# Teaching Staff To-Do List
## (Also review [Health, Nutrition, and Safety To-Do List](#) and [COVID-19 Information](#))

**Jump to:** [Ongoing](#) | [September](#) | [October](#) | [November](#) | [December/January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [Summer](#)

⭐ = **Look for this icon throughout the program year. This indicates a new or updated item since September.**

## Ongoing

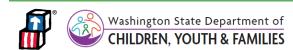| When | Deliverable |
|---|---|
| **Frequently** | Visit the [Early Learning Program Manual (ELPM)](#) to review procedures and download required forms. Watch the [ELPM Directory video playlist](#) as needed. |
| **Monthly** | Review this *Teaching Staff To-Do List* document and all current month due dates to make sure your tasks are completed accurately and within established timelines. |
| **Monthly** | Visit [Staff Professional Learning](#) and register for trainings and meetings as applicable. |
| **Monthly** | Complete Home Language Surveys for any new children. |
| **Annually, before working with Children** | Complete the "First Five" online courses in [Moodle](#). |
| **Annually** | **Returning staff have 1 month after class begins to complete their online learning path in [Moodle](#).** |
| **As new staff are hired** | **New staff have 2 months from their start date to complete their online learning path in [Moodle](#).** Course completion is tracked regularly. |
| **At enrollment or before child's 1st day of class** | Complete [Child Enrollment Information and Home Language Survey - Preschool](#) (these should also be placed in the family file) or [Child Enrollment Information – Infant/Toddler](#). Review completed enrollment forms with your Family Support/Family Advocate. See [ERSEA: Enrollment](#) or [Education: Individualizing for Children](#) for additional information.<br><br>For children entering the program with an IFSP/IEP, acquire a full, current copy using the [Release or Exchange of Confidential Information - Non Health](#) to individualize classroom supports and instruction. Place a copy in the family file. |
| **Frequently** | Conduct child observations and assessments. Document observations in *MyTeachingStrategies*. Visit [Education](#) for more information. |

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**Teaching Staff To-Do List (Also review Health, Nutrition, and Safety To-Do List and COVID-19 Information)**

| When | Deliverable |
|---|---|
| **Daily** | Take attendance and meal count at the table during each meal and snack on your attendance and meal count report. See the Attendance and Meal Count Procedure and the ERSEA Procedure: Attendance for more information. |
| **Weekly** | Make sure your daily classroom schedule and weekly lesson plan are posted. Visit Education: Curriculum and Instruction and Inclusion of Children with Disabilities and Developmental Delays for more information. |
| **Weekly/Monthly** | Complete at least four pieces of documentation per child in *MyTeachingStrategies* for GOLD Checkpoints. For preschool children, there should be at least four pieces of documentation/work samples every month for each child. For infants and toddlers, there should be at least one piece of documentation entered each week for each child. Teachers and home visitors must make sure that they have documentation across all areas of development (social-emotional, physical, language, cognitive, literacy and math) to be able to support completion of MyTS GOLD Checkpoint ratings for each objective. Please see the Ongoing Child Assessment Procedure for more information |
| **Quarterly and as needed** | Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log (HS). |
| **Quarterly** | Complete Interdisciplinary Staffings with your Family Support/Family Advocate using the Preschool Interdisciplinary Staffing Checklist and Notes and EHS Interdisciplinary Staffing Checklist and Notes. Visit Documentation and Monitoring: Interdisciplinary Staffings for more information. |
| **Within the first 2 weeks of child's first day of attendance** | Complete the Home Language Survey (if not completed at enrollment) in *MyTeachingStrategies GOLD*. No answers should be marked as "N/A." Reach out to your DLL Coach with any questions. See the Ongoing Child Assessment Procedure for more information. |
| **Within 45 days of child's 1st day of class** | Complete screenings. See the Required 45-Day Developmental Screenings Procedure, Screening Dual Language Learners with ASQ, and Inclusion of Children with Disabilities and Developmental Delays for more information. Place the screening summary page in the family file.<br><br>Complete the *Developmental Concerns Checklist* (EHS/HS, ECEAP) and required follow up for children who score Rescreen/Monitor, Referral Indicated, or family has developmental concerns. |
| **Within 6-8 weeks after the initial screening is completed** | Complete rescreens for children whose screening results were rescreen/monitor. See the Required 45-Day Developmental Screenings Procedure and Inclusion of Children with Disabilities and Developmental Delays Guidance for more information. Update the *Developmental Concerns Checklist* (EHS/HS, ECEAP) and complete follow up steps as advised. |
| **As changes occur** | **ECEAP only:** Enter/update IEP/IFSP information, developmental screening dates, results, referrals, and follow-up in ELMS. See IEP Data Entry in ELMS. |

