ST **Same Team for Schools**
SAME TEAM EDUCATIONAL RESOURCES

FOR PRINCIPALS · SPECIAL EDUCATION DIRECTORS · 504 COORDINATORS

If a parent asked tomorrow, could you show that *every adult* knew their part?

Same Team for Schools gives every adult who carries out an IEP or 504 plan their part in one page, and gives you the record that they did it.

1 page per adult | **1 minute** a week | **0** student names sent to us

INSIDE

1 **The one-minute version**
What it is, who uses it, and what it isn't.

2 **Why it matters now**
What the law expects of every adult, and four everyday failures.

3 **Train every adult, and give them someone to ask**
Ask Dr. Long and five guides, 350 pages.

4 **The checks you're responsible for**
Removal days, audits, deadlines, ready to run.

5 **Built so we never have a student's name**
For IT, and anyone who asks where the data goes.

6 **Straight answers**
The questions school leaders ask us.

7 **30 tools, and how to start small**
One building, a 30-minute walk-through.



Elizabeth Long, Ph.D.
FOUNDER
32 years in public education. She wrote every guide in Same Team for Schools.

See it for yourself
Scan to open Same Team for Schools and the Schools Guide.

Same Team for Schools
SAME TEAM EDUCATIONAL RESOURCES

FOR PRINCIPALS, SPECIAL EDUCATION DIRECTORS AND 504 COORDINATORS

Your IEPs are written by a team. They are *kept* by every adult in the building.

Same Team for Schools gives every adult who carries out an IEP or 504 plan the same training, the same tools and the same plain-language reading of the plan. It also gives you the checks to run in your building. And it's built so we never hold a student's name.

1 page	1 minute	1 button	0
for every adult, with only the supports that are theirs	a week per student for a teacher's accommodation check	to ask Dr. Long, from every teacher's dashboard	student names the tools send to us

THE ONE-MINUTE VERSION

WHAT IT IS	Dr. Elizabeth Long's training library for special education and Section 504, 30 everyday tools, and a direct line to her. It opens in a web browser, with nothing to set up or connect.
WHO USES IT	Case managers, general education teachers, related-service providers, paraprofessionals, and the administrators responsible for all of them.
WHAT IT DOES	It trains new staff, puts each adult's part of the plan in their hands, tracks deadlines, missed services and removal days, and runs the audits you are expected to run.
WHAT IT ISN'T	Not an IEP system. It works beside the one you have, which stays the legal record. It doesn't make eligibility, service or placement decisions; those stay with the team and the family.
STUDENT DATA	Staff type a student number, never a name, and nothing a teacher types into a tool is sent to us; the one exception is a question a teacher chooses to send to Dr. Long. What staff save stays on the school's own computer, under the school's control.



"When parents feel heard, educators feel respected, and the team remains focused on the child's needs, the meeting becomes more than a requirement. It becomes an opportunity to make a difference."

Elizabeth Long, Ph.D. · Founder · 32 years in public education

WHY IT MATTERS NOW

The law already expects every adult to know their part. Can you show that they do?

Federal law requires that each general education teacher, special education teacher, related-service provider and any other provider responsible for an IEP has access to it and is informed of their specific responsibilities, and of the specific accommodations, modifications and supports they must provide.

Summarized from 34 CFR §300.323(d), which requires access and informing; showing delivery is good practice. A 504 plan is one way a school provides the aids and services 34 CFR §104.33 describes, so a support nobody gives is a support the student doesn't get.

THE QUESTION TO ASK YOURSELF

If a parent or a monitor asked tomorrow, could you show which adults were told their part, and that they did it?

45

states reported special education as a teacher shortage area in 2024–25, more than any other subject.

Learning Policy Institute, State Teacher Shortages 2026 factsheet.

+38%

more Alabama shortage positions in K–6 collaborative special education entering 2025–26 (197 to 272). Statewide: 3,413 educator shortage positions, the most in three years.

Alabama State Department of Education data, reported by ABC 33/40, August 13, 2026.

111,365

Alabama students with disabilities, ages 3–21. Each plan is carried out by several adults, and every one of those adults has to know their part.

ALSDE, October 2025 Child Count.

Shortages mean more adults carrying out plans they were never trained to read. In Dr. Long's 32 years, most IEP problems came from four everyday failures, not bad intentions. Each has a tool built to catch it.

1 One adult never read the plan

The accommodations live in the general education classroom, with the sub, on the bus, at lunch.

CAUGHT BY A Sheet for Every Adult: one page per adult with only their supports. The Accommodation Fidelity Log: a one-minute weekly check, with a warning when one keeps slipping.

2 A service quietly gets missed

A provider is out, an assembly runs long, and the minutes never get made up or written down.

CAUGHT BY Missed & Make-up Services: every missed session, why, and what was made up. The Services Page Checker flags any service missing a start date, frequency, location or duration.

