

RESPONSIBILITIES OF IEP TEAM MEMBERS

The following lists are meant as guidance for IEP teams. Principals may assign responsibilities to different team members as deemed necessary. If this occurs, all team members must be made aware of their respective responsibilities.

IEP Case Managers – Special Education Teachers

General Responsibilities

- Notify VASE of any changes regarding students on your case load or students for whom meetings are being held for the first time. Complete Enter New Student Data or Exit Student Forms as soon as a change occurs.
- Schedule all meetings with parents.
 - ✓ Make 3 contacts to ensure parent has received sufficient notice. Document the date of contact, method of contact, and parent response.
 - ✓ Complete the Notification of Conference form, including the names and titles of all persons necessary to be in attendance.
 - ✓ Double check the child's file to make sure that all related service providers involved are invited to the meeting.
 - ✓ Mail the Notification of Conference form to parent and all persons listed on the form 10 days prior to the meeting.
 - ✓ If the parent has waived the 10-day notice, then complete the 10-day waiver form.
- Keep track of Annual Review dates. Schedule and convene Annual Reviews on or before their due date.
- Keep track of Re-Evaluation due dates. Schedule Domain Meetings no later than 60 school days prior to the date of the Re-Evaluation due date. Send the Notification of Conference to all appropriate parties prior to the meeting.
- At the beginning of each year and after each IEP held during the year, notify the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT

provide copies of the IEP due to the confidentiality of information contained.

- Send Transfer of Rights form to parents and student prior to student's 17th & 18th birthdays.
- Send Delegation of Rights form to parents and student prior to student's 18th birthday.
- Complete Summary of Performance prior to any student graduating or exiting high school.
- Assist principal in the completion of Manifestation Determination Reviews.
- Thoroughly review all ISTAR forms each time they are sent to you and resubmit them to VASE by the established deadline.
- Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
- LD students must have progress monitoring data for each area of disability.
- Collect data via data charts or tests to document student progress on goals and objectives.
- Keep data for ESY purposes.
- If requesting an individual or classroom aide, complete the Adult Supervision Needs Checklist.
- Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
- Make sure all special education records are locked up, yet accessible to someone else in the building if you no longer are the case manager.

- When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Complete Amendment Form and amend the IEP pages. Return all amended forms to VASE no later than two weeks.
- Assist building principals in monitoring class size.
- Adhere to all timelines.

Domain Meeting Responsibilities

- Bring all required forms to Domain Meetings.
 - ✓ Conference Summary Report (for sign in)
 - ✓ Parent/Guardian Consent for Initial or Re-evaluation
 - ✓ Domain page
 - ✓ Waiver of 10-Day Notice Before Evaluation Begins
 - ✓ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
 - ✓ Procedural Safeguards
 - ✓ Excusal of IEP Team Member
 - ✓ Notification of Conference
 - ✓ Appropriate Checklist of Forms
- Review Procedural Safeguards with parent before obtaining consent for an evaluation.

Eligibility Meeting Responsibilities

- Bring all required Eligibility IEP forms to meetings.
 - ✓ Notification of Conference
 - ✓ Conference Summary Report
 - ✓ Documentation of Evaluation Results
 - ✓ Eligibility Determination
 - ✓ Eligibility Checklist
 - ✓ Notification of Conference Recommendations
 - ✓ Appropriate Checklist of Forms
- Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
- If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary

Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.

- Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

Annual Reviews

- Conduct transition assessments if working with students ages 14 ½ or older.
- Bring all required IEP forms to meetings, including Procedural Safeguards and Behavior Policies and Procedures.
- Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc. Complete as much as possible prior to meeting.
 - o Relevant pages include, but are not limited to:
 - Conference Summary Report
 - Present Levels of Academic and Functional Performance
 - Student Strengths
 - Parent Educational Concerns
 - Present Levels of Academic Performance
 - Present Levels of Functional Performance
 - Disability Affect on Progress in Gen Ed Curriculum
 - Goals and Objectives
 - Accommodations and Supports
 - Assessment
 - Functional Behavior Assessment
 - Behavior Intervention Plan
 - Transition Plan
 - Secondary Transition
 - Educational Services and Placement (pages 1 & 2
 - Do Not include specific placement or minutes until after the meeting and based on what the team decides

- Additional Notes
 - Checklist for IEPs for Students with Autism
 - Excusal of IEP Team Member
 - Initial Consent for Placement (if Initial IEP meeting)
 - Appropriate Checklist of Forms
- Facilitate Annual Review and IEP Review Meetings. Indicate that the IEP being reviewed is a DRAFT.
- Complete Excusal form with parent prior to beginning the meeting.
- Ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.
- Complete the Notification of Conference Recommendations form, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
- Review the Procedural Safeguards with the parent at each Annual Review.
- Review all forms at end of meeting with the other team members to verify accurate completion.
- Make copies of forms at the end of the meeting. Provide a copy to parent before they leave or document if they agree to have copies mailed. If mailing, send within 2 weeks.
- If any information was handwritten during the meeting on the IEP, type the information in Embrace.
- Make copies of final IEP and place in school file. A copy of the IEP should be placed in the student's temporary file, not the cumulative folder.
- Send all original forms to the VASE office with the checklist attached no later than 2 weeks following the meeting.

IEP Case Managers – Speech Therapists

General Responsibilities

- Notify VASE of any changes regarding students on your case load or students for whom meetings are being held for the first time. Complete Enter New Student Data or Exit Student Forms as soon as a change occurs.
- Schedule all meetings with parents.
 - ✓ Make 3 contacts to ensure parent has received sufficient notice. Document the date of contact, method of contact, and parent response.
 - ✓ Complete the Notification of Conference form, including the names and titles of all persons necessary to be in attendance.
 - ✓ Double check the child's file to make sure that all related service providers involved are invited to the meeting.
 - ✓ Mail the Notification of Conference form to parent and all persons listed on the form 10 days prior to the meeting.
 - ✓ If the parent has waived the 10-day notice, then complete the 10-day waiver form.
- Keep track of Annual Review dates. Schedule and convene Annual Reviews on or before their due date.
- Keep track of Re-Evaluation due dates. For Speech Only students, schedule Domain Meetings no later than 60 school days prior to the date of the Re-Evaluation due date. Send the Notification of Conference to all appropriate parties prior to the meeting.
- At the beginning of each year and after each IEP held during the year, notify the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT provide copies of the IEP due to the confidentiality of information contained.
- Send Transfer of Rights form to parents and student prior to student's 17th & 18th birthdays.
- Send Delegation of Rights form to parents and student prior to student's 18th birthday.

- Complete Summary of Performance prior to any student graduating or exiting high school.
- Assist principal in the completion of Manifestation Determination Reviews.
- Thoroughly review all ISTAR forms each time they are sent to you and resubmit them to VASE by the established deadline.
- Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
- Collect data via data charts or tests to document student progress on goals and objectives.
- Keep data for ESY purposes.
- Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
- Make sure all special education records are locked up, yet accessible to someone else in the building if you no longer are the case manager.
- When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Complete Amendment Form and amend the IEP pages. Return all amended forms to VASE no later than two weeks.
- Assist building principals in monitoring speech caseload.
- Adhere to all timelines.
- Keep track of Speech Only Initial Evaluation Due Dates

Domain Meetings

- Bring all required forms to Domain Meetings for Speech-Only Students
 - ✓ Conference Summary Report (for sign in)

- ✓ Parent/Guardian Consent for Initial or Re-evaluation
 - ✓ Domain page
 - ✓ Waiver of 10-Day Notice Before Evaluation Begins
 - ✓ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
 - ✓ Procedural Safeguards
 - ✓ Excusal of IEP Team Member
 - ✓ Notification of Conference
 - ✓ Appropriate Checklist of Forms
- Review Procedural Safeguards with parent before obtaining consent for an evaluation.
 - Once speech evaluation is complete, add date to the Referral Log.

