

Special Education School Year Start Up

Check List for Case Managers

ENROLLMENT

- Review [Welcome to Our School](#) and [Neighborhood Moderate/Severe Cluster Classes](#) flowcharts.
- Support enrollment of any student who has an IEP from another district or an out of date IEP. If assigned as the student's case manager, follow the Interim Placement process (Special Education Procedure Manual Chapter 6).

OPERATIONAL

- Review the following and return to your site administrator:
 - [Guidelines for Maintaining Professional Conduct](#)
 - [Prohibition of the Use of Aversive Behavior Procedures and Intrusive Behavior Interventions](#)
 - Document on a **sign-off sheet** to the record having communicated these directives to staff.
- In collaboration with* other case managers and related service providers at your site, it is highly recommended that the team develops and provides a comprehensive written schedule of teacher and paraeducator assignments to work with students as outlined in the IEPs. SAI Special Education Service Delivery Model and the Master Schedule-SAI Services [Chapter 4 Forms](#) - (Supplemental Support Assessment and School Start-Up Documents).
- Submit teacher, paraeducator, and student schedules (including Behavior Plans and Health Plans), substitute directions and emergency lesson plans to the administrator. *Best Practices to consider: create a sub binder that contains all the above information.*
- Consider parent outreach in order to introduce yourself and provide information on how best to make contact.
- Review transportation guidelines in the Special Education Transportation webpage. [Special Education Procedures Manual Chapter 11](#)
- Read emails from Sp. Ed. Division for latest information. *Procedural and Compliance Updates* and *SEAS Updates* are sent out in emails and can be found on the Special Ed Webpage under *Tips of the Week*.

RECORDS

- Verify that a special education container is present within the cumulative file for each student on your caseload. [Review Special Education Procedures Manual Chapter 20](#) for additional information.
- Clarify with the Registrar the school's system for documenting when records are sent, received, and/or stored.

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ONLINE IEP SYSTEM

- Create student caseload list and assign yourself as the case manager and service provider for each student.
- Discuss site specific procedures for initial IEP assessments with the site administrator. In addition to new assessments, case managers will need to run an Overdue Events Report to identify students with open events.
- Collaborate with all case managers and service providers to identify students who have Interim Placements (done immediately when a child is enrolled with an IEP) and assessments opened within the last 30 days of the previous school year. These must be completed within the first 30 days of school. Work with administrator to determine case manager assignment for these students.
- Compare the SEAS Roster Report from the Electronic IEP system with the list of active students in the enrollment/attendance system (PowerSchool-Site-Special Functions-Special Program Enrollment-Spec Ed Services). (Complete an exit form in the online IEP system for any student that has left the school district after completing due diligence.)
- Monitor special education **compliance** by reviewing the following reports:
 - **SERoster Report**- Run the SERoster report at the start of the year then once a month, to verify all students are assigned a current case manager and service providers at the site.
 - Exit students no longer enrolled in the district on the report.
 - Compare SERoster with PowerSchool Enrollment report to match students.
 - **Overdue/Upcoming Packets Report**- Run the Overdue Events report at the start of the year then once a month, to review and complete overdue packets.
 - Refer to the electronic IEP system [Electronic IEP System Manual \(Special Education Procedures Manual Chapter 21\)](#) for further information.
 - *There are IEP Help Camps throughout the school year in which you can receive support.
Check ERO for the dates, times and locations of these.*

INDIVIDUALIZED EDUCATION PLAN (IEP)

- Review all IEPs of students on your caseload prior to the beginning of school. In collaboration with the other case managers, school psychologist and related service providers, participate in the development of a school-wide calendar of the initial, annual and triennial IEPs for the year. [The IEP Year Calendar/Schedule](#) can be made in to a Google document for easy access by all team members. (Interim and Supplemental IEP meetings can be added as needed.) Refer to the [IEP Timelines \(Special Education Procedures Manual Chapter 19\)](#) flow chart.
- Establish procedures for case managers for:

