

Using Data to Identify and Track Non-Academic Student Needs

Integrated Student Supports Training Workbook

Activity 8: Case Study Reflection

Barrington Elementary School is a small school with less than 400 students, located in the equally small town of Oakville, South Carolina (population 2,057). Due to their size and the rural nature of the school district, they do not have a full-time school social worker and they share the school psychologist with three other schools. The school district did, however, approve funding for a Title I Specialist. Therefore, they had to get creative in order to form a school support team to assess needs, plan supports, identify students for case management, and move them through a service provision process.

The leadership at Barrington communicated with school district officials along with the leadership at the schools who shared the school social worker and school psychologist to align their schedules in such a way that twice a month they would be on Barrington's campus for a school support team meeting. The leadership also approached the PTA to identify a parent who could attend the meetings. This was particularly challenging as most of the parents' work, and many work third shift. The leadership and PTA were able to identify two parents who could commit to one meeting a month, thereby alternating who would attend each meeting. In the end, the team included the following individuals:

- Counselor
- Attendance clerk
- Assistant principal
- Title I Specialist
- Faculty lead
- A parent committee member
- School psychologist
- Social worker

The next challenge for Barrington was to identify who could provide case management given the limited resources of the school. The team decided it would not be possible for one person to serve as the case manager for all of the identified students. Barrington once again had to get creative. The leadership in conjunction with the student support team decided that a maximum of 40 students would receive case management at any given time. Moreover, they decided that each case manager would have a maximum of five students at any given time.

The leadership asked each grade level to identify at least one teacher who would serve as a case manager, thus providing six case managers (pre-K through 5th grade). The Title I Specialist and Counselor would also serve as a case managers, with the Principal serving as an alternate.

The teachers who are serving as case managers would be investing more time into an already long school day. How might the other teachers support those providing case management?

Who else could serve as a case manager?

What parts of this plan could you use in your school? What might you change?