Eligibility Meetings

- Bring all required Eligibility IEP forms to meetings for Speech-Only.
 - ✓ Notification of Conference
 - ✓ Conference Summary Report
 - ✓ Documentation of Evaluation Results
 - ✓ Eligibility Determination
 - ✓ Eligibility Checklist
 - ✓ Notification of Conference Recommendations
 - ✓ Appropriate Checklist of Forms
- Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for.
- Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.
- Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. Complete as much as possible prior to meeting.
 - o Relevant pages include, but are not limited to:
 - Conference Summary Report
 - Present Levels of Academic and Functional Performance
 - Student Strengths
 - Parent Educational Concerns
 - Present Levels of Academic Performance

- Present Levels of Functional Performance
- Disability Affect on Progress in Gen Ed Curriculum
- Goals and Objectives
- Accommodations and Supports
- Assessment
- Functional Behavior Assessment
- Behavior Intervention Plan
- Transition Plan
- Secondary Transition
- Educational Services and Placement (pages 1 & 2)
 - Do not predetermine services
- Additional Notes
- Excusal of IEP Team Member
- Initial Consent for Placement (if Initial IEP meeting)
- Appropriate Checklist of Forms

Annual Reviews

- Conduct transition assessments if working with students ages 14 ½ or older.
- Facilitate Annual Review and IEP Review Meetings for Speech-Only Students. Indicate that the IEP being reviewed is a DRAFT.
- Complete Excusal form with parent prior to beginning the meeting.
- Ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.
- Complete the Notification of Conference Recommendations form, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
- Review the Procedural Safeguards with the parent at each Annual Review.
- Review all forms at end of meeting with the other team members to verify accurate completion.

- Make copies of forms at the end of the meeting. Provide a copy to parent before they leave or document if they agree to have copies mailed. If mailing, send within 2 weeks.
- If any information was handwritten during the meeting on the IEP, type the information in Embrace.
- Make copies of final IEP and place in school file. Copies of IEP should be placed in the student's temporary file, not the cumulative file.
- Send all original forms to the VASE office with the checklist attached no later than 2 weeks following the meeting.

School Psychologists

General Responsibilities

- Keep track of Initial Evaluation due dates.
- Keep track of Re-Evaluation due dates. Communicate with case managers on a regular basis on re-evaluation status.
- Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
- Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
- Make sure the students' temporary file and all special education records are locked up, yet accessible to someone else in the building if you are not present.
- When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
- Adhere to all timelines.

Domain Meetings

- For Domain Meetings, complete the Existing Data sections of Academic Performance, Cognitive Functioning, and other sections for which data is known on the Domain forms prior to the Domain Meetings. This requires a thorough review of records.
- Facilitate domain meetings if assigned by the school team.
- Bring all required forms to Domain Meetings.
 - ✓ Conference Summary Report (for sign in)
 - ✓ Parent/Guardian Consent for Initial or Re-evaluation
 - ✓ Domain page
 - ✓ Waiver of 10-Day Notice Before Evaluation Begins
 - ✓ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
 - ✓ Procedural Safeguards
 - ✓ Excusal of IEP Team Member

- ✓ Notification of Conference
- ✓ Appropriate Checklist of Forms
- Review Procedural Safeguards with parent before obtaining consent for an evaluation.
- Once psychological evaluation is complete, add date to the Referral Log.

