerns* regarding the IEP in Infinite Campus:

- District outages affect everything they do
- Access
- System updates
- Giving up preps
- Compliance
- Font size is too small
- Printing draft IEPs is not cost effective
- Student information not pre-filling

- Need additional lines for meeting participants
- No cloning
- Labeling goals
- Simple forms take too long to open, complete and save
- Inability to complete multiple placements
- Front page of IEP doesn't prefill with students' disability

In addition, a review of SEMS Help Desk calls regarding the IEP in Infinite Campus revealed a wide variety of calls related to access issues, request for assistance regarding the IEP process, updating students' status, the IEP flag, and questions regarding Firefox. Overall, although pilot participants enjoy the flexibility of the system but have strong concerns about compliance.

STRATEGIC SUMMARY

The goals of the Communication Plan are to inform and educate key audiences and stakeholders about the IEP implementation in Infinite Campus, as well as persuade stakeholders to utilize the IEP in Infinite Campus by the start of the 2016-2017 school year. Additionally, based on a review of SEMS Help Desk calls and feedback from the focus groups, the goals of the Communication Plan will also include educating stakeholders in the IEP process. To accomplish these goals, several objectives must be accomplished:

- Define key audience members and stakeholders
- Develop strategic messages
- Create focused strategies & tactics
- Develop an evaluation plan

Key Audiences & Stakeholders

A myriad of audiences and stakeholders requires slightly varying modes and methods of communication. Some audiences may only require intermittent updates through email channels, while key stakeholders require interpersonal, face-to-face communication with built-in feedback loops. Regardless of the mode, method, frequency, and audience, an evaluation plan must be developed to determine if the message was received and understood.

SEMS works directly with a variety of external audiences including NDE, the Nevada State Public Charter School Authority (NSPCSA), other Nevada school districts, and occasionally parents. Internal audiences include special education teachers and related services staff, such as speech and language pathologists, nurses, psychologists, and occupation and physical therapists. Internal audiences also include special education instructional facilitators, special education performance zone teams, school principals, assistance principals, counselors, and deans. Last, but not least, internal audience members also include SSD leadership and support staff.

SEMS is the District liaison with NDE and other Nevada school districts, as well as the NSPCSA, in the development of the IEP, related forms, and reports in Infinite Campus. The NDE IEP committee meets regularly to review IEP development, form development, and other Infinite Campus functionality as it relates to or impacts special education, such as the Medicaid

module, Behavior module, and student transfers. SEMS is also SSD's Infinite Campus liaison to the District's SIS Phase II Steering Committee, which meets regularly to discuss the progress of the Phase II project. Lastly, as the SSD Infinite Campus liaison, SEMS provides oversight and guidance to other SSD departments in the use of Infinite Campus as well as the development and implementation of custom tabs.

Strategic Messages

In order to inform and educate key audiences and stakeholders about the IEP implementation in Infinite Campus, as well as persuade stakeholders to develop Nevada Data Plans and IEPs in Infinite Campus accurately and timely, the following key messages will be utilized:

- The Infinite Campus state-edition IEP is required
- The critical nature of the accuracy of the data for funding and state reporting
- Clear communication of the Infinite Campus IEP roll-out schedule
- Assurances that continued supports are available
- Information regarding the transition from Encore to Infinite Campus

Focused Strategies and Tactics

With a new teacher contract, rigorous teacher performance evaluations, and a District re-organization looming due to recent Nevada legislation, District staff are experiencing more work-related stress than ever before. Not only does stress create obstacles in ensuring targeted audiences are aware of and understand key messages and that they are engaged sufficiently to take action based on these message, it makes it difficult to introduce and implement change. Requiring targeted audiences to willingly implement additional organizational change will be difficult and requires sensitivity and finesse when developing and employing key messaging strategies. Key messaging strategies, such as presenting important updates at principal and SEIF meetings, creating/maintaining an email list of all special education teachers, and presenting to new special education teachers at New Teacher Orientation will be utilized and will require development of key messages that will be delivered consistently and timely.

