

Type it once, update it in seconds, print it whenever you need it. Plus the caseload pages and the three audience versions.

[illegible]

BRIGHT PATH SPEED

Ninety seconds of reading that will save you an email. Please read it before you decide something is broken.

- 1 Open this file in a PDF reader**, not in a web browser preview pane and not in a photo viewer. Adobe Acrobat Reader is free and is the one that behaves best. Preview on a Mac works. Most browsers can fill the fields but some will not save them, which is where nearly every “it did not save” email comes from.
- 2 Click any dotted rule or shaded box and start typing.** If a field is there, the cursor will change when you hover over it. Press **Tab** to move to the next field and **Shift+Tab** to go back.
- 3 Use Save As, once per student.** Save a separate copy named for each student — *Glance-M-Torres.pdf* — rather than typing over the same file. The original stays blank and you can print a fresh one any time.
- 4 Print exactly as you always would.** What you typed prints with the page. Choose *Actual size* or *100%* rather than *Fit to page* so the margins stay where they were designed to be.
- 5 Prefer to handwrite it?** Print it blank and use it as a paper form. Every page in here was designed to work that way first.

What this file is

A fillable PDF. The text fields are built into the document itself, so it works offline, needs no account, no login and no subscription, and looks the same on every machine that opens it.

What this file is not

It is not a Google Slides deck, a Google Doc, or a PowerPoint file, and it does not become one. You can type in it and print it; you cannot drag the boxes around or restyle the page. If you needed a slide deck you can redesign, this is not that, and I would rather say so here than have you find out after you download it.

If something does not work

The text disappears when I close it. The file was opened in something that fills fields but does not save them — usually a browser tab. Download the file to your computer, open it in Acrobat Reader, and use Save As.

My typing is tiny, or huge. The larger boxes size the text automatically to fit what you have written, so a long entry shrinks. That is deliberate — it is what stops a paragraph from spilling off the page.

I cannot find a field on a page. Some pages are reference or example pages and have nothing to fill in — the terms page, this page, and the filled-in example on page 6. Every other page has fields.

Anything else — use the **Ask a Question** tab on the product page. I every question is read, and a fix to the file is a free update.

One page, one student. Click the first field and use Tab to move through it.

STUDENT

CASE MANAGER

GRADE / TEACHER

ANNUAL REVIEW DATE

Strengths and what motivates them

Start here. Everybody reading this page will meet the student before they meet the paperwork.

Eligibility / service area

As written on the IEP.

Communication

How they tell you things, including device, sign, or gestures.

Goal areas being worked on right now

Two or three, not all of them. The ones an adult should be reinforcing this month.

Accommodations that apply in every setting

Written as what the adult does.

What helps

Say this, offer this, do this first.

What makes it worse

Including the well-meant things.

Medical, safety, and anything a stranger must know today

Allergies, seizures, feeding, transport, elopement, custody. If it would change what an adult does in an emergency, it goes here.

The same page, completed. This is the level of detail that makes it useful to somebody who has never met the student.

STUDENT

Marcus T.

CASE MANAGER

R. Doyle

GRADE / TEACHER

2nd · Ms. Alvarez, Room 14

ANNUAL REVIEW DATE

March 4

Strengths and what motivates them

Funny, and he knows it. Will work a long time for the chance to tell you something he has just learned about sharks. Reads people quickly. Genuinely kind to younger students, and putting him with one is the fastest way to a good afternoon.

Eligibility / service area

Specific learning disability — reading. Speech and language as a related service.

Communication

Speaks in full sentences. Under stress he goes quiet rather than loud, so silence is the signal, not calm.

Goal areas being worked on right now

Decoding CVC and CVCe words in connected text. Asking for help using a full sentence instead of putting his head down.

Accommodations that apply in every setting

Directions one step at a time, then wait ten full seconds before repeating. Give him the page with fewer items on it — same work, less crowding. He may type anything longer than three sentences.

What helps

Tell him what is happening next before it happens. Give him a job. Let him finish the sentence he is on before you interrupt.

What makes it worse

Reading aloud in front of the class — do not ask, even kindly. Being asked “are you okay?” in front of other students.

Medical, safety, and anything a stranger must know today

No allergies. Rescue inhaler in the front office, not in the classroom — send an adult with him. Grandmother collects on Thursdays; she is on the list.

Deliberately cut down. No goal wording, no eligibility category, no service minutes — only what the classroom teacher has to do differently.

This page is deliberately incomplete. It carries no goal wording, no eligibility category, no service minutes and no medical history — because a general education teacher needs to know what to DO, and every extra confidential detail on a page that lives in a shared classroom is a FERPA risk with no upside. Hand out this page. Keep page 5 for yourself.

STUDENT

YOUR CLASS / PERIOD

CASE MANAGER & EXTENSION

What you should know about this student first

Strengths and what motivates them. Nothing clinical.

What to do differently in your room

One instruction per line, written so it can be carried out without asking a question. This is the whole point of the page.

If they are stuck or shutting down

The first two things to try.

Please do not

Including the well-meant things.

When to contact me, and how

Say what counts as worth an email and what does not, so you get told about the things you need to know and not the things you do not.

First, name the accommodations

Write the eight accommodations your caseload actually uses into the numbered slots. Then tick the column for each student who has it. Eight covers most rooms; use a second copy of the page if you need more.

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