General Information Tab
Case Management

The goal of case management is to ensure that each student with a disability has a staff member who is very knowledgeable about the student and who can be an advocate for that student. Additionally, the case manager will ensure compliance with federal, state and local regulations in regard to the implementation of the Individual Education Program (IEP) as decided by the student’s Admission, Review and Dismissal (ARD) Committee.

All special education teachers (excluding speech therapists) are responsible for maintaining a Case Management Notebook for the students on a particular campus for whom they have been assigned as the Instructional Case Manager. This notebook system serves as an organizational tool, a documentation source and a monitoring instrument.

The Case Management Notebook contains confidential student information. Therefore, it should be maintained following Records Management procedures outlined in the Family Educational Rights and Privacy Act of 1974. Specific guidelines may be found in this notebook.

This term is used to differentiate between a student’s Instructional Case Manager (ICM) and the Evaluation Case Manager (ECM). The ICM is the special education teacher/provider of record who uses the Case Management Notebook System to coordinate a student’s educational program. The ECM is the evaluation staff member who is responsible for coordinating the specific evaluation/reevaluation in progress. These two professionals work closely together, especially in scheduling ARD/IEP meetings and in completing reevaluations. For instance, the ICM should gather reevaluation packet information, the ECM should coordinate testing, and the ICM and ECM should schedule the review ARD and draft the document together.
Teacher’s Role

Each special education teacher is responsible for case managing the students on the caseload assigned by the principal. The teacher is to become very knowledgeable about the student as well as advocate for each student on the caseload. This will help ensure compliance with federal, state and local regulations. Speech therapists will not use the Case Management Notebook used by teachers. The speech therapists’ case management duties and forms, to be used with speech therapy–only students, will be provided in the Speech Therapy Program Toolkit.

1. Manage caseloads
   - Be knowledgeable about students
   - Implement Case Management Notebook system within first two weeks of school
   - Ensure that the ARD/IEP Committee decisions are implemented and all services are provided

2. Ensure data is current and correct
   - Cross-reference EXCEED reports, rosters, and Special Education Student Eligibility Folders (Red Audit Folders) for ongoing compliance and consistency
   - Updated rosters/reports should be printed monthly and old ones shredded
   - Ensure all ARDs are held on time

3. Communicate with all stakeholders
   - Serve as a point of contact for parents, campus staff, and district personnel
   - Distribute parent letter concerning case management within first two weeks of school
   - Be able to articulate the specific gains, needs, strengths, and weaknesses of students as determined through ongoing and extensive communication with key stakeholders

4. Serve as a resource for general education teachers
   - Communicate with general education teachers on a regular basis (every three weeks) to ensure student success
   - Be equipped to answer all questions concerning the student’s program needs
   - Assist with planning and implementing appropriate strategies for accommodations/modifications

Revised 8/27/2012
Principal’s Role

The principal will follow the directions outlined by the Special Education Department in order to monitor the case management process. The following guidelines will assist the principal with this process:

1. Review case management concept/process with campus staff
   - Stress the importance of special education compliance
   - Explain all teachers’ roles and responsibilities

2. Define assignment of caseload
   - Select appropriately certified personnel to support students with disabilities within the continuum of services offered on each campus
   - Assign a case management load to all special education teachers (excluding speech therapists)

3. Determine teacher case management assignments
   - Recognize the number of students on a caseload will vary due to complexity of some student’s needs
   - Obtain EXCEED rosters from teachers and student counts from the CRC
   - Compare and adjust rosters and verify accuracy to determine teacher caseload
   - Assign all special education students to a case manager.
   - Select case managers who actively instruct/support the students assigned to their case management load

4. Act as a custodian for the Case Management Notebook
   - Return secured Case Management Notebooks to the special education teachers on his/her campus at the beginning of the year
   - Ensure that the Case Management Notebook system is functioning within the first two weeks of the school year
   - Perform periodic checks throughout the year to ensure appropriate implementation, including any corrective action plans recommended following monitoring visits
   - If campus special education personnel are reduced or increased, contact the Special Education Compliance staff to return or receive extra Case Management Notebooks
Beginning of the Year Procedures

Procedures for the beginning of the year:

- Principal or designee, returns secured Case Management Notebooks to the special education teachers on his/her campus.

