

IEP Special Education Teacher/Speech Pathologist Case Manager Responsibilities

Responsibilities

- Ensure student is receiving all services as stated on IEP.
- Write and implement IEP.
- Facilitate IEP meeting and any additional required meetings.
- Ensure progress reports are completed at grading periods by all relevant personnel and sent home to parent/guardian.
- Be aware if reevaluation is needed and coordinate dates with District Case Manager and other members of the IEP team.
- Ensure IEPs are scheduled before or on the student's anniversary date (if student has an Annual Review date and Reevaluation in the same school year-use earlier date.
- Coordinate IEP dates/calendar with IEP team members.
- Ensure implementation of FBA/BIP in collaboration social workers and psychologists.
- Collect and analyze data to monitor goals/objectives (Progress Monitoring data).
- Submit caseloads in the beginning of the year (within first week of school) and at the end of the year (1 week before the last day of school). **Submit FACT forms to Meghan Swift for new incoming students and for any students exiting.**
- Develop aide folders with information: student goals, accommodations, tips for working with students, schedule.
- Special education teachers, who have students with paraeducator support on IEPs, oversee the support services and communicate with the paraeducator and staff members on regular basis.
- IEP summaries distributed to specials teacher and have team meeting (music, art, PE)/ co-curricular teachers by the first week of school and by each new rotation at Field.

6 to 4 weeks before meeting:

- ❑ Arrange IEP meeting date and time with parent(s.) via phone, in person, or email confirmation.
- ❑ Check student's IEP for related services and inform team members of upcoming meeting.
- ❑ Begin appropriate data collection activities including: tests, review records, interviews, observations, checklists, CBMs etc for accurate assessment of present level data.

5 to 4 weeks before meeting:

Overview

- ❑ Confirm IEP meeting date and time with parent(s.)
- ❑ Mail or send home with student: Procedural Safeguards and Notification of Conference.
- ❑ Distribute copies of Notification of Conference form to ALL IEP team members – include as appropriate (*Remember – if student is not receiving a service, that provider should NOT be invited to meeting*):

IEP Development:

- ❑ Check and update Demographics with parents. If any changes are needed, refer to the building secretary to update in Skyward.
- ❑ Check and update student information page including: evaluation dates, student placement information for this year and next year,

After opening the new IEP document.

- ❑ Complete all pages of the Draft IEP
- ❑ **DO NOT** change anything entered by another person. If you utilize information from another report make sure you

reference the other report. For example, “as stated in the psychologist report, student A...”

- ❑ Goals must align with the data/narrative written within the Present Level of Academic and Functional Performance pages.

IF student will be 14 ½ before the next IEP convenes, complete a Transition Plan – update and revise secondary transition and transition plans if student is older than 14.

- ❑ Check if student has a Behavior Intervention Plan (BIP), update and revise on an Annual basis. Make sure a student has a Functional Assessment of Behavior (FAB) if writing a BIP for the first time.
- ❑ Proof-read all entries for complete sentences, correct grammar, punctuation and spelling.

Week before meeting

- ❑ Send Draft IEP and/or Documentation of Intervention/Evaluation Results (original Documentation of Evaluation Results if needed) to parent/guardian. **DO NOT** send the Educational Services and Placement pages. This will be discussed fully at the IEP.
- ❑ Call parent/guardian to confirm attendance (must document **3 attempts** to involve parents before day of IEP with 3 different contact dates) and at least two modes of communication.

Day of meeting

- ❑ Bring all pertinent data/information to meeting regarding student’s progress.
- ❑ Bring draft copy of IEP to meeting.
- ❑ Follow the IEP agenda for the meeting.
- ❑ Summarize procedural safeguards with parents.

- ❑ Complete IEP and other documents/pages. Make changes as needed based on team's decisions.
- ❑ Keep all originals until all team members have completed changes. Give reminders to team members to assist with completing the necessary paperwork.
- ❑ Make needed changes to complete the IEP. PROOFREAD THE IEP.

After Meeting

- ❑ Case Managers submit the updated FACT forms after meetings.
- ❑ Signed Medicaid forms should be uploaded to PowerIEP and sent to Meghan Swift. If parents are not present at meeting, obtain Parent Consent for Medicaid, upload into PowerIEP and provide the original to Meghan Swift. Consent should be received yearly.
- ❑ Give the original IEP document to Meghan Swift to file in the special education folder.
- ❑ The special education folder should maintain all special education files.
- ❑ Give /mail/send with student the copied IEP document to parent/guardian.

End of Every Grading Period

- ❑ A progress report MUST be sent home for each grading period.
- ❑ Place copy of updated progress reports in special education file each quarter.
- ❑ Update progress towards goals a day or two before grading period.
- ❑ Ensure that any related service provider has updated progress toward their goals before grading period.
- ❑ Print out progress report and send copy with report card.

