TO: School-Based Administrators

FROM: Gregory C. Hutchings, Jr., Ed.D.
Superintendent of Schools

TOPIC: Letter to Families with Students with Disabilities

PURPOSE:

1) To provide a standard way of contacting families with Students with Disabilities and to ensure that relationships with the families are established early in the school year.

2) To document early contacts with the families.

INSTRUCTIONS:

1) The case manager for each student identified for special education service should send a letter to the student’s family using the format found in Attachment 1. The letter should be sent before school begins, if possible.

2) Note that attached to the letter is a “Parent Input Form” that families should be asked to complete.

FOR ADDITIONAL INFORMATION CONTACT: Dr. Terri Mozingo, Chief Academic Officer – 703-619-8185
Dear *****:

Welcome to the 2018-2019 school year at ******** School. My name is ***** and I am excited to be your child’s special education case manager this year. In addition to correspondence you may receive from your child’s classroom teachers, I will be communicating with you regarding your child’s progress in school and on Individual Education Program (IEP) goals.

I am looking forward to partnering with you, as well as *****’s other teachers, in a team effort to support him/her in having a positive learning experience this school year. As your child’s case manager, I will contact you to schedule your child’s IEP meeting prior to the annual review date, which is ******. Your input and attendance at the IEP meeting are vital to your child’s success.

In an effort to learn more about your child, I have attached a parent input form. Please complete this form at your earliest convenience and return to me prior to or during the first week of school.

Please feel free to contact me as needed with any questions or concerns you may have regarding your child’s special education supports and services. I can be reached by e-mail at ********@acps.k12.va.us or by telephone; the school phone number is 703-***-****. The best time to reach me is ******. Please leave a message if I am not available, and I will return your call within 24 hours. The best way to get in contact with me is by email/phone.

I look forward to working with you and your child.

Sincerely,

********
Special Education Teacher
***** ***** School
Parent Input Form

Please complete the following and return to ********* by _____/____/____.

Student’s Name: _____________________________________________________________

Parent/Guardian’s Name: _______________________________________________________________________________

Your relationship to the child: ____________________________________________

Email: ________________________________________________________________

How often do you check your e-mail? ____________________________

Best contact number: (______) _________-___________

What is the best way to reach you during the day? (Check one.)

☐ Email  ☐ Phone

What are your child’s strengths?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What concerns do you have about your child?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are your goals for your child?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional information you would like me to know:

________________________________________________________________________
________________________________________________________________________
Special Education Case Manager Responsibilities

Every student who receives special education services is assigned a case manager. The case manager is either a special education teacher or a speech language pathologist who plays a vital role in ensuring a student with a disability receives the supports and services necessary for the student to access the general education curriculum. In addition to lesson planning, direct instruction, collaboration and co-teaching responsibilities, below are further responsibilities of a special education case manager.

<table>
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<tr>
<th>Process</th>
<th>Case Manager Responsibility</th>
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| Communication: Prior to the School Year | • Send introduction letter to parents of students on case management roster  
• Inform special education administrator of all reevaluations due during the school year  
• Review IEP At-a-Glance information with all general education teachers, including encore/elective teachers |
| IEP: Prior to the School Year | • Review the IEP of each student on case roster  
• Become familiar with the content of each IEP  
• Ensure students’ schedules match required services  
• Develop data collection tools for each IEP goal  
• Develop a calendar of IEP due dates to include dates due for draft review by the administrator  
• Conduct IEP meetings for incomplete/overdue IEPs  
• Update and post IEP At-a-Glance to School Net, as needed |
| Communication: Throughout the School Year | • Serve as point of contact for each student on case roster for student’s parents/guardians, general education teachers and related service providers  
• Prior to scheduling an IEP meeting, solicit input of student (as appropriate), parents, general education teachers and related service providers for scheduling availability and draft development  
• Review updated IEP At-a-Glance information with all general education teachers, including encore/elective teachers  
• Keep administration abreast of issues and concerns that arise for students on case management roster |
| IEP: Throughout the School Year | - Follow the school’s draft review process  
- Schedule and conduct IEP meetings within timelines  
- Develop compliant, standards-based IEPs using resources provided by the Office of Specialized Instruction  
- Collect and analyze data for student progress on IEP goals  
- Complete quarterly IEP progress reports within one week prior to or after the of the quarter  
- Provide quarterly IEP progress reports to parents on the same date as students’ report cards are issued  
- Amend the IEP, as needed, based on data and/or team member request  
- Ensure implementation of the IEP  
- Provide the testing coordinator with testing accommodations  
- Send and file meeting notifications  
- Conduct the IEP meeting according to the *IEP Meeting Checklist*  
- File signed IEP documents  
- Update *IEP At-a-Glance* following annual IEPs and addendum IEPs, as needed  
- Complete transportation form, as appropriate |
|---|---|
| Reevaluation Eligibility | - Participate in reviewing existing data to determine if additional testing is required  
- Complete the teacher education report  
- Participate in reevaluation eligibility meeting |
| Manifestation Determination Review | - Contact relevant members of the IEP team to schedule MDR meetings within required timelines  
- Conduct MDR meeting according to the *MDR Meeting Checklist* |
| End-of-School Checkout | - Complete all IEPs due prior to September 30 of the following school year  
- Ensure all *IEP At-a-Glance* documents are updated and uploaded to School Net  
- Organize all special education files of students on case management roster |
| Other Duties as Assigned | - Participate in Child Study and Initial Eligibility meetings as requested by the special education administrator |