- Case managers receive new caseloads using current rosters. Suggested rosters include the Actual FIE and ARD Report and My Data Portal reports.

- Use current rosters to ensure accuracy of the Student Test Audit Report in My Data Portal.

- Case managers will use replacement case management documents for the new school year to re-establish notebooks. Please discard or shred obsolete documents as appropriate.

- Case managers review all of the Special Education Student Eligibility Folders (Red Audit Folders) for the students on their caseload to ensure accuracy of information in this notebook.

- The following documents should be removed from the top of the ARD dividers in the Special Education Student Eligibility Folders (Red Audit Folders) and returned to the individual student sections of the Case Management Notebook.
  - goals and objectives
  - current schedules of service pages
  - general education progress reports, if applicable
  - medication sheets, if applicable these sheets should be reviewed with the nurse for any necessary updates

- All sections of the Case Management Notebook should be functional by the end of the first two weeks of school.

- If campus special education personnel are reduced or increased, the special education compliance staff should be contacted in order to return or receive extra notebooks.
Dismissal Procedures

When students are dismissed:

- A note on the Case Manager's Watch List should reflect dismissal of a particular student.

- The student's entire tab section of the Case Management Notebook should be removed and placed in the Special Education Student Eligibility Folders (Red Audit Folders) during the dismissal ARD.

- Conduct an ARD/IEP committee meeting with an evaluation staff member present. The student status should indicate “Dismissed.”
When a student transfers within district:

When a student transfers from within the district, the student’s information contained in the Case Manager Notebook and the Special Education Student Eligibility Folders (Red Audit Folders) should be sent to the receiving school via a green special education transmittal envelope.

- See the Records Management section for more detailed information about the entire within-district transfer process.

- When students transfer to a Disciplinary Alternative Education Placement, work with the receiving school to make sure specific transfer procedures are followed. The home campus case manager should continue to monitor services and needs, including administration of state and district assessments.
Out-of-District Case Management Transfer Procedures

When a student transfers out of district:

- The individual student’s entire tab section of the Case Management Notebook should be removed and placed on top of the ARD divider in the Special Education Student Eligibility Folders (Red Audit Folder) along with a copy of the student’s withdrawal form. The Special Education Student Eligibility Folders (Red Audit Folders) should then be placed in the Inactive Files drawer.

- Case Management information should not be sent outside of the district.

- See the Records Management section of this notebook for more detailed information about requests for these records and/or the maintenance of inactive records.
End of the Year Procedures

Procedures for the end of the year:

- Each student’s entire tab section should be removed from the Case Management Notebook and placed on top of the ARD divider in each student’s Special Education Student Eligibility Folders (Red Audit Folder).

- District wide access logs, rosters, and schedules should be placed in an envelope, marked by year, and kept in a locked and secure file cabinet or room.

- Tabs, general information pieces, and the Records Management section should be maintained in the secured Case Management Notebook for the next school year.

- All Case Management Notebooks should be turned in to the principal’s designee for secure summer storage.

- Submit the location of the audit file cabinet key to your Division Compliance Specialist prior to the end of the school year.

- See the Records Management section of this notebook for details on bundling and transferring student folders to receiving schools during the last week of school.

- For those students eligible for transportation, ensure that students changing schools have two completed transportation forms electronically (one for the current year and one for the next school year).

- All case managers must complete transportation forms based on current student address for ESY and next year school location by the first week in May.

- Ensure students who are transitioning to middle and high school have their next year campus (NYC) reset by the data controller.

- Ensure that “seniors” not graduating have their Next Year Campus (NYC) reset to the current home school by the data controller.

- Drop graduating students from transportation electronically, if applicable.

- Verify student addresses before deciding next year’s school (check with the special education compliance staff, especially for students in centralized units).

- Submit a list of potential graduates to the Division special education compliance staff by the end of March.
End of the Year Procedures Conti…

- Ensure the Campus Records Clerk (CRC)/Data Controller has class rosters for the centralized units prior to the end of the school year.

