

CASE MANAGEMENT ROLES & RESPONSIBILITIES

Overview

Principals have the authority to determine the most appropriate case manager for a student who has identified special needs:

“The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to co-ordinate development, documentation and implementation of the student’s IEP.”

*Special Education Services:
A Manual of Policies, Procedures and Guidelines (2016)*

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All students designated as having special needs, should be assigned a case manager. Students who have complex needs, yet are not designated as having special needs, should also be assigned a case manager.

It is recommended where possible that students have the same case manager over extended periods (e.g., K through Grade 7, or Grade 8 through 12) in order to support relationship building and a coherent education plan.

1. File Review

Conduct file reviews to assist in planning for students; for example, for Individual Education Plan (IEP) meetings, School-Based Team (SBT) meetings, referrals to Student Support, Transition meetings, and Integrated Case Management (ICM) meetings (for example).

2. Assessment

The case manager must periodically evaluate a student’s progress as specified in the student’s IEP. This may be through informal methods such as observations, feedback from the student’s subject teachers, a review of grades, the student’s own self-evaluations, feedback from a student’s parents, and through assessment procedures. The case manager may also conduct informal (e.g., Level A instruments and writing standards) or formal assessments (e.g., Level B instruments provided they have appropriate training), which may assist in determining whether a student warrants a referral on to Student Support (e.g., for Psychology services) or to support adjudication applications. Please refer to the LST and IST handbooks for additional information.

3. IEP

The case manager is expected to coordinate the development, documentation, and implementation of the student's IEP. This will involve many activities including meeting/planning with the student, parents, and the student's subject teachers, sharing the final IEP with all involved including the Education Assistant (EA), Applied Behaviour Analysis Support Worker and/or Child & Youth Care Worker (CYCW), monitoring the student's progress, incorporating universal design for learning strategies, reviewing/updating the IEP, planning/administering adapted or modified tests, and facilitating accommodations/assistive technology during assessments; and for subject teachers, organizing year-end review meetings and planning the student's IEP for the next school year.

The case manager should consult the following resources:

- (a) Integration Support Teacher (IST) Handbook of Guidelines & Procedures;
- (b) BASES Programs Handbook of Guidelines & Procedures; and
- (c) LST Handbook of Guidelines & Procedures.
- (d) Section C: *Special Education Services: A Manual of Policies, Procedures and Guidelines* (http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf);
- (e) Ministry resource booklet: *Individual Education Planning for Students with Special Needs* (<https://www.bced.gov.bc.ca/specialed/iepssn.htm>);
- (f) BC School Superintendents' resource booklet: *A Parent's Guide to Individual Education Planning*.

4. School-Based Team (SBT) Meetings

The case manager is responsible for gathering information about a student and presenting this information at SBT meetings as required (e.g., for additional problem-solving, for considering program/courses/supports required, for accessing district support staff, and for accessing community supports).

5. Education Assistants (EAs), Applied Behaviour Analysis Support Workers (ABA SWs), Child and Youth Care Workers (CYCWs)

The principal is ultimately responsible for school-based resource allocation (e.g., EA and CYCW time), however, the case manager may be involved in this process (see *Special Education Services: A Manual of Policies, Procedures and Guidelines (MPPG) Section B: Roles & Responsibilities*; EA/ABA Guidebook, CYCW Handbook, BC School Superintendents' resource booklet - *Parent's Guide to IEP Planning*; and the BCTF/CUPE document - *Roles and Responsibilities of Teachers and Teacher Assistants*).

6. Referrals to District Staff

The case manager is responsible for:

- (a) preparing referral forms and required documentation for submission to Student Support (e.g., School Psychology, Speech-Language Pathology, ABA SW requests, etc.); and
- (b) consultation with parents with respect to referrals.

