Special Education Department Chair/Lead Teacher Expectations for the Distance Learning Plan

Managing IEP and other processes	• Collect a list of pending IEPs from case managers • Collect a list of overdue IEPs from case managers • Collect a list of pending reevaluations and eligibilities from case managers • Collect a list of overdue reevaluations and eligibilities from case managers • Review SEA-STARS reports (Open IEPs, Open Eligibilities, BIP Review, etc.) • Ensure every special education student in your school is accounted for and has a case manager assigned • Ensure there is documentation in the SEA-STARS contact log regarding all communication with parents around scheduling, consent decisions, etc. • Provide case managers with names of OSEI support staff available to assist with instruction/behavior • Collect a list of proposed IEPs which have not been returned with a consent decision and follow up with the appropriate procedure • Collect a list of proposed evaluations which have not been returned with a consent decision and follow up with the appropriate procedure • Collect a list of proposed eligibilities which have not been returned with a consent decision and follow up with the appropriate procedure • Collaborate with case managers regarding the scheduling of IEP, reevaluation, and eligibility meetings • Schedule any outstanding Local Screening meetings • Identify status of the completion of standardized assessments (psychological, educational, related services, etc.) for students who require evaluations • Hold IEP meetings for students involved in the discipline process to ensure placement is determined prior to the first day of next school year
Supporting Case Managers	• Collaborate with case managers on setting up personal communication systems, office hours, and schedules with parents and students and completing contact logs following each communication • Continue participating in special education and content area/grade level CLT meetings virtually • Collaborate with special education administrator(s) regarding special education cases and processes • Support case managers in collaborating with teachers (general ed, ESOL, special ed) and related service providers in the development of IEP goals • Support case managers when completing 3rd quarter IEP progress reports • Identify specialized equipment (software/devices/low tech options) for students on your caseload and determine if an IEP addendum is required based on the current delivery of instruction • Keep a list of staff who are trained in reading and math evidence-based programs as well as social skills and executive functioning programs