- All case managers must complete and submit a roll-up projection form for centralized units to the Special Education Compliance Specialist by the end of January.
Dear Parent(s):

Each student receiving special education services is assigned a special education service provider as his/her case manager by the principal. This person is an advocate for the student and is to ensure implementation of the ARD/IEP in accordance with federal and state guidelines.

I have been assigned as the case manager for your child_____________________.

You may find my information below.

Name:

Contact Information:
    Phone:
    FAX:
    E-mail:

Best time to contact:

I look forward to a rewarding, successful year. Please feel free to contact me with any questions or concerns regarding your child’s educational plan or progress.

Sincerely,
Fecha:

Estimado Padre:

Cada estudiante que recibe servicios de educación especial, el director de la escuela le asignará un proveedor de servicios que se encargará de administrar su caso. La persona representará al estudiante y asegurará la implementación del plan académico individual (IEP) y del ARD de acuerdo a las normas estatales y federales.

He sido asignado como la persona encargada del caso de su hijo_______________________________________.

Si tiene alguna pregunta, este es mi información personal.

Nombre:

Número de teléfono:

Número del fax:

Correo electrónico:

Mejor hora para llamar:

Esperando tener un año exitoso y lleno de triunfos. Por favor comuníquese conmigo si tiene preguntas o preocupaciones sobre el plan o progreso académico de su hijo.

Atentamente,
Access Log Tab
The Case Management Notebook contains confidential student information, therefore access should be limited. All authorized district personnel other than the case manager, must sign the district wide access log. District personnel and parents have separate sign in logs. Remember that parents are only to view their child's records.
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Roster Tab
This section contains rosters available through the EXCEED IEP Database.

**Current** copies of the “Actual ARD and FIE Report” should be printed monthly and kept in this section.

Remember that students transferred to a Disciplinary Alternative Education Placement are still the responsibility of the home school case manager.

The “In-School Suspension/Disciplinary Alternative Education Placement (ISS/DAEP) Tracking Form by Case Manager,” is a tool for documenting the time in ISS/DAEP for students on the teacher’s Watch List.
<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name/ID#</th>
<th>ISS Date(s)</th>
<th>DAEP Duration</th>
<th>DAEP Start Date</th>
<th>DAEP End Date</th>
<th>State/District Assessment Info.</th>
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Schedules

This section contains copies of:

- Staff rosters
- Teacher/teacher assistant schedules, and the
- Campus-wide master schedule

Staggered Annual ARD Calendar

A template for a campus-wide Staggered Annual ARD Calendar should be available on EXCEED IEP Database for coordination of meeting schedules.

An Annual ARD campus wide calendar must be forwarded, by the second week of school, to the appropriate Division Special Education Compliance Supervisor.
Student Information Tab
Student Information

Each individual student tab in this section contains:

- An Access Log for anyone besides the Case Manager viewing only that student’s information
- Student information Checklist
- A Personal Communication Record
- My Data Portal Profile

**Reminder: An LPAC member must attend ARDs for LEP students**

- Schedules for Instructional Support/Related Services (if applicable): these forms are used to document all support services received by a particular student; each service provider is responsible for completing the short form for each student served and providing a copy to the case manager and/or general education teacher, as applicable.

- Copies of medical information, such as:
  - Administration of Medicine or Special Procedure by School Personnel which provides physician’s documentation of need for specific treatment at school and Special Procedure Management Verification which documents training of non-nursing personnel (if applicable);
  - Dietary Order Form which provides physician’s documentation of need for specific food/feeding modifications (if applicable); and
  - Health Management Plan which outlines special health care needs (if applicable);

**Reminder: The nurse should be invited to any ARDs involving these students.**

- A copy of the Occupational/Physical Therapy Services Staff Training form (if applicable);
- Receipt of ARD/IEP Information (General Education Verification): this signed receipt indicates which ARD/IEP documents have been given to general education teachers working with a particular student;
- Accommodations and Behavior Intervention Plans should be given to all appropriate personnel and a copy kept in the Case Manager Notebook;
• Goals/objectives should be distributed as needed when teachers are sharing a subject area; initial distribution of these documents and receipt of signatures should occur within the first two weeks of school or within two weeks of enrollment;

