

Special Education School Year Start Up Check List for Site Administrators

Please be sure you are familiar with the Teacher, Clerical and Paraeducators Check Lists

ENROLLMENT

- Review [Welcome to Our School](#) and **Neighborhood Moderate/Severe Cluster Class** flowcharts with clerical and special education staff.
- All students with IEPs need to have a case manager assigned at the start of school. Refer to the [Electronic IEP System Manual](#) (**Special Education Procedures Manual Chapter 21**) for additional information.
- Clerical staff should enroll any student who has an IEP from another district or an out of date IEP. Contact the case manager, who will follow the Interim Placement process ([Procedure Manual Chapter 6](#)). Call the Special Education Division at (619) 725-7700 if you have a question regarding enrollment.
- Review [Behavior Emergency Report](#) (**Special Education Procedures Manual chapter 14 (14.5.1 and 14.5.2)**)
- New Preschool (ages 2-4) students with IEPs, fax or email copy of out of district IEP to ECSE office, with parent current address and contact information. ECSE will review the IEP and contact the family regarding offer of services.

STAFFING

- Work with HR to ensure that all special education teacher vacancies are filled. Contact the Human Resources Officer assigned to your site for certificated and classified staffing questions.
- School Psychologists and Related Service Providers, such as Speech Language Pathologists, Occupational Therapists, Adaptive P.E. Teachers, etc., are assigned through the Department of Specialized and Related Services. Contact the Program Manager at (858) 573-5941 for questions regarding related service staff.

STAFF EXPECTATIONS

- All staff must review, sign and date the [Guidelines for Maintaining Professional Conduct](#) and document on a **sign-off sheet** to the record having communicated these directives to staff.
- It is recommended that each site assigns a staff member to develop and provide a comprehensive written schedule for all special education teachers and paraeducators. This schedule **must** be in accordance with the hours of service and areas of need documented in students' IEPs. Related Service Providers should add their schedules as well.
- Staff are encouraged to read emails from Sp. Ed. Division for latest information.

CURRICULUM

In accordance with the law, students with disabilities must have access to, be involved in and progress in the general curriculum. With this effort to include all students in the standards-based reform movement, it is also mandated that students with disabilities must

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be included in state and district wide assessments to measure whether or not students with disabilities are achieving at higher levels and how well they are progressing in the general education curriculum. <http://www.copyright.gov/legislation/pl108-446.pdf>

- Provide all special education teachers with the necessary general education curricular materials. Teachers will make accommodations and modifications, according to a student’s IEP. Computer and web-based programs are available for creating modified materials. For more information, contact your Special Education Central Office Resource Teacher.
- Provide special education teachers and their students with comparable equipment/technology as provided in a general education classroom.
- ECSE curriculum is DLM Early Childhood Express which is a general education curriculum. Teachers will make accommodations and modifications according to the student’s IEP.

ECSE State Assessment-DRDP-see draccess.org

The DRDP (2015) Assessment System assures that CDE’s Special Education Division and Special Education Local Plan Areas (SELPA’s) comply with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the U.S. Department of Education’s Office of Special Education Programs (OSEP).

The following children must be assessed with the DRDP (2015):

- all infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system; and
- all preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).

Assessment Period	General Period for Observation and Documentation	SDUSD Data Submission dates to DRDP website	Date by which SELPAs Must Submit Data to CASEMIS
Fall	Oct. 1 – Jan. 1	Dec. 15	February 1
Spring	March 1 – June 1	June 15	July 1

INDIVIDUALIZED EDUCATION PLAN (IEP)

- Guide the development of a school-wide calendar ([IEP Year Calendar/Schedule](#)) reflecting the initial, annual and triennial IEPs for the year. The Site IEP Year Calendar can be made in to a Google doc for easy access by all staff members. (Interim and Supplemental IEP meetings can be added as needed). Refer to [IEP Timelines](#) ([Special Education Procedures Manual Chapter 19](#)) flow chart for specific information on legal timelines.
- Establish procedures for case managers for:

