

Candler County Board of Education  
Program for Exceptional Children

**SPECIAL EDUCATION TEACHER  
RESPONSIBILITIES**

The role of the special education teacher encompasses a broad range of responsibilities, extending from the individual student, to the classroom, to the school as a faculty member, to the central office and into the community at large. The following list is designed to serve as a guide for special education teachers in fulfilling their responsibilities. The teacher may also be assigned other tasks and responsibilities by the school administration.

**MAINTAINING STUDENT RECORDS**

To maintain compliance with State and federal Regulations, the special education teacher is responsible for maintaining and reporting specific data on a regularly scheduled basis and periodically as requested by the administration. It is imperative that special education teachers adhere to specified due date deadlines for reporting information to the Program for Exceptional Children (PEC).

**STUDENT DATA SHEET**

The special education teacher is responsible for keeping a data sheet on each student and reporting any changes to the Special Education Office. Since this reporting procedure is used for FTE counts, it is extremely important that the information (*especially segments, total hours and areas of exceptionality*) are accurate. Teachers should maintain only one data sheet for each active student that reflects the most current information.

NOTE: Send new add sheets to PEC whenever student information changes.

**PEC'S MATERIAL & EQUIPMENT INVENTORY**

Special education teachers are to follow PEC'S guidelines for maintaining an inventory as directed by the administration. See Lead Learner for a list of your inventory.

**EVALUATING STUDENT PROGRESS**

Pre and post testing is a due process requirement. Progress reporting (grades and /or progress reports) each nine-week period and yearly annual reviews are required. Copies should be kept in the teacher's student folder. Special education teachers are also encouraged to frequently contact parents concerning the student's progress or lack of progress throughout the year.

**NOTE:**

- Resource teachers who assign grades are required to send a progress report home at the end of the first semester.
- EBD teachers who assign grades should include a comment regarding behavior on the report card. A progress report is required at the end of the first semester.

- Resource teachers who do not assign grades are required to send a progress report home every six or nine weeks.
- MOID/SID and MID: SC are required to send a progress report home at least two times a year.
- Speech teachers are required to send a progress report at the end of each quarter.

### **COMPLETING REFERRAL FOR RE-EVALUATIONS**

Special education teachers are required to complete referral packets for all students they teach being serviced for a primary handicapping condition. If the IEP committee determines that a student does not need to be re-evaluated, the school psychologist needs to attend the staffing. *For detailed description of the process, refer to the re-evaluation checklist.*

### **SUPERVISING PARAPROFESSIONALS**

Special education teachers should discuss the goals and organization of the programs with their paraprofessionals so they can better understand their responsibilities for which they have been trained. Nevertheless, the ultimate responsibility of the students and their activities within the classroom lies with the teacher.

A schedule of duties with detailed activities, times and target group for functions, will be established to effectively utilize paraprofessional services. Teachers should review these regularly with the paraprofessionals to assure that these responsibilities are clearly understood and to monitor progress.

### **GIVING SUPPORT SERVICES TO REGULAR EDUCATION STAFF**

Special education teachers should work closely with regular classroom teachers for a variety of reasons such as:

1. included students may require special accommodations or materials while in the regular classroom
2. special education teachers can promote increased understanding and acceptance of students with disabilities in all educational settings through a variety of methods (e.g. conducting in-service meetings, helping identify students with disabilities, etc.)
3. special education teachers must inform all regular classroom teachers of student's needs and accommodations within the regular classroom environment. Written documentation of these accommodations is required.

### **CONTINUING PROFESSIONAL GROWTH**

Special educators should be kept informed about changes in local and state guidelines by District Leaders. You are encouraged to review professional literature and be involved in professional organizations. A variety of in-service activities will be available during each school year to help maintain high levels of expertise and insure quality professional practice.