• Teacher documents should be updated as ARDs occur or as schedules change; distribution should occur using one folder for each general education teacher, marked “Confidential” on the front, with an access log inside the front cover, and containing all appropriate ARD documents for students of that teacher; this distribution, perhaps at grade level meetings, provides an opportunity for discussion of what they are receiving, what it means, and what their role is for student success;

• An Academic Achievement Record (AAR), graduation plan, and a graduation option form;

• A copy of the secondary class schedule (if applicable);

• The special education teacher/case manager is expected:
  - to use the district’s special education electronic progress reporting system to carefully document student progress daily and to enter progress note weekly into the system that demonstrate the student’s progress toward mastery of the individualized education program goals and objectives.
  - to provide written or electronic progress reports (if parent has access to the internet); generally, the schedule for providing parents their child’s IEP progress reports is every three or six weeks. Remember the schedule for reporting a student’s IEP progress is determined by the child’s Admission, Review, and Dismissal Committee

**Note:** This IEP progress reporting process is in addition to the student’s report card, which is distributed by each school in the same manner and same timeframe as for all other non-disabled students at the campus. Generally, report cards are provided to parents each six week.

• A copy of the Behavior Intervention Plan (if applicable)

• General Education Progress Report (if applicable)
STUDENT INFORMATION CHECKLIST

(Student Name)

Check all statements that are applicable for this particular student.

- This student is classified as LEP.
- This student is receiving additional special education services other than those provided by the case manager, so the Schedule(s) for Instructional Support/Related Services are needed.
- This student does have an Administration of Medicine or Special Procedure form.
- This student does have a Dietary Order Form.
- This student does have a Health Management Plan.
- This student does have an Occupational/Physical Therapy Services Staff Training form.
- This is a secondary student.
- This student does have a Behavior Intervention Plan.
- This is a student receiving all services in the General Education setting.
- This student requires Supervision of Speech Therapy for SHARS billing.
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<th>Date</th>
<th>Name/Position</th>
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Dallas Independent School District

Personal Communication Record

____________________________________
(Student Name)

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<th>Date</th>
<th>Name/Position of Person Contacted</th>
<th>Type of Contact</th>
<th>Subject/Purpose of Contact</th>
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Schedule for Instructional Support/Related Services

This form should be completed for each student on a service provider’s caseload.

Student Name: ____________________________    School Year: _________________

Receives the following service:
___ Adapated Physical Education
___ Itinerant Deaf Education
___ Itinerant Vision Services
___ Occupational Therapy
___ Orientation and Mobility
___ Physical Therapy
___ Speech-Language Therapy
___ Assistive Technology
___ Other

Service Provider Name: _______________________________________

Phone #: ___________________________

E-mail:_____________________________

Scheduled on:
___ Mondays
___ Tuesdays
___ Wednesdays
___ Thursdays
___ Fridays
___ Other: ________________________

Time: (If appropriate):
PHYSICIAN/PARENT REQUEST FOR
ADMINISTRATION OF MEDICINE OR SPECIAL PROCEDURE BY SCHOOL PERSONNEL

Special health care procedures and medications may be administered at school by personnel when such treatment is necessary for school attendance and cannot otherwise be accomplished. Prescribed medication/treatment may be administered by a school nurse or by a non-health professional designate of the principal or school nurse. The medication is to be in the original container appropriately labeled by the pharmacy. Parents may request that the pharmacist dispense two bottles of medication, one for home and one for school. This completed form along with the medication and/or special equipment items are to be brought to the school by the parent.

THIS INFORMATION IS CURRENT UNTIL NEW OR UPDATED INFORMATION IS RECEIVED OR FOR ONE CALENDAR YEAR FROM DATE OR UPDATE OF REQUEST.

1. Name of Pupil ________________________________ Birth Date __________________________

2. Address ____________________________________ School _____________________________

3. Condition for which prescribed treatment is required: ___________________________ ICD 9 Code __________________________

4. Specific medication or procedure:

5. Dosage and method of administration/instruction (include time schedule), time, protocol required for special health care procedure.

6. Precautions, unfavorable reactions:

7. Disposition of pupil following administration or procedure, if applicable, i.e., rest, home, hospital, doctor’s office, return to class.