7. Liase

The case manager is responsible for:

- (a) acting as the liaison person for the student with respect to school staff, school district staff and involved agencies and ministries (e.g., RCMP, MCFD, Child & Youth Mental Health Services), and support personnel (Speech-Language Pathologists, Nursing Support Staff);
- (b) obtaining informed written parental consent for exchanging information with outside agencies; and
- (c) planning for and facilitating transitions (e.g., Grade 7 to 8 and Grade 12 to post-secondary education and/or employment).

8. Integrated Case Management

Integrated Case Management (ICM) is more than collaboration (which involves a group of service providers maintaining contact and sharing information while providing separate services); ICM refers to a team approach taken to coordinate various services for a specific child and/or families through development of a cohesive plan. All members of the team work together to provide assessment, planning, monitoring, and evaluation. The team should include all service providers who have a role in implementing the plan, the child (when appropriate) and his/ her family.

The case manager is responsible for coordinating and chairing Integrated Case Management (ICM) meetings. ICM meetings should be held when students are transitioning to Kindergarten, to another school, to Grade 8, or to adulthood. ICM meetings should also be held for students who have complex needs and multiple service providers, to examine the student's strengths/what is going well and the factors interfering with a student's ability to experience success at school, in order to develop an effective integrated plan. Ministry of Education guidelines require documentation of at least one ICM per year, for students designated as requiring Intensive Behaviour Intervention. It may be necessary to have two or more ICMs per year for students who have extremely complex (e.g., medical, mental health, behavioural) needs.

For additional information pertaining to ICMs, please refer to the district document *Integrated Case Management (ICM)*.

9. Records/Documentation

The case manager is responsible for:

- (a) recording and filing support program information including the IEP, *Student Support Referral*, Minutes of School-Based Team Meetings that pertain to the student; and
- (b) ensuring that any new confidential reports (e.g., psycho-educational reports, BC Children's Hospital reports, Maples Care Plans, letters from physicians, etc.) are filed appropriately in the student's *Permanent Record File*.
- (c) follow-up of provisionally assigned designations to ensure missing information is sent in to Student Support.
- (d) Coordination of the on-going collection of documented evidence required to demonstrate Ministry of Education compliance.

Consult the following school district policies:

- 9701/9701.1 Student Records;
- 5700/5700.1 Freedom of Information and Protection of Privacy/Access to Records/Collection, Protection, and Access to Personal Information;
- 5701/5701.1/5701.2 Records and Information Management/Destruction of District Records.

If further clarification is required, contact Records Management Services 604-596-7733.

Adjudication (Secondary)

The case manager should:

- consider whether the student qualifies for adjudication of provincial examinations by working through *Adjudication Checklist* (available on-line at the Ministry website; <http://www.bced.gov.bc.ca/exams/adjudication/>).
- facilitate approved accommodations for exams.
- be involved with a student's educational program as long as possible and appropriate.

Assessment Updates: The case manager should ensure that a timely referral is made to the school psychologist if an updated psycho-educational assessment is required for education planning or to support transition from school (e.g., to access community supports for adults such as Community Living BC, Persons With Disabilities, or to access accommodations for post-secondary education).

10. SPED List

For students who have a documented special education designation, the case manager needs to ensure that documentation is kept current (especially for *D – Physical Disabilities/Chronic Health Impairment* and *H – Students requiring Intensive Behaviour Intervention or Students with Serious Mental Illness*).

For students who do not have a documented special education designation, the case manager needs to ensure that referrals to Student Support for designation are made in a timely manner - the Ministry's current deadlines for supplemental funding are September 30th and January 30th.

When a student no longer meets Ministry criteria to be considered a student who has special needs, the case manager is responsible for submission of the appropriate form to Student Support.

- 11. Facilitation of Transitions:** from preschool to kindergarten, elementary to secondary school, secondary school to post-secondary/employment;

12. Other

The School-Based Team (SBT) may identify additional responsibilities for students' case managers. The Ministry has defined the SBT as "...an ongoing team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support services for students with special needs within the school" (*MPPG*). For additional information regarding School Based Team please refer to the *MPPG*.