3 A deadline slips

Evaluations, eligibility, annual reviews and reevaluations, across a whole caseload, while staff turn over.

CAUGHT BY Deadline Desk: overdue items, then the next 30, 60 and 90 days, using your state's evaluation timeline. My Caseload: every student number, sorted by what needs attention first.

4 Two sides reading two different plans

Families now arrive with checklists and questions about the law. The meeting starts across the table.

CAUGHT BY The Shared Meeting Packet both sides fill in, and What Changed (last year's IEP beside this year's). They run on the same engine as the Same Team family tools, so deadlines, progress math and service checks match.

"Knowledge, not conflict, changes outcomes. Most disputes start with confusion or broken trust, not bad intent."

Dr. Long, The Administrator's Guide

TRAIN EVERY ADULT, AND GIVE THEM SOMEONE TO ASK

An expert on call for every teacher, and a library they will actually read.

THE CENTERPIECE

Ask Dr. Long

A one-button direct line, inside every teacher's dashboard, to Dr. Elizabeth Long, with 32 years in public education. It's not a help desk, a chatbot or a generic search. The question goes to her, and her answer shows on the teacher's page. Her answers are guidance; your district's procedures come first. It isn't for urgent or same-day decisions.

1. Open the dashboard
2. Type the question as you'd ask a colleague down the hall
3. Send looks for names first and stops the message if it finds one.

New teachers

Straight out of college and handed a caseload, they don't yet know what they don't know. Now they have an expert to ask from day one.

Seasoned veterans

Even experienced staff get stuck on a transfer, a shortened day or a manifestation determination. Now they have someone who has seen it before.

You

Fewer questions land on your desk between discipline, staffing and logistics, and you know the answers your staff get are consistent.

87 PAGES

The Teacher's Handbook

Special education and 504 in plain language, with a case study, red flags, checklists and email templates.

107 PAGES

The Administrator's Guide

Nineteen parts for principals, special education leaders and 504 coordinators, with its own toolkit.

36 PAGES

The Assessment Key

59 evaluation instruments explained, and a score converter with a sentence for families.

71 PAGES

MTSS and the PST

From the first concern to a referral, with ready-to-use PST letters, notices and forms.

49 PAGES

Tiered Instruction

Tier 1, 2 and 3 for academics and behavior, K–12, and how data move a student between tiers.

The Teacher's Roadmap: 13 steps, each with its reading and its tools

Built into every dashboard

1. Notice
2. Document
3. Collaborate
4. Communicate
5. Intervene
6. Monitor
7. Consider referral
8. Evaluate
9. Eligibility
10. Develop the IEP
11. Implement
12. Monitor and revise
13. Build independence

Onboarding that doesn't depend on who is free

A new case manager or general education teacher can start on day one with the roadmap and the handbook. For PLCs and PD there are red-flag flashcards, scenario cards, posters, a certificate of completion and an "Accommodation or Modification?" sorting game.

One language across the building

The teacher, administrator and family guides use the same words on purpose, so everyone at the table starts from the same information. Ask us about professional development for your staff led by Dr. Long.

FOR THE ADMINISTRATOR

The checks you're responsible for, ready to run.

Dr. Long's Administrator's Guide comes with its own tools. They track by student number, and each one prints a dated page you can file or bring to a leadership meeting.

Removal Day Counter

DISCIPLINE · 10-DAY RULES

Every day a student has been removed this school year, counting everything: partial days, sending a student home early, in-school removal without instruction. Formal-only days are shown beside it. It flags day 8 as an early warning, day 11 (when services must be provided, §300.530(d)), more than 10 consecutive school days, and removals that may form a pattern. Whether a pattern is a change of placement (§300.536) is your team's call; the counter only shows the days. It prints a First 24 Hours sheet.

Implementation Audit

QUARTERLY

Five students a quarter, picked at random (or chosen by you), checked seven ways with each case manager: service minutes, accommodations, student voice, BIP, progress data, parent contacts and corrective actions. Every "partly" or "no" becomes a corrective action with an owner and a due date, open until it's verified.

Administrator Self-Audit

EACH SEMESTER

Dr. Long's ten questions, answered with your leadership team: yes, partly or no, with the evidence. Every gap gets a next step, an owner and a date. Compare with last semester to see what moved.

Administrator Checklists

OWNER + DATE

Start of year, the LEA representative's meeting, prior written notice, discipline and MDR, a shortened school day, the quarterly audit and the first 24 hours after a serious incident. Put an owner and a date on every item, and print one section or all.

Quick Sheets and Calendar

PRINT AND POST

"When Do I Call Someone?" with your staff filled in, "Don't Say That, Say This Instead," the emergency decision trees and a one-page dashboard. The calendar puts the five recurring checks on your own calendar from one file.

