

# First 30 Days Special Education Checklist



## Sample Document Notes

- This is a sample Standard Operating Procedure. If you are interested in obtaining access to the linked documents and resources within this sample, we would love to set up a time to connect with you! Please contact us at [sara@project-IDEA.org](mailto:sara@project-IDEA.org) or [schedule a call](#).
- Learn more about how **managed.** by Project IDEA can help you address recruitment, retention and reducing teacher workload using this QR code:



## Purpose

- To support special education teachers with a successful and effective start to a new school year.

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## Prior to Students Arriving

Tasks & Guiding Questions	Support	Person Responsible/ Decision-Maker
<input type="checkbox"/> Introduce yourself to special education teachers, related service providers, general education teachers and other staff you will be collaborating with to best support the students on your caseload	<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Get to know me Slideshow</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<input type="checkbox"/> Determine caseloads and add provider information in your IEP System <ul style="list-style-type: none"> <li>○ Who determines how caseloads are decided?</li> <li>○ Are students served by more than one special education teacher or is the case manager also the sole special education provider?</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Case-management Overview Template</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

<input type="checkbox"/> Ensure assessments are inventoried and accessible <ul style="list-style-type: none"> <li>○ Are assessments available at the school or is there a system to “borrow”?</li> <li>○ What assessments are typically used for academic evaluations?</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">Assessment Library Guide</a></li> <li>● <a href="#">Determining Assessments for Comprehensive Evaluation</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	
<input type="checkbox"/> Review all student IEPs <ul style="list-style-type: none"> <li>○ What eligibility category do students qualify under, how many service minutes do they receive, in what areas, related services information?</li> <li>○ Who has an IEP due in the first few weeks of the school year?</li> <li>○ Does anyone have service delivery statements requiring specific transition to start the school year?</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">IEP Student Snapchat</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	
<input type="checkbox"/> Build a tentative IEP calendar for the school year. <ul style="list-style-type: none"> <li>○ Review school calendar, state or district requirements/ guidance regarding IEP meetings/timelines</li> <li>○ Collaborate with IEP Team members to determine availability for IEP / Evaluation meetings</li> <li>○ Document scheduled, dates, times and location for each meeting, share information with the IEP team.</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● managed.</li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	
<input type="checkbox"/> Accommodations communication and tracking <ul style="list-style-type: none"> <li>● How do general education teachers know students’ specific accommodations?</li> <li>● How are accommodations monitored or tracked?</li> <li>● What training, materials or supports will general education teachers need to implement accommodations?</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">Accommodations Tracking</a></li> <li>● <a href="#">Choosing Appropriate Accommodations</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	
<input type="checkbox"/> Schedule students (create teacher schedule based on students’ schedules) <ul style="list-style-type: none"> <li>○ Are student schedules already created?</li> <li>○ What are times of the day that students can be pulled for small group?</li> <li>○ Are small group times in student schedules?</li> <li>○ Are there other service providers that you need to</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">Service Schedule Template</a></li> <li>● <a href="#">Identifying Student Needs and Determining Services</a></li> </ul> <b>Who to contact with questions / support needs:</b> <ul style="list-style-type: none"> <li>●</li> </ul>	

<p>coordinate with?</p> <ul style="list-style-type: none"> <li>○ How are you communicating/collaborating with general education teachers about student schedules?</li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and send out IEP snapshots to general education teachers <ul style="list-style-type: none"> <li>○ Is this available in your IEP system?</li> <li>○ Does the team use a different template or system?</li> <li>○ Are there other structures available to work with general education teachers on reviewing student needs?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">IEP student Snapshot</a></li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Behavior Intervention Plans (BIPs) with general education teachers supporting the student with the behavior plan. <ul style="list-style-type: none"> <li>○ Make sure to document date plans reviewed and with whom</li> <li>○ How are you going to monitor whether behavior plans are working for students?</li> <li>○ What additional support is available for teachers if they struggle with implementation?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">BIP Overview Template</a></li> <li>● <a href="#">Creating Quality BIPs</a></li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a para schedule (If you supervise paras) <ul style="list-style-type: none"> <li>○ How many paras do you have?</li> <li>○ Who determines their schedules? (lunch, breaks, etc.)</li> <li>○ How can you ensure collaboration and a team approach</li> <li>○ How can you leverage the expertise and experience of paras that have worked in the program before?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Paraprofessional Schedule Template</li> <li>● Paraprofessional Roles Guidance</li> <li>● Paraprofessional Dos and Don't</li> <li>● Paraprofessional Evaluation Template</li> <li>● Team Meeting Template for Students with Significant Needs</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	

