

Implementation of IDEA: Students with an IEP

2012

Individuals with Disabilities Education Improvement Act: IDEA 2004

“All kids get to go to school and get a fair chance to learn. That’s the *idea* behind IDEA. Getting a fair chance to learn, for kids with disabilities, means getting school services that meet their individual needs.”

➤ *By Randy Chapman*

IDEA

Congress stated that the purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living and to ensure that the rights of children with disabilities and parents of such children are protected.

Individual Education Program: IEP

- Students who are eligible for the services described in IDEA have a plan called an IEP.
- An IEP is developed by a team of individuals who review assessment information about the child, and design an education program to address the child's educational needs that result from the disability.
- The IEP has two general purposes:
 - To set reasonable learning goals for a child
 - To state the services that the school district will provide for the child

Individual Education Program: IEP

An IEP team makes decisions for students with disabilities regarding the following supports developed in the plan:

- Special education/academic and functional goals
- Related services
- Supplementary aids and services
- Program modifications
- Accommodations
- Behavior Intervention Plan (if needed)

IEP Team

- The student must be invited to attend his/her own IEP meeting beginning at age 13, or younger if a purpose of the meeting is consideration of the student's postsecondary goals and transition services needed to assist the student in reaching those goals.
- Parents
- At least one special education teacher of the child
- At least one general education teacher of the child
- The Local Education Representative or designee (LEA)
- A person who can interpret instructional implications of any new evaluation or assessment results
- Other individuals who have knowledge or special expertise regarding the child

(34 C.F.R. 300.321(c))

What is my role?

As a regular classroom teacher:

- You are required by law to have knowledge regarding the contents of the IEP for each special education student enrolled in your class.
- You are legally obligated to implement any portions of an IEP that apply to you.

General Education Staff Role: IEP Development

- You are an active member of the IEP team.
- You provide knowledge regarding the general education curriculum, state standards, district/state assessments, and developmentally appropriate practices/expectations for general education students for a specific grade level.
- You provide recommendations regarding accommodations, modifications, supports, and supplementary aids and services needed by each child with a disability to successfully be involved and progress in the general curriculum, achieve the goals of the IEP, and successfully demonstrate his or her competencies in state and district-wide assessments.

General Education Staff Role: IEP Implementation

- Be knowledgeable regarding IEP content of special education students for whom you are responsible.
- You are responsible for full implementation of any and all activities assigned to you within each IEP, including but not limited to:
 - Grading
 - Testing
 - Behavior plans
 - Accommodations/modifications
- You provide on-going monitoring of progress towards IEP goals, state standards, as well as progress made within the general education curriculum with full IEP implementation.
- Collaborate with special education teachers to document progress toward IEP goals for progress reports.

Support Personnel Role: IEP Implementation

Assistants, nurses, therapists, clerical personnel, transportation providers, and other support people in the school also play an important role such as:

- Monitoring and supporting student needs.
- Supporting teachers and classroom instruction, activities, and materials.
- Facilitating necessary accommodations.
- Implementing modifications or planning instruction for related or alternative skills.

Special Education Teachers' Role

- Be familiar with district procedures.
- Provide support to students in regular and special education classes by providing appropriate accommodations and monitoring student performance.
- Collaborate with the other regular and special education personnel to support implementation of each IEP.
- Obtain records and maintain data to document student progress on IEP goals and report to parents as listed on the IEP.
- Communicate regularly with students, parents, and general educators regarding student progress.
- Conduct IEP meetings to update progress and address needs at least annually.
- Participate in IEP meetings and coordinate required paperwork.
- Participate in the organization and implementation of behavioral supports for special education students.
- Maintain records of contacts with students, parents, teachers, administrations and other related service providers.
- Provide consultation to teachers, parents, and staff to help intervene and problem-solve when a known problem exists with a student.

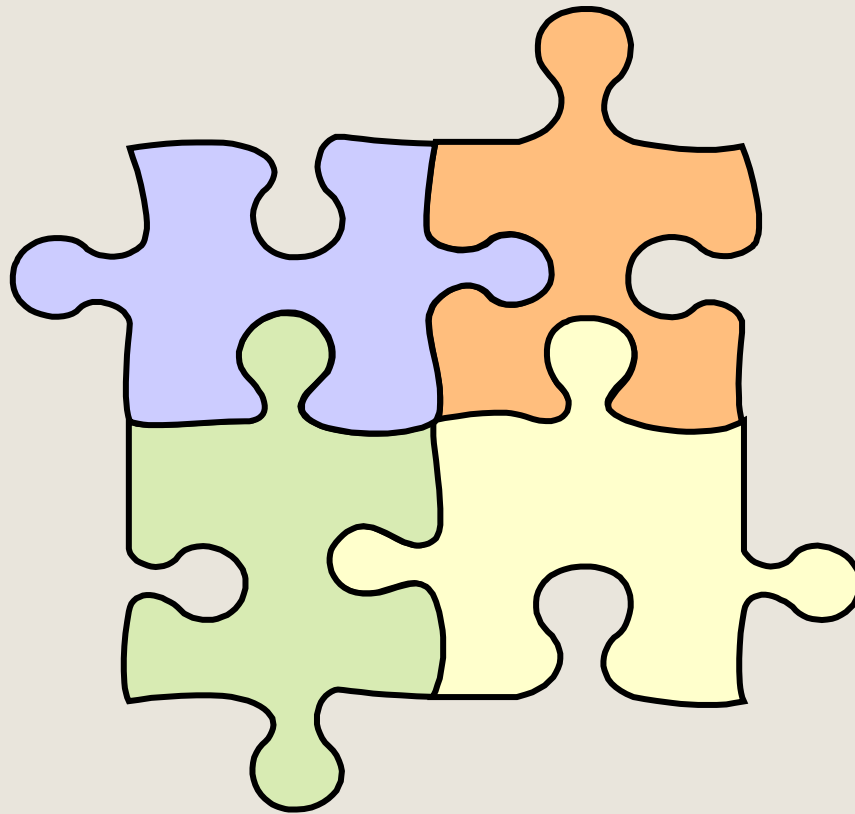
Administrators/Educational Leaders

Role: IEP Implementation

- Participate in educational planning and IEP meetings.
- Ensure compliance with district, state, and federal regulations.
- Encourage parental involvement in their children's education.
- Coordinate the delivery and supervision of special education services within each school building.
- Be knowledgeable regarding the IEP content, including required accommodations and behavior plan requirements of special education students in your school.

Confidentiality

- All personal information regarding students with an IEP is confidential.
- This information should not be shared or discussed with anyone unless they are directly involved with the implementation of the student's IEP.
- Copies of student IEPs are kept in secure locations at each school to sign out and read in that location.
- General Education Companion Documents (GECD) are completed by the special education teacher for students with IEPs outlining behavior plans, accommodations, and/or modifications. These should be read and signed by all staff involved with the student. Copies of the GECD must be kept in secure locations to ensure confidentiality.



When everyone works together, and all the pieces fall into place, a more effective and valuable educational program is developed to meet the needs of all students.

Resources

- The Individuals with Disabilities Education Act, 20 U.S.C. §1415 *et seq.* <http://idea.ed.gov>
- The Individuals with Disabilities Education Act Regulations, 34 C.F.R. §300.530 *et seq.* <http://idea.ed.gov/download/finalregulations.pdf>
- The Everyday Guide to Special Education Law by Randy Chapman
- SC Special Education Process Guide
- National Dissemination Center for Children with Disabilities
<http://nichcy.org>

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