**IEP Case Manager\* Responsibilities**

The IEP case manager's primary responsibility is to ensure that students have appropriately written individual education plans and that these plans are being implemented in all school settings. The case manager is also responsible for monitoring the plans and for ensuring program compliance: that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented in all school settings; and that the student is benefitting from the services provided.

**IEP Process Management**

* Learn and use the WebKIDSS IEP management system.
* Schedule all IEP team meetings in a timely fashion as per district policy; to ensure an interpreter is scheduled as needed. Note: IEP team meeting scheduling should start 30-60 days prior to the annual IEP date
* Send written notice of meeting to parents and communicate meeting details via email to all other IEP team participants at least 10 days prior to team meeting
* Prior to the IEP team meeting, gather pertinent data to share with IEP team; examples include, but are not limited to: grades, attendance, teacher reports, work samples, behavioral data, baseline data for proposed goals, student strengths
* Facilitate all IEP team meetings ensuring case notes are taken as appropriate
* Ensure that all IEP content – PLAAFP section, goals, specialized instruction, modifications, accommodations and services are tied to documented needs
* Confirm all procedural aspects are correct (dates, service lines, etc.)
* Ensure all service providers, including general education teachers, have access to the IEP, behavior intervention plans, emergency safety plans and health care plans. \*Access to these documents may now be provided to general education teachers through Webkidss. Contact your consulting teacher for more information.
* Ensure that all substitute plans, including the general education teacher substitute plans have pertinent and specific information about special education students.
* Ensure that all team members are notified of changes to the IEP between annual meetings and have input as appropriate
* Create a student file and maintain confidential documents in a locked and secure location

**Continuous progress monitoring of all students on caseload**

* Initiate and maintain regular communication and collaboration with general education teachers, administration, related service providers and outside agencies
* Plan and implement specialized instruction, accommodations, and curricular modifications. Specialized instruction should: 1. Remediate skill deficits; 2. Ensure student has access to and is progressing in the General Education Curriculum; 3. Address transition to life skills.
* Ensure that general education teachers and paraprofessionals know and can implement what specialized instruction, accommodations, and modifications are required for each student; training or ensuring the training of general education staff members and paraprofessionals in specialized instruction, accommodations and modifications
* Confirm that related services are scheduled and implemented
* Monitor student progress in both general education and special education settings and, when necessary, re-convene the IEP team if progress is not adequate to meet IEP goals
* Report progress to parents as per district policy
* Using data management protocol, collect, graph, and analyze data as appropriate
* Monitor behavioral issues of all students on caseload
* Ensure that behavior plans are developed with the IEP team, implemented, and revised as appropriate
* Ensure that general education teachers and paraprofessionals have knowledge of behavior intervention plans and can implement the plans; train or arrange the training of general education staff members and paraprofessionals about behavior intervention plans
* Ensure that health care and emergency safety plans are developed with the IEP team, implemented, and revised as appropriate
* Ensure that general education teachers and paraprofessionals have knowledge of health care and emergency safety plans and can implement the plans; train or arrange the training of general education staff members and paraprofessionals about health care and emergency safety plans
* Inform consulting teacher and administration of concerns, student needs, parental contacts, as appropriate
* Be identified as the primary contact for parents/guardians/educational advocates and maintain frequent, appropriate and timely contact with parents/guardians/educational advocates; document contact
* Promote strong and effective inclusive and differentiation practices

**Paraprofessional supervision**

* Develop and monitor work schedule
* Ensure that paraprofessionals know what services need to be provided for each student
* Document services provided through paraprofessionals in resource and inclusion settings
* Ensure access to required professional development opportunities and assist in documenting professional development hours
* Express expectations, hold regular conferences, clarify preferred disciplinary practices and classroom routines, provide frequent feedback; and if difficulties arise, communicate with consulting teacher and building administrator regarding the difficulties

**Professional responsibilities**

* Be prompt
* Build and maintain professional relationships with students
* Maintain professional boundaries with parents, caregivers and students
* Use professional etiquette in all staff interactions and seek to resolve conflict if it arises
* Attend special education meetings and professional development as scheduled by the Special Education Leadership Team
* Participate as General Education Intervention team members on a rotating basis
* Use approved instructional materials

\*Please note that the IEP case manager has also been known as a Primary Implementer or Primary Service Provider.

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