Monthly Checklist of Special Education Teacher Responsibilities

August:

_____1. Locate student folders and organize IEPs and accommodation sheets for special education students (including BIPs). Review IEPs and student work, and determine dates for campus benchmark testing.

_____2. Obtain copy of the student’s CSR- Confidential Student Record and begin to analyze strengths and weaknesses (Present Levels of Academic Achievement and Functional Performance - PLAAFP). Compare the IEP goals and objectives for correlation to ensure maximum support of student success. Ask for assistance if needed in developing standards based IEPs.


_____4. Obtain student schedules/lists to know which general education teachers have your special education students.

_____5. Provide general education teachers with a list of the names of special education students in their classes. Each general education teacher will need to go into Eduphoria to access the forms on their special education students. Refer them to the training module, Accessing Forms in Eduphoria, if they need assistance.

_____6. Resource Teachers: determine location of reading and math materials, student work, and lesson books to prepare first lessons.

_____7. Determine if ESY regression/recoupment data is needed to be documented for select students.

_____8. Meet with campus speech pathologist and diagnostician to plan for students with upcoming annual ARDs due on or before the exact month/day from last year’s annual ARD. Use benchmark testing, CSR and other data to develop draft IEP goals and objectives for the ARD meeting.

_____9. Contact Special Education Department if you need training and/or assistance with Success Ed. Schedule to attend IEP software training if needed.

_____10. Begin the annual ARD process for required students (support provided by diagnostician and speech pathologist). See checklist below for “Every ARD Meeting”.

_____11. Ask the principal who on your campus is designated to keep track of the “discipline” days of removal that count toward a required ARD to discuss Change of Placement.

_____12. The appropriate person determines the students needing transition planning/goals at the annual ARD. In addition, determine the appropriate
annual ARD meetings that the Notice of ARD must denote transition planning will be discussed (beginning at age 14).

**Every Nine Weeks:**

_____1. Document progress on the teacher copy of the IEP goals and objectives at the end of the first nine weeks reporting period and each subsequent reporting period throughout the year.

_____2. Progress reports on the student's IEP goals are to be sent to parents at the end of the same reporting period as the general education students. This is in addition to any report cards sent.

_____3. Give each general education teacher of your students a copy of the Student Progress Information or the Student Progress Tracking Form to complete on each special education student in their class. Contact the Diagnostician or Speech Pathologist if concerns are indicated.

**Bring To Every Annual ARD Meeting:**

_____1. Current IEP with progress marked every nine weeks.

_____2. New draft proposed IEP goals/objectives to present for ARD approval for the upcoming year.

_____3. Results of the student’s state assessment. Bring copies of any benchmark tests completed or teacher information to assist with decision making.

_____4. Copy of the student report card, attendance, office referrals, behavior information, or any other information that will be beneficial to the ARD committee.

**September/October:**

_____1. Verify that the student’s schedule page matches their assigned class schedule. (Errors are often made and must be caught very early in the year and corrected.)
2. Make sure the student’s schedule is consistent with the instructional arrangement that is listed on the ARD document in preparation for PEIMS Snap- Shot day (last Friday in October).

November/December:

1. Continue working to make progress with all current and new students.
2. Make parent contact if necessary.

January/February:

1. Set up collaboration time with the special education teachers in the district at the other campus where your students may be attending next school year.
2. High School - Begin review of exiting Seniors for documentation of connection to adult service agencies, post school training, employment, etc. Conference with any students who are in danger of losing credits.

March/April:

1. After Spring Break, if you have a student that you are considering for ESY, document any regression and recoupment on critical skill goals and objectives. Discuss this with diagnostician or speech pathologist.
2. Talk with your campus principal regarding the need to order any reading and/or math materials for next year.
3. Discuss with your campus principal any training and/or professional development that you feel would be beneficial.

May:
1. Even if you plan to return as a teacher next school year, important information should be boxed up and clearly marked.

2. Collect any materials you have shared with other teachers and finalize any paperwork you owe to the diagnostician or speech pathologist.

Enjoy Your Summer Vacation