

Special Education Teacher Responsibilities

Every special education student will have a special education teacher designated as having primary responsibility for that student’s special education individualized education plan (IEP). This teacher is designated the teacher of service (TOS). If the TOS has licensing that is appropriate to monitor the student’s special education services, then the TOS is also designated the teacher of record (TOR). If the TOS does not hold the appropriate licensure, then the student will be assigned a TOR. When this happens, the TOS has the primary responsibility for the student’s special education services.

An exception to this is for students who have visual or orthopedic impairments. For those students, the

TOR will be responsible for completing and monitoring the IEP with input from the TOS.

The TOR (or the TOS where licensure prohibits that person from being designated TOR) has the responsibility to do the following:

1. It is the responsibility of the TOR to contact the Student Services special education secretary, if in Indiana IEP a reminder appears (in red) to have an Indiana IEP district administrator enter eligibility information.
2. Provide direct or indirect services to the student according to the IEP.
3. Participate in the case conference committee (CCC) meeting as the student’s teacher to assist in developing measurable goals, benchmarks and objectives to meet the student’s needs.
4. Regularly monitor the implementation of the student’s IEP by:
	1. Assessing and collecting data on the student’s goals and progress.
	2. Assessing and collecting data on the student’s positive behavior intervention plans (PBIP).
5. Report progress on goals to the parents regularly.
6. Ensure the student’s IEP is accessible to all who are responsible for the implementation of the IEP, including:
	1. Student’s teachers.
	2. Related services providers.
	3. Other service providers.
7. Inform each teacher and provider of his or her specific responsibilities related to implementing the student’s IEP by:
	1. Gathering signatures on the special education *student information distribution form (doc.2.4)*.
	2. Monitoring implementation and compliance with the goals, accommodations, services and recommendations stated in the IEP.
8. Provide the following pertinent information regarding the student and the student’s IEP to all those responsible for the IEP implementation within five (5) school days of the staff member receiving the student:
	1. General education teacher information page (signatures required).
	2. Present levels of performance (PLEP) *(doc.11.9).*
	3. Accommodations.
	4. Goals and objectives.
	5. Positive behavior intervention plan (PBIP) *(doc.).*
9. Monitor the implementation of the IEP to ensure the following are provided as specified:
	1. Supplementary aids and services;
	2. Program modifications;
	3. Supports for school personnel; and
	4. Accommodations on state and district-wide assessments.
10. Serve as a consultant and resource person to all other personnel providing services to the student.
11. Participate in reevaluations of the student.
12. Participate in conduction of functional behavioral assessments (FBA) and creating positive behavior intervention plans (PBIP) *(doc.14.11).*
13. Provide direction to paraprofessionals who work with the student and monitor the paraprofessional’s work with the student.
14. Regularly consult and collaborate with the general education teachers, relevant staff, and other resource persons regarding:
15. The student’s needs and educational planning;
16. Data regarding accommodations provided to the student and use of that data to make determinations about the need for future modifications and accommodations;
17. The assignment of student grades; and
18. Addressing reasons that a student may be failing and determining possible solutions.

15. Schedule and conduct IEP conferences:

1. Maintain (for a minimum of three (3) years) all paperwork associated with the IEP and progress records, including notes on or copies of parent communications, teacher notes, collaboration notes or emails, data tracking sheets and other progress monitoring records.
2. Assure that all records are forwarded to the appropriate personnel when transitions occur.
3. Consult with the student’s TOR and informing the TOR of case conferences.
4. Add access to the IEP for other professionals who have a role in creating the IEP.

16. Distribute Indiana Department of Education Notice of Procedural Safeguards and Parent Rights to parent/guardian.

1. For students identified as deaf or hard of hearing and the TOR is not the TOS then the TOR’s responsibilities include:
	1. Participating in evaluations of the student;
	2. Participating in the student’s case conference;
	3. Collaborating regularly with the TOS; and
	4. Monitoring the compliance and implementation of the IEP.
2. When students transfer to other schools within the district the TOR will provide their student file to the receiving TOR.