

Principal's To-Do List for Existing Inclusive Programs

Activity	To Do	Done/Date
Review IEPs to insure appropriate language reflects inclusion http://schools.nycenet.edu/d75/iep/forms/IEP_inclusion.doc		
Insure all students have appropriate related services or RSAs have been sent		
Insure students are in age-appropriate classrooms		
Review numbers of students in "L" class to insure all seats are filled		
Meet with general education administration at least once monthly		
Provide weekly administrative communication to SETSS provider		
Invite parents to participate in informational meetings		
Identify teachers as potential SETSS providers		
Delegate and clearly articulate roles, programmatic and extra-pedagogical responsibilities of SETSS provider. For roles and responsibilities, link to http://schools.nycenet.edu/d75/inclusion/roles.htm		
Review paraprofessional competence and adequacy of support on a monthly basis		
Provide professional development for general education staff and students on specific disabilities		
Provide professional development for staff in self-contained classes to insure they understand inclusive education.		
Work with staff to identify potential candidates for inclusive program		
Insure SETSS provider participation in District PD and in general education PD		
Facilitate transition process for students 14 years and older		
Insure students graduate with their cohort at 18 years of age or are completing necessary credits for local or Regent's diploma		