8. Date of Request __________________________ Date of Termination __________________________

9. __________________________ / __________________________
   Physician’s Name (printed) Signature

__________________________ / __________________________
   Physician’s Address Telephone Number

(PARENT)

We (I), the undersigned, the parents/guardians of __________________________
   Student’s Name

request the above medication or procedure be administered to our (my) child. We (I) authorize, as needed, the sharing of information related to my child’s health between the school nurse (or designee) and the health care provider listed above.

__________________________ / __________________________
   Name Relationship Telephone Home Business

__________________________ / __________________________
   Name Relationship Telephone Home Business

NOTE: Prescribed asthma inhaler may be kept by the student and self-administered if the physician indicates this need in writing and considers the student sufficiently responsible. In addition, the physician should list any precautions to be followed on this form (the school nurse will inform the principal and appropriate others.)
SPECIAL PROCEDURE
Management Verification

School: ___________________________

This is to verify that ___________________________ _____________________________

Name Title

has been instructed in the preparation, implementation, and maintenance of ___________________________ ___________________________

Name of Student

__________________________ on ___________________________

Procedure Date

The instruction included a clinical demonstration and return demonstration.

Trainee Signature ___________________________ Instructor Signature ___________________________

Title ___________________________ Title ___________________________
**Annual Dietary Request 2011-2012**

Food & Child Nutrition Services

- [ ] New Dietary Request
- [ ] Change Current Dietary Request
- [ ] Dietary Request Renewal
- [ ] Temporary Diet Order
- [ ] Year Round Diet Order

**Date**

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<tr>
<th>First Name</th>
<th>Student ID#</th>
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<td>Last Name</td>
<td>Date Of Birth</td>
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<tr>
<td>Street Address</td>
<td>State</td>
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<td>City</td>
<td>Zip Code</td>
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<tr>
<td>Clinic Contact Person</td>
<td>Phone Number</td>
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**School**

To Be Completed By Medical Authority

**Diet Order** (Indicate specific restrictions per meal in space provided.)

- [ ] Diabetic
- [ ] Cardiac
- [ ] Renal
- [ ] Weight Maintenance
- [ ] Sodium Restriction
- [ ] Fat Restriction
- [ ] PKU
- [ ] Other

Food Allergy/Intolerance

- [ ] Dairy
- [ ] Peanuts
- [ ] Corn
- [ ] Soy
- [ ] Eggs
- [ ] Wheat
- [ ] Milk
- [ ] Other

List Other: __________________________

(Indicate specific information in space provided.)

- [ ] Food Substitutions
- [ ] Physical Disability
- [ ] Activities of Daily Living Affected

- [ ] Texture Modification Required

**Liquids**

- [ ] Thin
- [ ] Thickened (Nectar)
- [ ] Thickened (Honey)
- [ ] Thickened (Pudding)

**Solids**

- [ ] Mechanical Soft Chopped
- [ ] Mechanical Soft Ground
- [ ] Pureed

Provide additional comments or information as related to diet and/or feeding techniques:

---

Prescribing Physician or Medical Authority Name

**Medical Authority Credential**

- [ ] MD
- [ ] DO
- [ ] PA
- [ ] NP

Prescribing Physician/Medical Authority Signature

Telephone

Medical office stamp

I understand it is my responsibility to renew this form before each school year and anytime my child's medical or health needs change.

**Parent/Guardian Name**

Parent/Guardian Signature

Parent/Guardian Email

Contact Food and Child Nutrition Services at (214)-932-5525 for questions or concerns.

---

08/15/2011
Training was provided by Occupational and/or Physical therapy staff for special procedures for:

______________________________________, on _____________________.

Student                                                                Date(s)

The trainee demonstrated good understanding and competence in the implementation of the following activities/procedures.

1.)  __________________________________________________________________________

2.)  __________________________________________________________________________

3.)  __________________________________________________________________________

4.)  __________________________________________________________________________

Comments: _____________________________________________________________________

_______________________________________________________________________________

Therapist                                                                          School

_______________________________________________________________________________

Trainee/Position                                                               Date

_______________________________________________________________________________

Trainee/Position                                                               Date

_______________________________________________________________________________

Trainee/Position                                                               Date

_______________________________________________________________________________

Trainee/Position         Date
Receipt of ARD/IEP Information
Special Education Services

This form will be updated after changes are made in the ARD/IEP.

