

# CASE-MANAGER ROLES & RESPONSIBILITIES (For Parents)

## Overview

Principals are ultimately responsible for the implementation of your child's educational program (School Act Regulation 5(7)(a)).

All students designated as having special needs, should be assigned a Case Manager. Students who have complex needs (e.g., there is a Paediatrician, Counsellor, or Key Worker involved), yet are not designated as having special needs, should also be assigned a Case Manager as doing so will help to create an integrated support plan.

It is preferable for a student to have the same Case Manager over several years. This helps to support relationship building, and the development and implementation of a coherent educational plan.

### 1. File Review

The Case Manager will be familiar with the information that is in your child's educational file, and is responsible for ensuring that important documents are stored there, and kept confidential.

### 2. Assessment

The Case Manager is responsible for administering assessments that inform your child's educational program, when they have the training to do so. If they do not have the training, they will refer your child to the person who does.

You will always be part of any decisions related to standardized testing. Standardized tests are those that are normed on large populations and score your son or daughter's performance in relation to those of other students of the same age who have taken the test. You must give your consent prior to any standardized testing. If you have any questions about assessments, please contact the Case Manager.

### 3. Individualized Education Plan (IEP)

Children have an IEP when their educational program looks different from that of most other students in the class. The IEP is a document that shows the goals for your child, and how he or she will meet those goals (e.g., what equipment, technology, materials, etc. will be required and who will work with your child). The IEP also describes what success will look like for your child, and how success will be measured. The Case Manager is responsible for coordinating the development, documentation, and implementation of your child's IEP. The Case Manager will contact you to invite you to participate in the development of the IEP.

#### **4. School-Based Team (SBT) Meetings**

When a student is having challenges at school, they may be referred to the SBT. The SBT is a team of school-based personnel who assist the Classroom Teacher in developing and implementing instructional strategies, to support your child. The Case Manager is responsible for gathering information about a student and presenting this information at SBT meetings as required.

The School-Based Team usually includes the Principal or Vice Principal, a Learning Assistance Teacher, a Classroom Teacher, and a Counsellor. Sometimes, you, your child, district staff, or representatives from the community will also attend. The Classroom Teacher, parent(s), Community Support Worker, etc., may initiate the referral.

The purpose of the SBT referral is to review a student's strengths and "stretches" (e.g., challenges), and to decide the steps that might be taken to ensure that your child develops his or her potential. Sometimes the SBT reviews your child's educational program and makes recommendations for counselling, or speech and language support. As a parent, you will always be consulted before recommendations for specific services such as speech and language support are implemented.

#### **5. Education Assistant (EAs)/Applied Behaviour Analysis Support Worker (ABA SW)**

The role of the EA or ABA SW is to support your child, *under the direction of their teacher(s)*.

The amount of support that your child will receive will depend on their needs. As you have seen, your child's needs change over time - and sometimes even on a day-to-day or moment-to-moment basis. As a parent you know your son or daughter best, and so it is really helpful when you talk to the Integration Support Teacher (IST) or the Principal about anything that you think will help your son or daughter to have a better day at school (e.g., your child is not feeling well, your child was up late the night before, etc.). Ultimately, the Principal is responsible for school-based resource allocation (e.g., EA and CYCW time); however, the Case Manager may be involved in this process.

#### **6. Referrals to District Staff**

The Case Manager is responsible for:

- (a) Preparing referral forms and any documentation that needs to go to the Student Support department in order to access supports (e.g., School Psychology, Speech-Language Pathology, Occupational Therapy services, ABA SW requests, etc.). The Case Manager will always consult with you *prior* to making a referral for district support, and may require you to sign a document giving your consent for some types of referrals (e.g., School Psychology).
- (b) Even though you were consulted prior to the Case Manager submitting the referral, some professionals (e.g., Occupational Therapy), will contact you prior to working with your son/daughter so as to ensure that they have "informed consent" (e.g., that you understand the work that they will be doing with your child).

## 7. Liaise

As you may have discovered, when children have complex needs, many different professionals (e.g., Children and Youth with Special Needs Social Workers, Occupational Therapists, Speech-Language Pathologists, Nursing Support Staff, Behaviour Consultants) may be involved. As a parent, it can be very challenging to keep track of who these people are, and their roles. If you have any questions about these people, the Case Manager is your “go to” person. This is because the Case Manager is responsible for:

- (a) Acting as the liaison for your child. This means that they will connect with other school staff, district staff or members of any agencies or ministries that are involved with your child;
- (b) Ensuring that you have provided written consent before school staff exchange information with individuals from outside agencies; and
- (c) Planning for and facilitating transitions (e.g., if you move and your child transfers schools, when your child transitions from Grade 7 to 8, and when your child transitions from Grade 12 to post-secondary education and/or employment).

## 8. Integrated Case Management (ICM)

Integrated Case Management (ICM) refers to a team approach taken to coordinate various services for a specific child and his or her family through the development of a cohesive plan. The team should include all service providers who have a role in implementing the plan, you as the parent(s), and sometimes even the child. All members of the team work together to provide assessment, planning, monitoring, and evaluation.

The Case Manager is responsible for coordinating and chairing ICM meetings. At ICM meetings, the participants talk about your child’s strengths and what is going well, and the factors that may create challenges for them. Through this discussion, the team will develop an effective integrated plan. ICM meetings may be held for any student when he or she is transitioning to Kindergarten, to another school, to Grade 8, or to adulthood.

When children have complex needs (e.g., medical, mental health, behavioural) two or more ICMs may be required per year. The Ministry of Education guidelines require documentation of at least one ICM per year, for students designated as requiring Intensive Behaviour Intervention.

For additional information pertaining to ICMs, please refer to the district document *Integrated Case Management (ICM)* or to *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

If you want to learn more about the role of the Case Manager, please consult the following resources:

- (a) Section C: *Special Education Services: A Manual of Policies, Procedures and Guidelines* ([http://www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf));
- (b) Ministry resource booklet: *Individual Education Planning for Students with Special Needs* (<https://www.bced.gov.bc.ca/specialed/iepssn.htm>);
- (c) BC School Superintendents’ resource booklet: *A Parent’s Guide to Individual Education Planning*.