Special Education Case Manager Expectations for the Distance Learning Plan

Managing IEP and other processes	- Use case manager status in SEA-STARS to identify pending IEPs - Use case manager status in SEA-STARS to identify overdue IEPs - Use case manager status in SEA-STARS to identify pending reevaluations and eligibilities - Use case manager status in SEA-STARS to identify the overdue reevaluations and eligibilities - Create a list of proposed IEPs which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision - Create a list of proposed evaluations which have not been returned with a consent decision - Create a list of proposed eligibilities which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision - Complete any outstanding prior written notices for any meetings held prior to the school closure - Identify if a student has a current BIP and work with your BIT or ABA coach to share strategies with parents, if appropriate - Close any open workflows and complete any required documents that will allow you to do so - Document all communication with parents around scheduling, consent decisions, etc. in the SEA-STARS contact log
Managing the Caseload	- Set a schedule of personal communications with the students on your caseload (and/or their families as appropriate) to check on their progress. Be as specific as possible, such as asking if their AT is working as expected, and if they are clear about their accommodations or modifications on assignments. If problems are evident, coordinate a solution with the appropriate personnel (i.e., general education, educational technology, assistive technology) - Keep documentation of all contact with parents regarding personal communication about students, instruction, and information related to the child's progress - Collaborate bi-weekly with teachers and related service providers of students on your caseload and keep documentation of those communications - Identify which IEP goals require progress monitoring for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction

	- Coordinate with general education teachers to ensure that they know how to find the accommodations toolbox at https://us.bbcollab.com/guest/88b3114dbe9a480cace1de2a531917af - Coordinate with general education teachers to determine if different accommodations are warranted for your shared students - Plan for the provision of services during distance learning with general education teachers - Monitor the student's progress regularly because needs can change over time - Review classroom accommodations and modifications for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction - Follow up with the homebound/home-based teachers for students who received those services and support the transition to the Distance Learning Plan as instruction will delivered by last attending school staff members - Consult with related service providers for students on your caseload who receive those services (S/L, ETR, APE, OT, PT, etc.) - Identify specialized equipment (software/devices/low tech options) for students on your caseload and outline the equipment being used in the Temporary Learning Plan - Use the Distance Learning Plan Documentation Log in Blackboard to keep track of student academic progress as well as IEP goals outlined in the Temporary Learning Plan