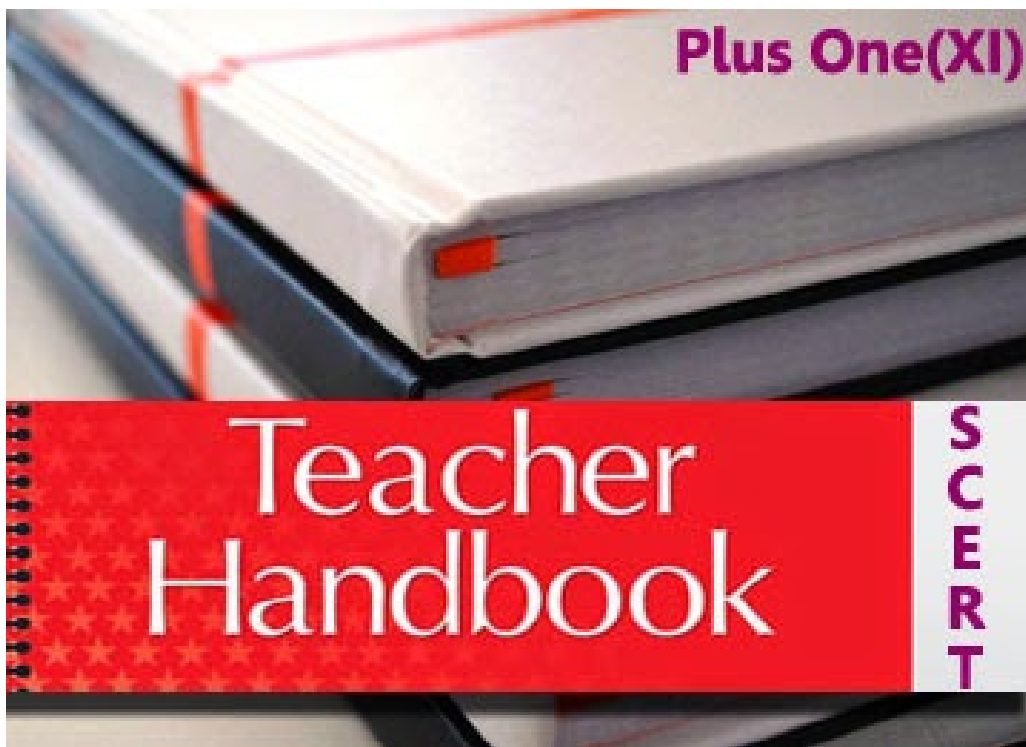




Brookesmith ISD: 13400 FM 586 South, Brookesmith, TX 76827: 325-643-3700

Handbook for Case Managers



A brief bit of information to help define your role and expectations.



Beginning of the School Year

- Introduce yourself! Even if you have students returning to your caseload, email a letter of welcome/introduction to your parents and students.
- Distribute IEPs to relevant teachers and staff. Obtain signatures. Upload same documents to Eduphoria.
- Meet with teachers to review IEPs. Make sure there is an understanding of the intent of each goal and how the accommodations should be implemented in the classroom setting. Develop

IEPs & ARDs

Introduction

IDEA requires an Individual Education Plan (IEP) for any student who receives Special Education services. The IEP is what drives the placement. In other words, the ARD doesn't decide placement then write the IEP to fit the placement. Instead, student data and competencies are used to draft IEPs, those are presented as drafts at the ARD, tweaked if needed (including parent input), accepted, and then placement is decided based upon student need.

Pre-ARD (to be COMPLETED at LEAST 5 days prior to ARD)

1. PLAAFPs – must be data driven!!! Relevant data includes
 - a. Teacher feedback, use Google form
 - b. Universal screeners
 - c. Previous STAAR data
 - d. Previous benchmark data
 - e. Current grades and yearly trends
 - f. Behavior charts, referrals, etc.
 - g. Assessment data, such as FIE's, AU Evaluations, etc.
2. Goals
 - a. Previous goals – updated and copies brought to ARD
 - i. Gather and bring work samples to support updates
 - b. Proposed goals, as appropriate – based on data gathered for PLAAFPs
 - i. Academic
 - ii. Behavior
 - iii. Functioning
 - iv. Related Services
 - v. Transition
 - vi. Post-graduation



