

CASE MANAGER RESPONSIBILITY

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Antelope Valley Union High School District

PRIMARY CASE MANAGEMENT DESCRIPTION

The general responsibilities of the Case Manager, the primary service provider, include the management of a student's special education program in the areas of assessment, the IEP process, compliance and educational program. Below is an overview 'of responsibilities in these areas.

A. ASSESSMENT/EVALVATIONS:

1. Initials
2. Annuals
3. Triennials
4. Dismissal/ Exits
5. Program Changes/ Specials

B. IEP PROCESS:

1. Schedule IEP Meeting
2. Write and prepare for IEP
3. Facilitate IEP Meeting
4. Process paperwork

C. COMPLIANCE WITH IDEA:

1. Assure program compliance
2. Adherence to legal timelines
3. Honor parent and student rights
4. Complete incident reports
5. Monitor discipline, attendance w/ VP 6.
Conduct manifestation as needed with
Psychologist

D. INDIVIDUAL PROGRAM:

1. Provide for appropriate instruction
2. Evaluate student progress
3. Provide student with F APE
4. Consider fair hearing when called
5. Coordinate with General Ed.
teachers modifications &
accommodations
6. Monitor DIS services

C. COMPLIANCE WITH IDEA

1. Assure program compliance – by communicating with staff and documenting contacts with all involved parties

- 1.1 Assure that IEP is followed/implemented as developed by the IEP team.
- 1.2 Assure service providers and their substitutes are provided designated services.
- 1.3 Assure accommodations/modifications are followed.
- 1.4 The District's Grading Policy must be followed. The impact of the student's disability must be considered at all times. The Case Carrier is responsible for notifying the IEP team if the student is not making adequate progress or is not experiencing academic success.
- 1.5 All regular and substitute staff members must be apprised of the provisions of the IEP on a need-to-know basis.
- 1.6 The Case Carrier is responsible for referral and follow up of all actions indicated in the IEP (e.g., bus services, further assessments, and follow-up IEP meetings).
- 1.7 Provide paperwork to the School Psychologist to assure that all AB3632 services referrals are completed.
- 1.8 Assure confidentiality of all cases by sharing only educationally pertinent information on an as-needed basis. All communication with parents will be provided by the Case Carrier and other service providers as indicated on the IEP.
- 1.9 Special Circumstance Assistant (SCA) duties must be outlined clearly to all staff.

2. Assure adherence to legal timelines

- 2.1 Request documentation in writing from any parent who does not want an IEP meeting to be held.
- 2.2 Timeline extensions must be documented in the IEP.
- 2.3 The 50-day assessment timeline includes weekends with the exception of school breaks of five days or longer. The timeline continues when the break is over.

- 2.4 If an assessment plan is signed within the last 20 days of the school year, the Assessment team has 30 days from the date of the student returns to school to complete the assessment.
- 2.5 If a transfer student has an IEP or assessment that is overdue, the student must be serviced and a 30-day IEP held.
- 2.6 Both date and month are timeline deadlines when planning and scheduling annual and triennial IEP reviews. Annuals need to be held within one calendar year and triennials held within three.

3. Honor Parent's and Student's Rights - as regulated by IDEA, ADA, and California Education Code.

- 3.1 No special education student can be arbitrarily excluded from:
 - 3.1.1 Bilingual service
 - 3.1.2 Sports
 - 3.1.3 Accelerated Programs, for example, GATE
 - 3.1.4 Extracurricular Programs (e.g. field trips, school dances, and assemblies)
 - 3.1.5 Participation in electives as appropriate
 - 3.1.6 After School Tutoring
- 3.2 Assure parent clearly understands the information in the IEP, agrees to the offer of APE and makes an informed decision.

4. Conduct Manifestation Determination IEP

- 4.1 Should a Manifestation Determination IEP is required the case carrier must upon notification:
 - 4.1.1 Attend the IEP meeting
 - 4.1.2 Bring to the IEP appropriate paperwork, to include current progress reports from teachers, goals and objectives, and most current IEP.

D. INDIVIDUAL PROGRAM

1. Provide appropriate instruction.

- 1.1 Assure that all those involved have knowledge of the student's disability on a need-to-know basis. Strengths, weaknesses, goals and objectives will need to be shared.
- 1.2 Assure that student has access to the core curriculum.
 - 1.2.1 Be familiar with grade-level standards
 - 1.2.2 Provide student with accessibility to District's curriculum with consideration of student's grade and skill level.
 - 1.2.3 Provide appropriate instruction that addresses grade/level standards.

2. Evaluate the student's progress-towards goals and objectives and grade level standards.

- 2.1 Provide progress reports on goals and objectives on a quarterly basis.
- 2.2 Collaborate with service providers and all general education teachers to monitor academic progress and develop grades.
- 2.3 Be aware that a student who is not experiencing success requires immediate intervention by the IEP team to assure adequate progress. Giving a special education student a "D" or "F" without considerable documented interventions and consideration of the student's disability may be a violation of the student's rights. The IEP team's mandated role is to review the methodology and approaches being implemented and revise the IEP as needed to insure adequate progress.

3. Student with Free Appropriate Public Education (FAPE).

- 3.1 Insure placement continues to be the Least Restrictive Environment (LRE) and most appropriate environment to meet the needs of the student.
- 3.2 Insure that all those providing services have knowledge of the current IEP.
- 3.3 Exit statement: Students demonstrate appropriate compensatory skills to successfully access the core curriculum.
- 3.4 Observe student, complete observation forms, and invite District personnel when a 1: 1 assistant is being considered.
- 3.5 Assure that the goals and objectives are appropriate in all areas of need and measured as stated.

4. Monitor implementation of modifications/accommodations.

- 4.1 Provide instruction to the general education staff on how to modify curriculum.
- 4.2 Provide ongoing support for the mainstreamed student and teacher(s).
- 4.3 Communicate that modifications and accommodations are a legal requirement and all general education staff and special education service providers can be held personally liable for their implementation.