

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Classroom Teacher:** \_\_\_\_\_ **Filled out by:** \_\_\_\_\_

**Begin Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**The assistant principal will do the following for the student, the teacher(s), the school community/class, and the parents after a student with special needs has been accepted at SCCS.**

**For the student:**

- Review records
- Have the child visit the school to become familiar with the building
- Schedule time for the student (this means a daily schedule for the student and includes any additional help and support needed)
- Make sure the necessary materials and equipment are available
- Make sure transportation needs are met
- Determine whether a "buddy" is needed to help with the transition
- Make sure the student is aware of appropriate/acceptable school behavior
- Make sure a 504 plan or intervention plan (if appropriate) are written and uploaded to the homeroom teacher's account on RenWeb
- Other (medical, counseling, etc.):

**For the teacher(s):**

- Designate a support person for the teachers involved to talk to (for the benefit of the teacher)
- Meet with all teachers who are part of the child's educational program, including PE, library, music, and Discovery teachers
- Make sure teachers know their own and each other's responsibilities, including who is involved with the student (paras, resource personnel, etc.)
- Make sure the necessary materials and equipment are available
- Have a time frame for checking on the student's progress
- Make sure an appropriate plan of evaluation and appropriate progress report are in place

**For the school community/class:**

- Make the classroom students, and all other students who would be directly involved with or have direct contact with the student, aware of who the student is and the student's special needs

**For the parents:**

- Make sure regular contacts are made with the parents
- Schedule a team meeting, with all members of the team and the parents included
- Work with the parents to write an intervention or 504 plan, if appropriate
- Act as a consultant for the parents – make them aware of and up to date with things like educational resources, meetings, and outside services
- If applicable, share the 504 plan and get signatures or share the intervention plan
- If applicable, include parent interventions in the intervention or 504 plan
- Explain appropriate channels of communication between home and school
- Follow up on further testing that has been recommended
- Explain whether or not curriculum has been modified and the appropriate methods/forms of evaluation