Student Name ________________________________

Check documentation given to the appropriate staff.

- Accommodations
- Behavior Intervention Plan
- Goals/Objectives
- Other ________________________________

My signature indicates that the information received will be implemented according to the ARD/IEP committee requirements. I understand that I need to document implementation of these strategies and that all information is to remain confidential.

<table>
<thead>
<tr>
<th>Teacher’s Signature</th>
<th>Subject/Class</th>
<th>Date</th>
<th>Teacher’s Signature</th>
<th>Subject/Class</th>
<th>Date</th>
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Other ________________________________ Date

Other ________________________________ Date

Teacher’s Signature: ________________________________ Date: ________________________________

8/27/2012
General Education Progress Report

Student Name _________________________ Teacher Name _________________________ Subject ____________________

Please complete the following for the special education student in your class.

Please return this form to ________________________________

Special Education Teacher Name

<table>
<thead>
<tr>
<th>6-week term</th>
<th>Return By date</th>
<th>Grade 3\textsuperscript{rd}/6\textsuperscript{th} weeks</th>
<th>Challenges</th>
<th>Interventions/Strategies</th>
<th>Comments</th>
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If the student’s grade is below a 70, note challenges and document intervention strategies.

**Challenges**

1. Attention to class work needed
2. Attendance
3. Class work Incomplete
4. Homework Incomplete
5. Accommodations not meeting student needs
6. Behavior Inappropriate
7. Difficulty retaining information
8. Little to no class participation
9. Other ____________________

**Intervention Strategies**

A. Contact case manager
B. Recommend before or after school tutoring
C. Student Conference
D. Parent Conference
E. Small group
F. Peer tutoring
G. Assistance with note taking
H. Student classroom observation requested
I. Study skill assistance needed
J. Assistance with organizational/prioritizing skills
K. Revisit Behavior Plan
L. Revisit Accommodations
Records Management Tab
Confidentiality of Special Education Records

- All school staff members must be trained annually using the Confidentiality Video. After viewing, the **Student Records Confidentiality form** must be signed by each staff member. These statements must be maintained in the campus Special Education Records Management File.

- The principal is the official Custodian of Records. (S)he may designate another campus professional to assume that responsibility.

- Special Education Student Eligibility Folders (Red Audit Folders) must be kept in a secure (lockable) location (room or file cabinet) that is locked any time the records are unattended.

- The **Confidentiality of Special Education Records Access Form**, that lists persons authorized to access records by title, must be posted in the secure location.

- Any folder (Special Education Student Eligibility Folder, special education teacher folder, general education teacher information folder, etc.) containing any part of a student’s ARD/IEP documentation must have a **Folder Access Log** attached to the front inside cover. This log must be completed by anyone accessing the folder.

- Check out cards (cardboard dividers previously provided to campuses) must be used to mark the place of a Special Education Student Eligibility Folder (Red Audit folder) that has been removed from its secure location. The card should be completed when the folder is removed and when the folder is returned.
Federal law protects confidentiality of records for all students. All policies regarding the release of information must be strictly followed. Access to the records of any students with disabilities is strictly limited, and all special education eligibility information is to be kept in a locked, secure place.

The Family Educational Rights and Privacy Act of 1974 (FERPA) limits the release of any personally identifiable information about any student only to the student’s parents, educators with a direct educational interest in the child, and appropriate persons in the event of an emergency. Release of confidential information to any other agency or person requires the written consent of the parent. Personally identifiable information is considered to be any data that includes:

- the name of the student, student's parents, or other family members,
- the address of the student
- any personal identifier (social security number)
- a list of personal characteristics which would make it possible to identify the student, and
- any other information that would make the student’s identity easily traceable.

Educational records, which are in the sole possession of the maker, are not accessible by any other person. Sole possession records that are exempt from parental access, challenge and control must meet the following test:

- Notes must be private, and created solely by the individual possessing them.
- Notes must be a personal memory aid.
- Notes must not be accessible or revealed to any other person (except possessor’s temporary substitute.)

It is important for all staff to understand the concept of sole possession, and that once a note is revealed to anyone, it becomes subject to parental access and challenge.