My Caseload

WHO NEEDS YOU FIRST

Every student number in one list, sorted by what needs attention: overdue dates, removal days, progress-monitoring decisions, accommodations not given and missed services. Open one student to see everything the tools saved. A case manager can hand a student off to the next case manager with a file.

Deadline Desk and PWN

DATES AND NOTICES

Initial evaluation (your state's rule), first IEP, annual review and reevaluation, exported to a spreadsheet and a calendar. The PWN Builder covers the seven required parts of §300.503(b) and flags anything missing, boilerplate or full of jargon.

WITHOUT A SHARED SYSTEM	WITH SAME TEAM FOR SCHOOLS
Each general education teacher gets the whole IEP, or a forwarded email, and finds their part on their own.	Each adult gets one page with only the supports that are theirs to give.
Missed sessions surface when a parent asks.	Missed sessions and make-ups are logged as they happen, with a running balance to print or export for the team.
Removal days live in several places, and informal removals are easy to miss.	One running count per student that includes partial days and informal removals, with the day 8 and day 11 flags.
A case manager leaves and their notes leave with them.	The next case manager receives a hand-off file for each student, by number.

FOR IT, AND FOR ANYONE WHO ASKS WHERE THE DATA GOES

Built so we never have a student's name.

How it works

1. **Each case manager downloads a key sheet** with student numbers already on it (like KB7M-4456-T) and types names beside them. It stays on a password-protected school computer, and the school keeps it by its own records rules.
2. **Staff type only the number** into any tool. The tools run in the browser on that computer. A check character catches a mistyped number before anything is saved to the wrong child.
3. **Nothing a teacher types into a tool is sent to us.** An IEP PDF dropped into a tool is read on that computer, not uploaded.
4. **Names appear only on paper.** "Print with names" reads the key sheet for that one printout and keeps nothing.
5. **"Check for names"** looks over the page with one click for names, emails, phone numbers, Social Security numbers and birth dates. "Save to student folder" runs the same check first.

What a staff account holds

Email and password sign-in, plus school, district, state and role, the date the terms were accepted, and subscription dates, plus any Ask Dr. Long questions and answers. Staff accounts only: students never log in. No IEPs, student files or uploads.

The one thing that leaves the computer

A question a teacher chooses to send through Ask Dr. Long. Dr. Long sees the sender's name and district with it, and the question and answer stay in the teacher's account to reread. Before it goes, Send checks it, on that computer, against the teacher's key sheet (every name on it) or, without it, for common first names, emails, phone numbers, birth dates and Social Security numbers, and stops the message if it finds one. Staff are told to describe a student only by number.

For your IT team

Nothing to integrate. It's a web app, not a browser extension: it can be installed like an app in Chrome or Edge, and IT can push it to every Chromebook. The toolkit pages load no third-party or tracking scripts and talk only to our own service, for sign-in and Ask Dr. Long. Pages need an internet connection so the account can be checked. We'll sign your district's data privacy agreement, and we'll answer your hosting, retention, security and accessibility questions in writing.

WHERE RECORDS LIVE

On the computer where they're kept, and nowhere else.

That is the trade for never sending student data to us. There is no central database of your students, so there is no district-wide dashboard either. Here is how the work moves between people:

Printouts Every tracking tool prints a dated page: the sheet for each adult, the fidelity log, the missed-service balance, the removal count, the audit's corrective actions.

Spreadsheets The Deadline Desk and the Missed & Make-up log export to a spreadsheet; deadlines also go to a calendar.

Hand-off files A case manager hands a student to the next case manager as a file, by number, and backs up a whole caseload to one file with one click. Keep backups wherever your district keeps student records, and a re-imaged or powerwashed laptop doesn't lose the year.

A student number isn't anonymous by itself. The details beside it (grade, services, disability) can point to one child in a small school, so the key sheet, backups and anything printed with names are student records under FERPA, kept by the school under its own records rules, like any log a teacher keeps today. The toolkit tells staff exactly this on the key-sheet page. And because they're your files, your printouts and spreadsheets stay yours whatever happens to us.

STRAIGHT ANSWERS

The questions school leaders ask us.

Does it replace or connect to our IEP system?

Neither. Your IEP system stays the legal record: the forms, the signatures, state reporting and Medicaid. Same Team holds none of that and doesn't connect to it. It's the training and the everyday tools that help staff carry out what's in that record.

Is this AI?

No. The school tools check against written rules and the federal regulations, on your computer. Ask Dr. Long is answered by Dr. Long.

Who answers Ask Dr. Long, and whose answer stands?

Dr. Long reads every question herself. Her answers are educational guidance that point to the rule. Your district's procedures and your special education director come first. It isn't for emergencies; for a safety concern, staff follow the school's procedures right away.

How much staff time does it take?