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| When | Deliverable |
|---|---|
| | **EHS/HS only:** Enter/update developmental screening dates in ASQ Online. Upload *Developmental Concerns Checklist* (EHS/HS). File the most current DCC in the family file. Work with Family Support to ensure a copy of the IEP/IFSP and details are entered in ChildPlus. Also see IFSP and IEP Data Entry in ChildPlus. |
| **As services are needed** | Partner with families in initiating and navigating the referral process for early intervention or special education services. Update the *Developmental Concerns Checklist* (EHS/HS, ECEAP) with any follow up and decisions. Ask the family for center staff to be a part of eligibility and IFSP/IEP meetings.<br><br>Contact your primary Disabilities Consultant and Mental Health Consultant for consultation, observation, and ongoing support. Visit the Disabilities ELPM page or Mental Health ELPM page for more information |
| **As TCA support is requested** | Visit Education: Child Guidance and Support and Requesting Funding for a Temporary Classroom Assistant for Temporary Classroom Assistant support. |
| **As BIA support is needed** | Visit Multilingual Services for Bilingual Instructional Assistant support. |
| **As Interpreters or translations are needed** | Visit Multilingual Services for interpreter/translation support. An up to date "Interpreter Contact List" is linked in the Connector Monthly Newsletter email each month. |
| **As parent contact is made** | Log any family support visits, formal meetings, or substantive conversations with families in ELMS / Family Contact Log. Review the Documentation Protocols and Family Engagement Procedure as needed. |
| **Beginning in January and ongoing** | Discuss and complete transition activities with families. See the Family Engagement Procedure and the ERSEA Procedure: Transitions for more information. |
| **Upon renewal** | Maintain current MyTS GOLD Interrater Reliability Certificate. Contact Angeline Ocampo with questions. |

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## September

| Due By | Deliverable |
|---|---|
| **Before the 1st day of class** | Set up the classroom to reflect the diversity of enrolled children and families. Visit Education: Curriculum and Instruction and review your *Creative Curriculum* guides for more information. |
| **Before working with children** | Complete the "First Five" online courses in Moodle. |
| **Before the 1st day of class** | Complete the Child Enrollment Information and Home Language Survey - Preschool or Child Enrollment Information – Infant/Toddler with the family. And place the forms in family file. Use the completed form to guide classroom planning and individualizing, as well as to plan DLL and BIA supports. |
| ⭐**Before the 1st day of class** | For children entering the program with an IFSP/IEP, acquire a full, current copy using the Release of Exchange of Confidential Information - Non-Health to individualize classroom supports and instruction. |
| **Within 1 month after class begins** | Returning staff have 1 month after class begins to complete their online learning path in Moodle. |
| **Within 30 days of the 1st day of class** | **Preschool only:** Document Pedestrian and Transportation Safety activities in your lesson plan. Visit Education: Curriculum and Instruction for more information. |
| **September 15** | Complete a Class Profile for each classroom and update as needed. See instructions. |
| **September 30** | Complete Home Language Surveys for all children. |

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## October

| Due By | Deliverable |
|---|---|
| **As soon as possible** | **For classrooms starting at the end of September/beginning of October:** Review the September To-Do List and complete deliverables. Contact your Team Manager for support. |
| **Within 1 month after class begins** | Returning staff have 1 month after class begins to complete their online learning path in Moodle. |

## November

| Due By | Deliverable |
|---|---|
| **November 15** | Finalize *MyTeachingStrategies* GOLD Checkpoints. |
| **November 30** | Run the "Development and Learning Report" or "Family Conference Form" from *MyTeachingStrategies* GOLD to set quarterly goals for each child. Ensure one of these forms is in the family file. |
| **Quarterly** | Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log. The complete IDSS and ISRG are placed in the family file. |

## December/January

| Due By | Deliverable |
|---|---|
| | See Ongoing/As Needed Deliverables. |

## February

| Due By | Deliverable |
|---|---|
| February 15 | Finalize MyTS GOLD Checkpoints. |
| ⭐Monthly | Complete Home Language Surveys for any new children. |
| February 28 | Review and revise the Individual School Readiness Goals **or** Individual Development Support Strategies – Infant/Toddler with the family. At least one ISRG or IDSS goal should be based on an IFSP/IEP for children receiving early intervention or special education services. |
| Quarterly | Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log. The complete IDSS and ISRG are placed in the family file. |

## March

| Due By | Deliverable |
|---|---|
| | See Ongoing/As Needed Deliverables. |

## April

| Due By | Deliverable |
|---|---|
| | See Ongoing/As Needed Deliverables. |

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## May

| Due By | Deliverable |
|---|---|
| **May 15** | Finalize *MyTeachingStrategies* GOLD Checkpoints. |
| ⭐**Monthly** | Complete Home Language Surveys for any new children. |
| **May 30** | **Programs on school year schedule:** Complete the Individual School Readiness Goals **or** Individual Development Support Strategies – Infant/Toddler with the family.<br><br>**Programs on year-round schedule:** Review and revise the Individual School Readiness Goals **or** Individual Development Support Strategies – Infant/Toddler with the family. |
| **Quarterly** | Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information.  Document all conferences in ELMS (ECEAP) or in the Family Contact Log. |

## Summer

| Due By | Deliverable |
|---|---|
| **August 15** | **Programs on year-round schedule:** Finalize *MyTeachingStrategies* GOLD Checkpoints. |
| **August 31** | **Programs on year-round schedule:** Complete the Individual School Readiness Goals **or** Individual Development Support Strategies – Infant/Toddler with the family. |
| **Quarterly** | **Programs on year-round schedule:** Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information.  Document all conferences in ELMS (ECEAP) or in the Family Contact Log. The complete IDSS and ISRG are placed in the family file. |

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