**MICHIGAN CITY AREA SCHOOLS Department of Integrated Student Supports**

***Serving students with disabilities and providing medical, emotional, and academic support as a safety net for all***

Mrs. Deb Gann and Mrs. Stacy Attar, Teacher Support/Case Coordination Mrs. Kym Wyse, Assistant Director

Mrs. Lori Sheblosky, Secretary **Dr. Michael Livovich, Director ✓**

**M E M O R A N D U M**

**To:** MCAS Special Education Teachers

**Cc:** Barbara Eason-Watkins, Xavier Botana, Phyllis Stark, and Kym Wyse

 School Psychologists, Principals

**Re:** Resolution on Teacher of Record Responsibilities draft

**Date:** December 3, 2015

Good people: The following correspondence concerns the final draft of the **Teacher of Record Responsibilities** document presented at and revised as a result of the recent Teachers’ meeting—refer to attached). Also, I am sending you the following supporting forms with a brief description for your review:

1. Student Transfer/Move-In—This form will be used for new students to our school district who have received special education either inside or outside of Indiana. Remember, you will receive the draft notes on this form at least 5-school days ahead of the conference.
2. Enrollment Procedures (for Principals and Secretaries)—This is for your review to give more information as to the process of enrollment of new students who have received special education elsewhere.
3. IEP Development Chart—This chart details the responsibilities for the School Psychologist, Teacher of Record, and the Teacher Support staff member (Kym, Deb, or Stacy) relative to initial, move-in, and annual case reviews conferences.
4. IEP Development for Review Conference Feedback form—This form is used to provide you the information as per the above-mentioned IEP Development Chart annual case review IEP drafts that you submit 5 school days ahead of the conference. Remember, Kym, Deb, or Stacy will be reviewing the entire draft submitted and they will notify you of any changes that are needed. The changes must be made before the conference.

5. School Psychologist Guidelines—These Guidelines are now consistent with the TOR Responsibilities.

1. Student Behavior Analysis (SBA) form—this template is now approved for use district-wide. Much of this will be used during the RTI process, but as we identify the need for Behavior Support Plans for students already placed in special education this information will be helpful.

7. Behavior Support Plan (BSP)—This BSP will be used to give guidance to teachers, including you for students whose behavior is impeding academic success.

All of these forms may be found under the forms link on our web site and we are very interested in assisting you in any way needed in their completion.

For your clarification, we will add the following directly to the IIEP for initial drafts: goals, ESY, Progress Reporting, LRE, and Potential Harmful Effects. Remember, these decisions are subject to changes, including the wording of the goals, at the Case Conference Committee meeting. The data according to the IEP Development Chart drives what is completed for Move-in conferences on the Student Transfer-in form. All you do is cut and paste the data from Kym, Deb, or Stacy into the IIEP. You are responsible to input all information into the IIEP for all case reviews.

To clear up any confusion, the following are not or no longer your responsibility:

* Principal Checklist
* Case Conference Certification
* MCAS Parent Survey

We have addressed internally the need for better communication from our department to you. I want you to know that this is a major expectation for and from me. I will be checking with Building Representatives regularly how processes and support, as well as communication are coming along. I am hoping this will open lines of communication to my office, so we can eliminate the feeling of poor communication and to resolve concerns before they become serious problems. Additionally, we are making a better effort to communicate students coming to you or make arrangements for students leaving your class. A well-communicated case is one where the sending and receiving teachers and principals have input before decisions are made. Finally, some of you have asked for DOE communication. A copy of all relevant DOE memoranda that will assist you with your role(s) will be placed on our web site with a message to you of its addition.

My door is always open to you to discuss barriers you face meeting these responsibilities and to help you to be the effective teacher you wish to be. The staff that works out of my office is also committed to providing support to you. If our support is not meeting your needs, I hope you will call me at 219-210-8179 so I can remediate whatever concerns you have.

I thank you for sharing your concerns and I am committed to meeting your needs and the needs of each and every child we collectively serve.

Thank you.

Mike