Eligibility Meetings

- Bring all required Eligibility IEP forms to meetings.
 - ✓ Notification of Conference
 - ✓ Conference Summary Report
 - ✓ Documentation of Evaluation Results
 - ✓ Eligibility Determination
 - ✓ Eligibility Checklist
 - ✓ Notification of Conference Recommendations
 - ✓ Appropriate Checklist of Forms
- Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
- If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
- Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

School Social Workers

General Responsibilities

- Assist case manager in scheduling meetings for hard-to-reach parents. This may include home visits. Document the date of contact, method of contact, and parent response.
- Assist the School Psychologist in monitoring Initial and Re-evaluation due dates.
- Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
- Assist principals in the facilitation of Manifestation Determination Reviews.
- Review all forms at end of meeting with the other team members to verify accurate completion.
- Notify VASE of any changes in social work services being provided to students.
- Thoroughly review all ISTAR forms each time they are sent to you and resubmit them to VASE by the established deadline.
- Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
- Collect data via data charts or tests to document student progress on goals and objectives.
- Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
- Make sure the students' temporary file and all sp ed records are locked up, yet accessible to someone else in the building if you are not present.

- Keep track of Release of Information forms and their expiration dates.
- When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
- Adhere to all timelines.
- When parents do not attend meetings, offer to review all forms with them at another time.

Domain Meetings

- For Domain Meetings, complete the Existing Data sections of Vision and Hearing, Functional Performance, Social/Emotional Status, and other sections for which data is known on the Domain forms prior to the Domain Meetings. This requires a thorough review of records.
- Facilitate domain meetings if assigned by the school team.
- Assist in reviewing Procedural Safeguards.
- Once SDS is complete, add date to the Referral Log.

Eligibility Meetings

- If assigned by your building team, bring all required forms to meetings. Establish with your building team who is responsible for bringing forms to meetings prior to the actual meeting.
- Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
 - ✓ Relevant sections include, but are not limited to:
 - ✓ Student Strengths
 - ✓ Present Levels of Functional Performance
 - ✓ Goals and Objectives
 - ✓ Educational Services and Placement
 - ✓ Related Services sections
 - ✓ Reason why separate class is needed
- If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report

form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.

- Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

Other Related Service Personnel

General Responsibilities

- Notify VASE of any changes regarding students on your case load as soon as changes occur.
- Keep track of Annual Review dates. Check with case managers near due date to ensure scheduling has occurred.
- Keep track of Re-Evaluation due dates. Check with case managers close to 60 school days before due date to ensure scheduling of domain meeting has occurred.
- Keep track of Initial Evaluation due dates.
- Assist the case manager in notifying the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT provide copies of the IEP due to the confidentiality of information contained.
- Review all forms at end of meeting with the other team members to verify accurate completion.
- Thoroughly review all ISTAR forms each time they are sent to you and resubmit them to VASE by the established deadline.
- Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
- Collect data via data charts or tests to document student progress on goals and objectives.
- Keep data for ESY purposes.
- Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.

- Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
- Make sure all special education records are locked up, yet accessible to someone else in the building if you are not present.
- When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
- Adhere to all timelines.
- Keep the Referral Log up-to-date.

Domain Meetings

- For Domain Meetings, complete the Existing Data sections of Functional Performance and other relevant sections prior to the Domain Meetings. This requires a thorough review of records.
- Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for.
- If facilitating the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.

Building Principals

- Serve as LEA Representative in all special education meetings.
- Designate alternative LEA Representatives if unable to attend a special education meeting.
- Ensure that the building has established pre-referral procedures which include Response to Intervention.
- Ensure that the faculty is notified of whom to contact if a request for an evaluation is made. Ensure that all requests are responded to in writing within 14 days.
- If assisting in scheduling of IEP meetings with parent, notify the case manager of the date of contact, method of contact, and parent response for documentation purposes.
- Monitor Annual Review Due Dates, Re-Evaluation Due Dates, and 60-day timelines for evaluations.
- Keep documentation of all contacts with parents of students with disabilities, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
- Keep track of locations and accessibility of each student's special education records.
- Monitor class size.
- Follow procedures for discipline of special education students.
- Notify case manager of suspensions of students on their caseload.
- Assist in facilitating Manifestation Determination Review meetings.
- Contact the VASE Director immediately if a parent requests a due process.
- Invite the VASE Director to any meetings which may require interpretation of special education procedures.