

CASE MANAGER RESPONSIBILITIES THROUGHOUT THE YEAR

Based on a traditional calendar; adjust as needed

<p><u>Every Month</u></p> <ul style="list-style-type: none"> • For students who are newly enrolled or have newly completed IEPs. <ul style="list-style-type: none"> ○ Give each teacher who supports the child a copy of either the IEP Summary or the IEP ○ Have Service Provider logs signed and placed in the container ○ Enter yourself as case manager and service provider in the electronic IEP system. ○ For new students: Check to be sure that they are enrolled in Power School. • Run your overdue report • Complete due diligence and Exit form in the Online IEP System on any students who are not attending <ul style="list-style-type: none"> ○ Email Naomi Lewis when the exit form is completed. (nlewis1@sandi.net) • Place copy in student's sp ed container in the cumulative folder on site. • Follow through with your suspension procedures developed with admin. • Review IEP calendar with team members • Ensure that Special Factors Accommodations are being implemented 	<p><u>September</u></p> <ul style="list-style-type: none"> • Enter your name as case manager and service provider in Electronic IEP System • Copy or download each IEP on your caseload for your working file. <ul style="list-style-type: none"> ○ Run your Electronic IEP System Roster Report • Give each teacher who supports the student a copy of either the IEP Summary or the IEP <ul style="list-style-type: none"> ○ Have IEP Service Provider logs signed and placed in the container • Review each IEP and document the following: <ul style="list-style-type: none"> ○ Annual and Triennial due dates; compare this date to the Electronic IEP system & investigate discrepancies ○ Ensure proper placement...check the services page, special factors page 1, Federal Handicapping Condition (FHC) and skill level. ○ Identify areas of need for each student <ul style="list-style-type: none"> ▪ Academic; Behavior; Social/Emotional; Independent Living; Health ○ Check the current IEP Team Action Page for unresolved issues • Transportation <ul style="list-style-type: none"> ○ Verify eligibility; pick up and drop off information • Identify appropriate state testing • Begin collecting data on goals 	<p><u>October</u></p> <ul style="list-style-type: none"> • Review student progress on IEP goals and General Ed student progress reports • For students not making adequate progress consider the following: <ul style="list-style-type: none"> ○ Consult with Related Service Providers ○ Consult with assigned classroom teachers ○ Convene a Supplemental IEP meeting • ECSE Fall DRDP observation/documentation period begins (0-5 yo) <hr/> <p><u>November</u></p> <ul style="list-style-type: none"> • Update SBAC and Alternative Assessment list. Maintain a Google Doc for easy reference. <hr/> <p><u>December</u></p> <ul style="list-style-type: none"> • Review student progress on IEP goals and General Ed student progress reports • For students not making adequate progress consider the following: <ul style="list-style-type: none"> ○ Consult with Related Service Providers ○ Consult with assigned classroom teachers ○ Convene a Supplemental IEP meeting • ECSE- Fall DRDP data submitted to DRDP access website
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<p><u>January</u></p> <ul style="list-style-type: none"> • Follow through with your suspension procedures developed with admin • Determine Extended School Year (ESY) appropriate placement Y/N, based on retention and recoupment data 	<p><u>February</u></p> <ul style="list-style-type: none"> • Review semester grades (Secondary) • Check student schedules to make sure they are appropriately placed for second semester • Prepare articulation procedures for your outgoing students • In preparation for the state/district-wide assessments (traditional calendar sites) <ul style="list-style-type: none"> ○ Develop a list of your students and the accommodations required in their IEP for your testing coordinator ○ Meet with your site testing coordinator • ECSE- Conduct TK/K transition IEP for each student entering TK/K next school year 	<p><u>March</u></p> <ul style="list-style-type: none"> • Follow up with site testing coordinator regarding CAASPP testing . • Create IEP Summary Sheets for articulation and Extended School Year (ESY) • ECSE- Spring DRDP observation/documentation period begins (0-5 yo)
<p><u>April</u></p> <ul style="list-style-type: none"> • Follow up with site testing coordinator regarding CAASPP testing . • Create IEP Summary Sheets for articulation and Extended School Year (ESY). 	<p><u>May</u></p> <ul style="list-style-type: none"> • Complete IEP Summary sheets for outgoing students and for students attending Extended School Year (ESY) • Review student progress on IEP goals and General Ed student progress reports • For students not making adequate progress consider the following: <ul style="list-style-type: none"> ○ Consult with Related Service Providers ○ Consult with assigned classroom teachers ○ Convene a Supplemental IEP meeting 	<p><u>June</u></p> <ul style="list-style-type: none"> • Complete progress reports to be sent home. • Lock all IEPs • Be sure that the container is up-to-date & is housed with the cumulative folder. • Complete the Summary of Performance for students graduating without a diploma or aging out (Secondary) • Set up transportation (F-12s) for fall of the coming school year • ECSE-Spring DRDP data submitted to DRDP access website

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