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3. Accommodations
 - a. Based on PLAAFPs
 - b. Note: If the accommodation is something that is being done for every other student, then it is *standard procedure*, **not** a *special accommodation*. *If it is something that may apply only to the individual student, then add it to the IEP. Be sure the accommodation(s) is/are necessary for the student to make progress and something the teacher(s) will be able to implement and document.*
4. STAAR Testing and Accommodations
5. Schedule of Services
 - a. Inclusion vs Pullout
6. Other, as needed
 - a. Autism Supplement
 - b. Graduation Supplement/Summary of Performance
 - c. STAAR Alt 2
 - d. BIP
 - e. Personal Care Services Supplement
 - f. ESY
 - g. Accelerated Instruction Plan/Intensive Program of Instruction
7. Share proposals with General Education Teachers, especially those parts they will be responsible for implementing. Make sure they understand the proposed goals and accommodations.
8. Parent Contact, at least 2 days prior to ARD
 - a. Remind them of date/time
 - b. Review proposals, note any concerns
 - c. Assure parents these are only proposals and the ARDC will make the final determinations.
 - d. Mark parent contact on ARD Preparation Form within ESped.
9. Complete ARD Preparation Form, sign, and email to TEAM Lead and/or Director.

ARD Agenda

There are certain things that must be discussed before placement can be decided. For that reason, the person who is running the ARD will have an ARD Agenda. The following is a brief explanation of what should be happening:

- Eligibility – a student has to be eligible to receive services. Determining eligibility will be the first step in an ARD. If there are new assessments, they will be reviewed in this step of the process.
- Present Competencies (PLAAFP) – this is where the teacher comes in. What can a student do? Do you have data to support this information? KEEP THIS SHORT AND SWEET. This is NOT where a parent/teacher conference occurs. Make sure that what is stated verbally matches what is summarized in the written PLAAFPs.



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- Old IEPs – progress is reported here. This is where a review of the updated IEPs takes place. (If this is an initial placement you will skip this step.)
- New IEPs – draft of proposed IEPs are presented for review, discussion, amendment, and acceptance. You cannot discuss placement and services without first accepting IEPs.
- Accommodations/Modifications – What will it take to make the student successful? This page of the ARD will also deal with STAAR and other standardized testing.
- LRE – (Least Restrictive Environment) – What has been provided, tried, or considered? and with what amount of success? You should know that the mandate is for general education to be the first consideration when determining where a student receives services. This is also where the committee justifies removing the student from the general education setting if appropriate – based on IEPs, Accommodations, and Modifications.
- Services – now...finally, it's time to discuss what services the child needs and where they can be implemented most effectively. This will include the amount of time and place. This is also where related services are discussed if appropriate. (By law- related services are those services necessary for a student to benefit from *special education services*.)

During the ARD

ARD Committee Members include:

- District representative
- Special Education Teacher
- General Education Teacher
- Parent
- And if needed:
 - Student, if turning 14 before the next annual ARD
 - LPAC representative
 - Assessment, if evaluation is being reviewed
 - Related Service personnel (Speech, OT, Counseling, etc.)

Your role: this is YOUR student. The pieces that you prepared prior to the ARD are what YOU should be talking about. At this point, it isn't a point by point review of everything. You should already have met with the general education teachers and spoken with the parents and ironed out any questions that may have arisen. This may also need to be a step taken with your administrator!

ARDs are for finalizing the IEP. Of course, nothing is final until everyone signs at the end of the meeting; however, you have hopefully taken the appropriate steps so that there aren't any surprises or the need for lengthy conversations. Remember, this is not the time for a parent teacher conference.

Last, make sure you are assuring the parent that their student has many strengths. While the IEP addresses area(s) of weakness, reassure parents of what their student does right, what they CAN do, too.



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POST ARD (within 5 days of the ARD or sooner if possible)

1. Proof final ARD copy.
2. Upload relevant portions to Eduphoria.
3. Distribute via email any relevant portions to any teachers and/or staff who work with the student.
 - a. Goals
 - b. Accommodations
 - c. BIP, if relevant
 - d. STAAR
 - e. STAAR Accommodations
 - f. SOS
 - g. Deliberations
4. Obtain signatures of all teachers and staff.
5. Upload signature receipt to Eduphoria.
6. Update Campus STAAR Accommodation Spreadsheet

PROGRESS REPORTS (every 6 weeks, in conjunction with report cards)

1. Update relevant objectives. Make sure to include a short comment if possible. That number or code really means nothing to the parents. It's your description of the update that they will need for understanding.
2. Check that all related services have updated their goals, too.
3. Archive all progress reports.
4. Print out copies to give to registrar and to send to Brookesmith. (At Prep, this will be done by Sped Team Lead.)