

FILLMORE CENTRAL SCHOOL

The Role of a Special Education Case Manager

Job Goal: Serve as a coordinator of services, student advocate, and liaison between parents and school. Support general education teachers with implementation of the IEP and ensures that students are receiving accommodations and program services.

Professional Responsibilities:

August/September:

- Read IEPs prior to the start of the school year.
- Communicate your role as case manager with families for the school year and include professional contact information.
- Cross-reference IEP with student schedules to ensure implementation of the program; report any inconsistencies to the Director of Special Education.
- Meet with general education teachers to review IEPs, answer questions, and ensure an understanding of student management needs as well as accommodations and modifications by the end of September.
- Meet with aides and TA's providing in-class supports to review IEP needs and their role in class support by the end of September.
- Ensure any 1:1 aides attached to students on caseload are aware of roles and responsibilities as they pertain to the student.
- Obtain teacher acknowledgement of 504 Plans and IEPS at the start of the year. Turn forms in to the office by September 30th.

Year-Long:

- Serve as the "Central Point of Contact" for all teachers, parents, and administrators.
- Be the "expert" on the student.
- Ensure that modifications to materials are completed and appropriate.
- Attend any team meetings that have your student on the agenda.
- Communicate with parents regarding progress towards goals and include information in IEP.
- Collect data for IEP meetings and progress-monitoring.
- Update IEPs to include Present Levels of Performance no later than one week prior to CSE meetings.
- Obtain input from all providers and ensure their input is included in the IEP no later than one week prior to scheduled meeting.
- Prepare draft goals for review and feedback at the CSE meeting.
- Attend and participate in CSE meetings.
- Revise IEPs within one week following CSE meeting as needed.
- After each change to an IEP, obtain new 408 forms. Turn forms in to the office 30 days after the IEP is finalized.
- Communicate with the CSE Secretary when the IEP is ready to finalize.
- Communicate any changes within the IEP to teachers.
- If Guidance isn't in attendance, communicate any program changes that impact scheduling.