**Itinerant Early Childhood Special Education Administrator**

**Start-Up Steps for the New School Year**

**Logistics**

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| **√** | **#** | **Practice** |
|  | 1 | Coordinate school-based placements (e.g., VPI, Head Start) with general education early childhood administrators. |
|  | 2 | Identify EC program locations for community-based placements. |
|  | 3 | Establish IECSE teacher caseloads (maximum caseload = 12). |
|  |  | Prioritize scheduling of IEP meetings, if services need to be modified. |
|  | 4 | Set up initial meetings with EC administrators, IECSE teachers, and EC teachers to share the IEP, including important information on children’s needs, services, and necessary accommodations as well as an overview of the IECSE model. |
|  | 5 | Ensure EC teachers know IECSE providers will spend time in their classrooms during the first weeks of school to get to know the children and routines. |
|  | 6 | Identify days/blocks of time IECSE teachers and therapists will be in the EC programs. |
|  | 7 | Meet with EC administrators to Identify potential times, locations, and teacher coverage for Collaborative Meetings. |
|  | 8 | Identify times that will work for occasional staff Professional Development. |
|  | 9 | Identify a process for ongoing communication and problem-solving with EC programs. |
|  | 10 | Identify a process for ongoing communication and problem-solving between the IECSE teacher and special education administrator. |
|  | 11 | Support IECSE Community of Learning participation for teachers new to IECSE service delivery. |

**Direct Instruction (DI), Collaborative Meetings (CM), and Professional Development (PD)**

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| **√** | **#** | **Practice** |
|  | 1 | Ensure that schedules include individual DI and CM with EC teacher(s), according to individual IEPs. |
|  | 2 | Provide teachers/EC administrators with schedules, including the DI & CM for each child. |
|  | 3 | Identify a process for sharing documentation forms capturing DI & CM. |

**IEP and Other Special Education Meetings**

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| **√** | **#** | **Practice** |
|  | 1 | Identify time and location for IEP meetings, on-site, if possible. |
|  | 2 | Identify specific logistical needs- access to the internet, printers, etc. |
|  | 3 | Determine if teacher coverage is in place for IEP meetings. |
|  | 4 | Identify a secure location (locked file) to maintain IEPs and other confidential paperwork. |

Adapted from RI-IECSE Start-Up Form