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- Scheduling IEP meetings.
 - Securing a location for holding IEP meetings.
 - Identifying general education teacher and administrator participation for every IEP meeting.
 - Determining which IEPs must be held with an administrator and when a designee is acceptable.
 - Completing Interim IEPs for new students. Interim Placement must be done as soon as the student enrolls and the Interim IEP Review is due 30 days from the enrollment date.
 - Completing IEP initial assessments that were started in the previous school year. The Team will have 30 days from the first day of school to complete and hold IEP meetings.
- Clarify with the administrator the procedures for case managers regarding the following areas:
- Securing a location for holding IEP meetings
 - Identifying general education teacher *and* administrator participation for every IEP meeting
 - In collaboration with the administrator, determine which staff members may serve as an acceptable designee when needed. [Special Education Procedures Manual Chapter 5.2](#) Collaboration time with general education staff
- Refer to the Procedures Manual for procedures, support documents, online IEP System Manual information. [Procedures Manual and Resources](#)
- Ensure transportation is in place and determined as an appropriate related service per the IEP.
- NOTE: Students who attend a school by *Parent Choice* do not qualify for transportation services. Students who attend a *Magnet School* or *VEEP* Program (MS and HS only) receive transportation through the Magnet or VEEP program and not Special Education. (Please discuss Magnet Transportation with the site clerk.) If students require equipment or a Bus Monitor the CM needs to update the F12 and resubmit to the Special Education Department by fax (619) 725-7246.
- Provide support to ensure all teachers and service providers for each student have reviewed the student's IEP, understand their responsibility for service and complete the [Signature Log for IEP Teachers/Service Providers](#) (*Special Education Procedures Manual Links and Forms Chapter 5*) prior to the start of school. Place the original in the student's special education container.
- Place completed signature logs in the student's special education container. (An updated signature log is required after every IEP during the school year.)
- Identify site procedure for collection of progress reports. (Special education progress reporting occurs at the same time as general education reporting periods occur or as stipulated in the IEP if they are done more frequently than general education reporting periods.) Update Progress in the Online IEP System, print a copy and send home with parent, and place a copy in the student containers.

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- Check ERO for **Developing Quality IEPs** training and additional Special Education trainings

COMPLIANCE

- Run overdue event reports monthly in the online IEP system and discuss any non-compliance issues with your administrator right away. Refer to the Procedures Manual Resources [Special Education Procedures Manual Chapter 21](#) [SEAS Guide](#) for additional information.
- Following each IEP meeting, provide each general education teacher(s) an updated copy of each student's current IEP. The [Signature Log for IEP Teachers/Service Providers](#) ([Special Education Procedures Manual Links and Forms Chapter 5](#)) which must be reviewed and signed by the site administrator after verification that all staff has been made aware of the IEP and their corresponding responsibilities.
- Ensure that all IEPs are held prior to the due date. Review special education **IEP Timelines** ([Special Education Procedures Manual Chapter 19](#)) flow chart.
- Review the [Behavior Emergency Report](#) ([Special Education Procedures Manual Chapter 38](#)) procedure.

CURRICULUM

- Participate in any **professional development** available to general education teachers to familiarize yourself with the general education curriculum and materials. Make accommodations and modifications for each student, according to the IEP.
- Provide consultation to general education teachers regarding accommodations, alternative learning materials and assistive devices. (See [Procedure Manual- Forms and Links Index Chapter 46](#))
- Work with your administrator to ensure general education collaborative time.
- ECSE curriculum is DLM Early Childhood Express which is a general education curriculum. Teachers will make accommodations and modifications according to the student's IEP.
ECSE State Assessment-DRDP-see draccess.org
The DRDP (2015) Assessment System assures that CDE's Special Education Division and Special Education Local Plan Areas (SELPAs) comply with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the U.S. Department of Education's Office of Special Education Programs (OSEP).

The following children must be assessed with the DRDP (2015):

- all infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system; and

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- all preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).

| Assessment Period | General Period for Observation and Documentation | SDUSD Data Submission dates to DRDP website | Date by which SELPAs Must Submit Data to CASEMIS |
|-------------------|--|---|--|
| Fall | Oct. 1 – Jan. 1 | Dec. 15, 2017 | February 1 |
| Spring | March 1 – June 1 | June 15, 2018 | July 1 |

In accordance with IDEA, students with disabilities must have access to, be involved in and progress in the general curriculum. With this effort to include all students in the standards-based reform movement, it was also mandated that students with disabilities must be included in state and district wide assessments to measure whether or not students with disabilities were achieving at higher levels and how well they were progressing in the general education curriculum.

SERVICE DELIVERY

- Ensure paraeducators work directly with students, under your direction as the case manager. The principal is the paraeducator’s immediate supervisor.
- Access the **Paraeducator Training Guide** ([Special Education Procedures Manual Forms and Links Chapter 22](#)) for additional information regarding the roles and responsibilities of paraeducators.
- After reviewing the master schedule and the students on your caseload determine which paraeducators you are supporting. Paraeducators support student IEP goals.
- Review each IEP with paraeducators who are supporting the students.
- Provide copies of Behavior Support Plans and Health Plans to paraeducators.
- Develop a process for communication and accountability with paraeducators.
- Provide paraeducators a process for collecting data on goals and work samples (including data sheets).