



IMPLEMENTATION OF IDEA AND ADA: STUDENTS WITH AN IEP OR 504

2015-16

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**

**Nothing is more unequal
than the equal
treatment of unequal
people...**



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.



GENERAL EDUCATION STAFF ROLE: IEP DEVELOPMENT

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**

GENERAL EDUCATION STAFF ROLE: IEP IMPLEMENTATION

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.

SPECIAL EDUCATION TEACHERS' ROLE

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.

Review data and reports regarding student behavior, grades, attendance, etc. monthly.



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.

If you are directly serving a student with an IEP or 504 plan, you have access to that plan in Enrich under programs outlining behavior plans, accommodations, and/or modifications.

AMERICANS WITH DISABILITIES ACT - 504

Section 504 of the ADA is a civil rights law that prohibits discrimination of disabled students.

Schools are obligated to comply with the ADA Section 504 requirement that calls for equal participation of students who have an identified impairment the same as non-disabled peers .

Each school has a Section 504 Coordinator to accept or initiate referrals and assist with questions.

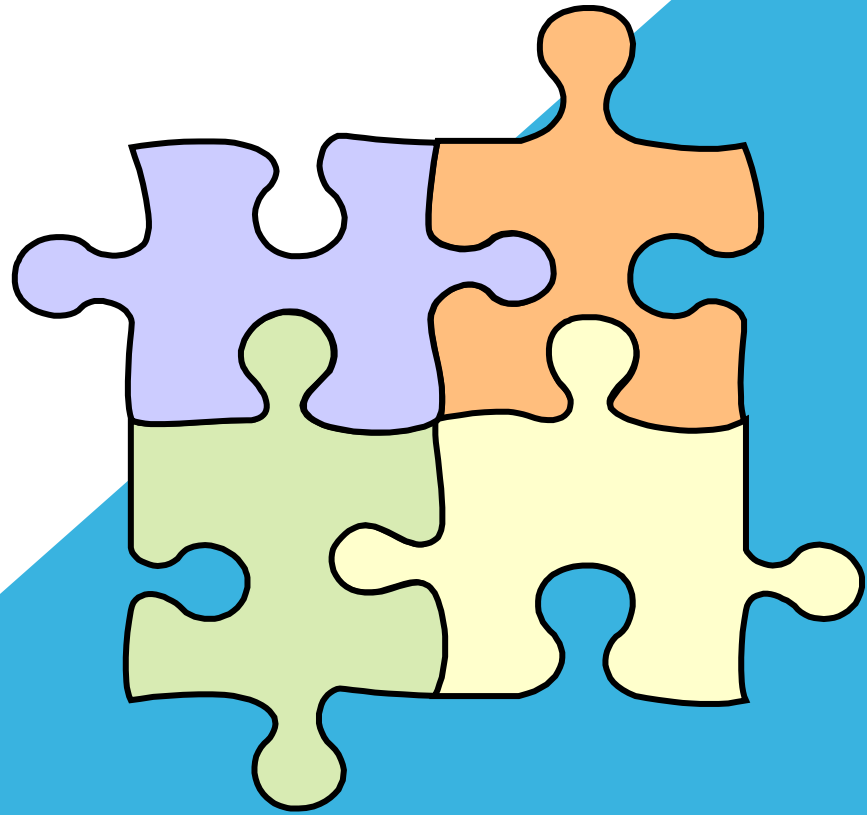


SECTION 504 CONTINUED...

If a student is eligible for a Section 504 accommodation plan, the school MUST follow the plan as outlined just as IEPs are followed.

Both are mandated by federal law.





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.

FOR MORE INFORMATION

For more information regarding students with special needs or special services in Greenwood District 50, please see our website:

- <http://www.gwd50.org/domain/44>

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**

**The 1973 Rehabilitation Act: ADA Amendment of 2008 – Keys
to Compliance by James F. McKethan, Ed.D.**

SC Special Education Process Guide

National Dissemination Center for Children with Disabilities

<http://nichcy.org>

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