Consistency

It is important to assure staff that although utilizing the IEP in Infinite Campus is mandated, they will be supported throughout the process. It is crucial that the actions, decisions, and behavior of the SEMS team is consistent with this message. To support consistency between messaging and behavior, as well as continually improve the implementation process, the following tactics will be utilized:

- Daily Briefings – the SEMS Team will conduct daily briefings of 5 – 10 minutes each morning to recap any Infinite Campus IEP issues or concerns from the previous day and agree on how the team will appropriately respond

- SEMS Meetings – SEMS will schedule a monthly 1-hour Training meeting, a monthly 1-hour Help Desk meeting, and all SEMS staff will attend a monthly 1-hour Team meeting. These meetings will allow staff to focus on issues specifically related to the topic.

- SEIF Meetings – the SEMS SEIFs will attend their Performance Zone SEIF meetings to disseminate information and solicit feedback.

- Direct Email – SEMS will develop key strategic messages and the SEIFs will directly email important updates to other SEIFs.

- IC IEP Steering Committee – the SEMS administrator will chair the IC IEP Steering Committee, which is responsible for guiding the IC IEP implementation.

- SSD Leadership Meetings – the SEMS administrator will provide information/updates and solicit feedback on the Infinite Campus IEP.

- Principal Meetings – the SEMS administrator will provide information/updates and solicit feedback on the Infinite Campus IEP.

- Assistant Chiefs – the SEMS administrator will provide information/updates and solicit feedback on the Infinite Campus IEP.

Timeliness

In an effort to control the quality and content of communication regarding the IEP implementation, it is critical to distribute strategic messages in a timely manner to key audiences and stakeholders. Referencing the IC IEP project plan, strategic messages will be developed ahead of time and distributed through the identified communication channels. See the schedule below for the timeline for distributing key messages:

SCHEDULE

In support of the communication efforts, messaging will be rolled out to various stakeholders as project milestones are met. Below is a general schedule of events:

DATE	MESSAGE DESCRIPTION
SEP 2015	Initial pilot of the Infinite Campus IEP begins Updates provided at SSD Executive Director Updates provided at SSD Leadership
OCT 2015	Updates provided at SSD Executive Director Updates provided at SSD Leadership
NOV 2015	Updates provided at SSD Executive Director Updates provided at SSD Leadership Focus groups conducted of the initial pilot groups
DEC 2015	Infinite Campus IEP Steering Committee implemented Executive Sponsor added to SSD's Executive Leadership meetings Updates provided at SSD Leadership
JAN 2016	Rollout plan presented at SSD Executive Leadership Rollout plan presented at SSD Leadership Rollout plan presented at the IC IEP Steering Committee
FEB 2016	Expanded pilot schools' agreement to participate obtained Rollout plan presented to Educational & Operational Excellence Unit Rollout plan presented at Assistant Chiefs Meeting
MAR 2016	Expanded pilot of the Infinite Campus IEP begins Rollout plan presented at Principals Meeting Spring IC IEP training posted to Pathlore Spring IC IEP training presented at SSD Executive Leadership Spring IC IEP training presented at the IC IEP Steering Committee Spring IC IEP training presented at SSD Leadership
APR 2016	Rollout plan presented at PZ SEIF meetings Rollout plan posted to SSD Exchange, SEMS conference, and SEMS website Expanded pilot focus groups scheduled Status of data presented at SSD Executive Leadership Status of data presented at the IC IEP Steering Committee Status of data presented at SSD Leadership

MAY 2016	Focus group feedback presented at SSD Executive Leadership
	Focus group feedback presented at IC IEP Steering Committee
	Focus group feedback presented at SSD Leadership
	Focus group feedback presented at Educational & Operational Excellence Unit
	Focus group feedback presented at PZ SEIF meetings
	Summer IC IEP training posted in Pathlore
	Summer IC IEP training posted to the Weekly Wire
	Summer IC IEP training presented at SSD Leadership
	Summer IC IEP training presented at PZ SEIF meetings
	Students with Disabilities Child Count reminder presented at SSD Executive Leadership
	Students with Disabilities Child Count reminder presented at IC IEP Steering Committee
	Students with Disabilities Child Count reminder presented at SSD Leadership
	Students with Disabilities Child Count reminder presented at PZ SEIF meetings
JUN 2016	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
	Updated status of data presented at Educational & Operational Excellence Unit
	Summer IC IEP training reminders posted to the Weekly Wire
	Summer IC IEP training reminders presented at SSD Leadership
	Summer IC IEP training reminders presented at PZ SEIF meetings
JUL 2016	Status of IC IEP training for related services staff to SSD Executive Leadership
	Status of IC IEP training for related services staff to IC IEP Steering Committee
	Status of IC IEP training for related services staff to related services directors
	Status of IC IEP training for related services staff to SSD Leadership
AUG 2016	Status of IC IEP training for sped teachers to SSD Executive Leadership
	Status of IC IEP training for sped teachers to IC IEP Steering Committee
	Status of IC IEP training for sped teachers to SSD Leadership
	IC IEP training for fall 2016 posted to Pathlore
	IC IEP training for fall 2016 posted to the Weekly Wire
	IC IEP training for fall 2016 presented at SSD Leadership
SEP 2016	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Students with Disabilities Child Count reminder posted to the Weekly Wire
	Students with Disabilities Child Count reminder presented at SSD Executive Leadership