## First Week With Students

Tasks & Guiding Questions	Support	Person Responsible/ Decision-Maker
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce yourself to your students on your caseload</li> </ul>	<p><b>Resources:</b></p>	

<ul style="list-style-type: none"> <li>○ Consider activities that help you get to know each other such as preference and reinforcement surveys</li> <li>○ Crafts that allow students to start sharing who they are/what they like and don't like</li> <li>○ Build in specific opportunities for individual students that may struggle with transition</li> </ul>	<ul style="list-style-type: none"> <li>● Meet your Teacher Slideshow</li> <li>● Preferences Survey</li> <li>● Beginning of Year Activities</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make first contact with parents of students on your caseload</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Parent Welcome Letter</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a year long parent communication plan</li> <li><input type="checkbox"/> Determine home-school communication logistics <ul style="list-style-type: none"> <li>○ Paper, email, or web-based newsletter</li> <li>○ Group email</li> <li>○ Communication log</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Parent Communication Log</li> <li>● Parent Communication Best Practices</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a schedule for weekly progress monitoring on IEP goals (include person responsible for collecting data) using the Progress Monitoring Guidance doc <ul style="list-style-type: none"> <li>○ Who will be responsible for collecting the data?</li> <li>○ How often data will be collected?</li> <li>○ What assessments/materials will be needed in order to progress monitor each goal?</li> <li>○ What data collection system (spreadsheets, data tracking apps) will be used?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Progress Monitoring</li> <li>● Skill progression/ Assessments</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect baseline data <ul style="list-style-type: none"> <li>○ What assessment tools will be needed to collect baseline data?</li> <li>○ What data collection procedures will you follow?</li> <li>○ Who will administer assessments and when?</li> <li>○ How will you communicate the results with the IEP teams?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Baseline Testing Process</li> <li>● Interpreting and Utilizing Student Data Effectively</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Organize service logs for students on your caseload <ul style="list-style-type: none"> <li>○ What format will be used to organize the service logs?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Service Delivery Log</li> </ul>	

<p>(binder, spreadsheet, reporting system)</p> <ul style="list-style-type: none"> <li>○ Who is responsible for data entry and when ?</li> <li>○ How often will service logs be reviewed / updated?</li> <li>○ How will confidentiality be maintained?</li> </ul>	<p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule indirect/consult time with related service providers and/or general education teachers <ul style="list-style-type: none"> <li>○ What available time slots do RSPs/ General Education teachers have for indirect/consult time?</li> <li>○ Prioritize meetings based on specific needs of students / goals of collaboration</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Indirect/Consult service delivery log</li> <li>● Guiding Questions for Service Provider Collaboration</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b>Due By End of the First 30 Days</b></p>		
<p><b>Tasks &amp; Guiding Questions</b></p>	<p><b>Support</b></p>	<p><b>Person Responsible/ Decision-Maker</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a special education department communication system (a regular weekly team meeting is highly recommended) <ul style="list-style-type: none"> <li>○ Who is leading the special education team?</li> <li>○ Do any admin/leadership play a role in meetings?</li> <li>○ How does the team communicate on case management logistics, planning for IEPs and evaluations, students that are struggling, etc.?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Special Education team meeting notes / agenda Template</li> <li>● Data-Focused Sped Team Meeting Template and Guidance</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce yourself to the School Assessment Leader <ul style="list-style-type: none"> <li>○ What school-wide assessments are given?</li> <li>○ Who is responsible for scheduling groups of students requiring accommodations?</li> <li>○ When are assessments given and what is the timeline for planning?</li> <li>○ How are results of assessments shared/ when are they available?</li> <li>○ How is the data collected used to drive MTSS referrals?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● District Assessment Calendar</li> <li>● Accommodations Planning Guidance</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review professional development opportunities and</li> </ul>	<p><b>Resources:</b></p>	

<p>sign-up/make a plan for accessing</p> <ul style="list-style-type: none"> <li>○ What topics will be explored during Professional Development opportunities this year?</li> <li>○ How can the PDs be accessed?</li> <li>○ Does completion of PD contribute to movement on pay schedule? How do you document this?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and bookmark district policies and procedures <ul style="list-style-type: none"> <li>○ What are specific district policies that guide evaluation and IEP development and writing?</li> <li>○ Is there specific guidance around goal-writing to adhere to?</li> <li>○ When should you ask for more support on a specific student case?</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• IEP Template</li> <li>• District SOPs</li> </ul> <p><b>Who to contact with questions / support needs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	