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- Scheduling IEP meetings.
 - Securing a location for holding IEP meetings.
 - Identifying general education teacher and administrator participation for every IEP meeting.
 - Determining which IEPs must be held with an administrator and when a designee is acceptable.
 - Determine which IEP meetings will require an interpreter and request accordingly.
 - Completing Interim IEPs for new students. Interim Placement must be done as soon as the student enrolls and the Interim IEP Review is due 30 days from the enrollment date.
 - Completing IEP initial assessments that were started in the previous school year. The Team will have 30 days from the first day of school to complete and hold IEP meetings.
- Refer to the [Special Education Procedure Manual](#), [IEP Handbook](#) available soon, [Electronic IEP System Manual](#) ([Special Education Procedures Manual Chapter 21](#)), and the Special Education section of the SDUSD Website for procedures and support documents.

ELECTRONIC IEP SYSTEM

- Monitor special education **compliance** by reviewing the following reports:
- **SERoster Report**- Run the SERoster report at the start of the year then once a month, to verify all students are assigned a current case manager and service providers at the site.
 - Exit students no longer enrolled in the district on the report.
 - Compare SERoster with PowerSchool Enrollment report to match students.
 - **Overdue/Upcoming Packets Report**- Run the Overdue Events report at the start of the year then once a month, to review and complete overdue packets.
 - Refer to the electronic IEP system [Electronic IEP System Manual](#) ([Special Education Procedures Manual Chapter 21](#)) for further information.
- Monthly Monitoring** – Establish a site procedure for receiving and completing the Monthly Monitoring Compliance Spreadsheet.
- Establish a procedure for completing Initial IEP assessments. In addition to new assessments, case managers will need to identify students with open initial events.
- Compare the Special Ed Roster Report and the list of students with IEPs currently enrolled at your school site with student roster in PowerSchool. Any discrepancies must be accounted for and remedied.
- Establish a procedure to ensure that all applicable staff are familiar with students IEPs and that every student has a current [Signature Log for IEP Teacher](#) [Service Log Procedures](#) ([Special Education Procedures Manual Chapter 5](#)). An updated signature log is required at the beginning of every school year and after every IEP held during the school year to ensure teachers are aware of student needs.

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RELATED SERVICE PROVIDERS

- Establish sign-in/sign-out procedures for all related service providers.
- Collect current schedules from all related service providers and incorporate into site-wide master schedule and SAI Service Delivery.
- Provide all related service providers an appropriate work space with access to a computer, phone, internet and a printer.

CASE MANAGERS

- Complete the schedules for students on their caseload on the site Master Schedule of SAI Services (Chapter 4: Forms–Supplemental Support Assessment or on the bottom of the Start Up Documents page) which includes schedules for every case manager, paraeducator and related service providers on site. Collection of these documents should occur at the same time as general education teachers' schedules. This is a fluid document that should be updated as changes occur at the site.
- Establish a procedure for collection of progress reports. Collection of these documents should occur at the same time as general education teachers. Special education progress reporting occurs at least as often and in concurrence with general education progress reporting periods. The progress reports should be updated in SEAS, a copy sent home, and include a copy in student's container.
- Ensure case managers adhere to their assigned written schedule and that this schedule is current and reflective of the hours of service and areas of need documented in student's IEPs.
- Develop Emergency Plans and determine where they will be located.
- Procedural and Compliance Updates* and *SEAS Updates* are sent out in emails and can be found on the Sp Ed Webpage under *Tips of the Week*.

PARAEDUCATORS

- Encourage paraeducators to participate in on-site and central professional development opportunities.
- Ensure that under the direct supervision of the site administrator, paraeducators adhere to their written schedules with ongoing direction from the certificated case manager.
- Have paraeducator schedules ready on Day 1 of School.
 - Stay tuned for a new Paraeducator Handbook and more professional development.