The Accommodation Fidelity Log takes a general education teacher one minute a week per student (about five minutes for a teacher with five students on plans). Week one is three things: each case manager downloads a key sheet, gives each adult their one-page sheet, and starts the fidelity log. Every tool sits on the roadmap step where it's used, and the 52-page Same Team Schools Guide gives each tool one page: what to type, what to click and what you get.

What happens when a teacher leaves or a student moves?

My Caseload hands each student's folder to the next case manager as a file. The Transfer Kit builds the checklists for a student moving in or out: an IEP under §300.323(e)–(g), and a 504 plan too.

Who is behind it?

Same Team Educational Resources, LLC, an Alabama company founded by Dr. Elizabeth Long and Keith Long. Same Team launched on October 1, 2026, with a Families side and a Schools side. Every guide is by Dr. Long, and the tools are built from her guides and the federal regulations. The family side of Same Team runs on the same deadlines and checks.

Won't staff end up writing the IEP twice?

No. Tools like the IEP Draft Assembler, Present Levels Builder and Goal Coach prepare and check a draft for the team. Staff copy the finished wording into your IEP system. The checkers (services, IEP thread, transition, what changed) read a draft IEP and hand back a fix list.

Does it make decisions for the team?

No. The tools lay out, check and word things. Eligibility, services, placement and what is owed for missed services stay with the team and the family. The guides are educational information, not legal advice.

Is it built for Alabama's rules?

The Deadline Desk counts Alabama's 60 calendar days from consent to complete the evaluation, then the 30-day window to decide eligibility, running through breaks and summer. Federal requirements come with their citations, and where a state requires more, the guides tell staff to follow it.

What can I hand a monitor or bring to a meeting?

Dated printouts and spreadsheets: the one-page sheet each adult was given, the weekly fidelity checks, the missed-service and make-up log, the removal count, and each audit's corrective actions with an owner and a due date, open until verified.

Will this put us at odds with families?

It's built for the opposite. Same Team's whole purpose is to help parents and educators work together. Families who use Same Team see the same state deadlines and the same checks on goals and services that your staff see, and its Parent Concerns Builder has them put concerns in writing for the team.

Can we start small?

Yes. Read the Schools Guide, book a 30-minute walk-through (bring your hardest case, by number), then start with one building or a few teachers before you decide on more. Details are on the next page.

EVERYTHING IN IT

30 tools, laid out along the way the work happens.

BEFORE THE MEETING

IEP Draft Assembler · starts from last year's IEP
Services Page Checker
What Changed
IEP Thread Check · every goal has a service
Present Levels Builder
Goal Coach
Transition Plan Checker
Evaluation Summary for Families

DURING THE YEAR

Progress Report Writer
Data Sheet from a Goal
Progress Monitor · decision rules run for you
Missed & Make-up Services
Accommodation Fidelity Log
Accommodation or Modification? · PD game

504 PLANS

504 Plan Builder
A Sheet for Every Adult

FOR ADMINISTRATORS

Removal Day Counter
Implementation Audit
Administrator Self-Audit
Administrator Checklists
Administrator Quick Sheets
Administrator Reference Calendar
My Caseload

DEADLINES AND NOTICES

Deadline Desk
Deadline Calculator
Prior Written Notice Builder

MEETINGS, WITH THE FAMILY

Shared Meeting Packet
Student-Led IEP Kit

MOVES AND HANDOFFS

Transfer Kit
Age-3 Handoff

ALSO IN EVERY ACCOUNT

Ask Dr. Long
Five guides by Dr. Long · 350 pages
Score converter · Assessment Key
Key sheet, Print with names, Check for names
Red-flag flashcards and scenario cards

See it for yourself.

Scan to open Same Team for Schools and the 52-page Schools Guide.

1 · Read the guide
The Same Team Schools Guide is open to anyone, with every tool step by step. sameteameducationalresources.com/schools

2 · Take 30 minutes
Email Dr. Long with "Walk-through" in the subject. We'll show you the toolkit live, built around what your building is facing this year.

3 · Start small
Start with one building or a few teachers. Tell us your school and how many staff, and ask about professional development led by Dr. Long.



Elizabeth Long, Ph.D.

FOUNDER

32 years in public education. She has worked on both the district side and the parent side of the IEP table, including as a parent, and wrote every guide in Same Team for Schools. Your contact for walk-throughs, staff access and agreements.

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Sources. 34 CFR §§300.323(d), (e)–(g); 300.503(b); 300.530(d); 300.536; 104.33. Learning Policy Institute, *State Teacher Shortages 2026* factsheet (2024–25 shortage areas). Alabama State Department of Education educator shortage data, 2023–24 to 2025–26, reported by ABC 33/40, August 13, 2026. ALSDE, October 2025 Child Count (students with disabilities, ages 3–21). Features as published at sameteameducationalresources.com/schools, October 2026. Same Team's guides are educational information, not legal advice.