	Students with Disabilities Child Count reminder presented at IC IEP Steering Committee
	Students with Disabilities Child Count reminder presented at SSD Leadership
	Students with Disabilities Child Count reminder presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
OCT 2016	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
NOV 2016	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
DEC 2016	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
JAN 2017	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
FEB 2017	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee

	Status of data presented at SSD Leadership
MAR 2017	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
APR 2017	IC IEP training reminders posted to the Weekly Wire
	IC IEP training reminders presented at SSD Leadership
	IC IEP training reminders presented at PZ SEIF meetings
	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
MAY 2017	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership
JUN 2017	Status of data presented at SSD Executive Leadership
	Status of data presented at the IC IEP Steering Committee
	Status of data presented at SSD Leadership

EVALUATION PLAN

The goals of the communication plan, to inform and educate key audiences and stakeholders regarding the IEP implementation in Infinite Campus and to persuade stakeholders to accurately develop Nevada Data Plans or IEPs in Infinite Campus in a timely manner, will be evaluated focusing on the perceptions and behavioral and knowledge outcomes of stakeholders. Several methodologies will be utilized to measure whether key audiences and stakeholders were informed about the IEP implementation in Infinite Campus, whether they understood the critical nature of the data, and whether they understood and responded to the call to action to ensure special education accurate data is entered timely into Infinite Campus.

Evaluations will be accomplished by conducting quantitative and qualitative analysis of several sources of data and information. Qualitative analysis will include analyzing focus group feedback, two-legged interviews, help desk calls to the SEMS Help Desk, and messages posted to the SSD Exchange and the SEMS conference in InterAct. Quantiative analysis will include analyzing survey results, special education data in Encore, the District's current special education data management system, as compared to special education data in Infinite Campus, and the number and type of help desk calls to the SEMS Help Desk.

Focus Group Results

Focus groups will be conducted for the purposes of soliciting feedback from stakeholders regarding communication of the implementation of the IEP in Infinite Campus. A stratified sample of employees based on employees' position will be developed to ensure each strata is equitably represented. Participants will be randomly selected from the stratified sample to participate in the focus group. Responses will be documented and the results will be used to inform decisions regarding communication of the implementation of the IEP in Infinite Campus.

Two-Legged Interviews

As SEMS staff present at various meetings or facilitate help camps at schools, they will conduct two-legged interviews with stakeholders to solicit feedback regarding communication of the implementation of the IEP in Infinite Campus. Information from these two-way dialogues will not only provide an additional means to measure the outcomes of the Plan's goals, but

they will also help to inform policy and process decisions and assist in building relationships with stakeholders.

Help Desk Calls

The SEMS Help Desk staff record calls in the District's issue management system, CA Service Desk. Calls are identified by program and categorized according to the type of issue identified, such as "Training Question", "Procedure Question", "Bug", "Change Request", etc…, and the subject of the program, such as IEP, Evaluation, NV Data Plan, Access, etc… The caller's name, school, and question or issue are documented as well. Caller's content of their question or issue will be analyzed and used to inform decisions regarding communication of the implementation of the IEP in Infinite Campus.

InterAct Messages

The SEMS Help Desk respond to messages posted to the SSD Exchange and the SEMS conference, both in InterAct. The content of messages will be manually categorized by program, type of issue, and subject, and will be analyzed and used to inform decisions regarding communication of the implementation of the IEP in Infinite Campus.

Survey Results

Surveys will be developed and randomly sent to key audiences and stakeholders to measure awareness, knowledge, and perception of the IEP implementation in Infinite Campus. Responses are anonymous and the results will be analyzed and used to inform decisions regarding communication of the implementation of the IEP in Infinite Campus.