Everyone should give careful consideration to any written descriptions of student behavior. Any written description of student behavior, once shared, becomes accessible information. Any verbal communication about students containing personally identifiable information in any situation except those listed above, may be a violation of that student's right to confidentiality.

I have read the information and understand the content________________________________________

____________________________________________________________________________________

Campus/Department                                                                              Date

____________________________________________________________________________________

Signature

____________________________________________________________________________________

*This information must be presented and explained annually. Please place signed form in the Campus Special Education Records Management File.

Mike Miles - Superintendent of Schools
3700 Ross Avenue • Dallas, Texas 75204-5491 • Telephone (972) 925-3700

Revised 8/27/2012
1. Special Education Student Eligibility Folders (Red Audit Folders) will be kept in a locked secure location on each campus.

2. The location where the folders are kept will be locked when the room is left unattended and will be locked each afternoon by a campus designee.

3. The Folder Access Log is placed in each Special Education Student Eligibility Folder (Red Audit Folder), Special Education Classroom Student Folder, and General Education Student Folder that contains the student’s IEP or any part of the student’s IEP. Each person reviewing the folder who is not authorized (see authorized individuals listed in #4), must sign the Folder Access Log. When a Special Education Student Eligibility Folder (Red Audit Folder) is removed from its secure location, a check out card must be signed and used as a place marker for the folder until the folder’s return, at which time the checkout card is removed and completed.

4. Only the Dallas Independent School District (Dallas ISD) authorized personnel who have legitimate interest in the designated student will have access to the folders. This notice, showing the following authorized positions, must be posted in the location of the Special Education Student Eligibility Folders (Red Audit Folders):
   - Superintendent of Schools; Chief of Schools; Executive Directors, and Directors of Special Education; Special Education Compliance Specialist and Individual Evaluation Staff; Counseling Services and Psychological and Social Services; Coordinators of Special Education; Child Find; Special Education Curriculum and Instruction Staff; Support Staff; Health Services, and designated Record Clerks and Project Liaisons
   - Elementary and Secondary Campus Administrators
   - Elementary and Secondary Campus Counselors
   - Parents/Guardians of the designated student
   - Designated student (18 years of age or older)
   - Dallas Independent School District Teachers
   - Texas Education Agency personnel

Revised 8/27/2012
# Folder Access Log

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<th>Name</th>
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<th>Position</th>
<th>Purpose</th>
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Special Education Records Management

Transfer of Records Between Dallas ISD Schools

- When a student transfers from one Dallas ISD school to another, the receiving school requests the hard copy of the Special Education Student Eligibility Folder (Red Audit Folder) records from the sending school and may document this request on the Special Education Records Tracking Log.

- The sending school must mail records in a timely manner in order for the receiving school to have necessary information within 10 school days.

- Eligibility folders must be mailed using a green Special Education Student Records transmittal envelope marked “Confidential,” and be accompanied by a copy of the Special Education Eligibility Folder Transmittal Log.

- The sending school may document mailing the envelope on the Special Education Records Tracking Log. Ensure the folder transfer request, sent and receipt has been documented.

- The receiving school must document receipt of the envelope on the enclosed Transmittal Log, retain a copy in the campus Special Education Records Management File, and return a copy to the sending school by mail or fax. Both schools should update their Tracking Logs as needed.

- At the end of a particular grade, when numerous students are moving from one level of school to another (5th to 6th, 6th to 7th, 8th to 9th, etc.), Special Education Student Eligibility Folders (Red Audit Folders) should be bundled, accompanied by a Transmittal Log, and hand-delivered to the receiving school before the end of the school year. The receiving school’s Records Custodian should verify receipt of all folders listed on the Transmittal Log and sign that log. Both schools should retain a copy of the log and update their Tracking Logs as needed.

- If a student is a “No Show” after the first 6 weeks of school, that student’s Special Education Student Eligibility Folder (Red Audit Folder) should be returned to the last school attended using appropriate procedures for transmittal. The last school attended will either re-route the folder or place it with other Inactive Files.
Requests for Records by Another School District

- Public school districts within the state of Texas must follow the TREx process. Be sure the signature pages and all disability statements are included in the transmission.

- In accordance with §TEC 25.002, and 34 CFR §300.323(g), the school district in which the student was previously enrolled shall furnish the new school district with a copy of the student’s records, including the child’s special education records, no later than the 30th calendar day after the student was enrolled in the new school district. Any records sent should be photocopies only and original documents are never to be sent.

- A signed parental release for education records is not required if the requesting school district is operating within the state of Texas.

- Copies should be mailed in a brown envelope marked “Confidential.” Postage is the responsibility of the Dallas ISD School.

- Copies mailed out must be documented on the Special Education Records Tracking Log.

Requests for Records by Outside Agency

- Upon receipt of a written request for student specific special education records from an agency, the receiving school or District Department is required to provide the requested information to the agency within 10 business days. The agency’s request must be accompanied by a signed parental release. The Consent for Release of Confidential Information Form is to be filed in the “Other Documents Section” of the student’s Special Education Student Eligibility Folder (Red Audit Folder).

- Copies should be mailed in a brown envelope marked “Confidential”.

- Copies mailed out must be documented on the Special Education Records Tracking Log.
Requests for Records by Parent/Legal Guardian/18-year-old Student

- Upon the verbal or written request for a special education record from that student’s parent, legal guardian, or the student him/herself (if 18 years old), the Dallas ISD school must provide copies of the items requested without unnecessary delay (within 10 business days).

- A charge may be levied for copies, but if a parent is unable to pay for the copies, they must be provided free of charge.

- Copies should be placed in a brown envelope and marked “Confidential.”

- The distribution of copies must be documented on the Special Education Records Tracking Log.
Locating Special Education Student Records

Please take the following steps to locate records of special education students:

1. Research the EXCEED system for any available student information.

2. Contact the student’s special education case manager at the student’s last school of record. The special education staff at the student’s last school of record should be contacted for any available information.

3. When no other information can be found, the Archive Records Manager may be contacted using the Campus Request for Special Education Records Fax Transmittal available in this section.

Records Management Materials

Special Education Student Eligibility Folders (Red Audit Folders) and green transmittal envelopes are also available through the District wide Records Management Center (DMC). Current Admission, Review and Dismissal Process (ARD) Guides are available at: [http://framework,esc18.net/](http://framework,esc18.net/)

District wide Records Management Department – Special Education Records

Dallas ISD Records Center
3111 W. Commerce Street
School Box # 441
Dallas, Texas 75212
Phone: (972) 925-7840 (District wide Records Management)
Phone: (972) 925-7845 (Special Education Records)
Fax: (972) 925-7850

Staff Contact Information

Michael Greer (Supervisor) (972) 925-7849
Marlene Carson (972) 925-7837
Tara Griffin (972) 925-7846
Margaret Jackson (972) 925-7845
SPECIAL EDUCATION ELIGIBILITY FOLDER TRANSMITTAL LOG

Date Delivered: _____________ Sending School: _______________________________
Box #: ____________________ Fax #: _______________________________________

Sending School Contact Name: _____________________________________________
Sending School Contact Title:  _____________________________________________

Date Received: ___________________ Receiving School:  _________________________

Receiving School Contact Name: _____________________________________________
Receiving School Contact Signature: __________________________________________
Receiving School Contact Title: _____________________________________________

If a folder has been received by mail, please sign and date this form, and return a copy to the sending school
by mail (#441) or fax (972-925-7850).

<table>
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<tr>
<th>Student Name</th>
<th>ID#</th>
<th>Date of Birth</th>
<th>Last Action Date</th>
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This section is for DRM – Special Education Office Use only

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<tr>
<th>ORG</th>
<th>Current Year</th>
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Special Ed. Staff Processor (print): ___________________________ Date: _____________
Put on Shelf By: ___________________________ Date: _____________

Revised 8/27/2012
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Additional Records Management Procedures are forth coming
# SPECIAL EDUCATION RECORDS TRACKING LOG

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<tr>
<th>Student Name</th>
<th>ID #</th>
<th>DOB</th>
<th>Requested By</th>
<th>Date Received</th>
<th>Date Sent</th>
<th>Sent to Dallas ISD School</th>
<th>Copies to Outside Agency/Other District</th>
<th>Record Not Found</th>
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8/27/2012