

The Role of the General Education Teacher in the IEP Process

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Students with Disabilities in Nebraska

- In the 2013-2014 school year, there were 48,422 students with disabilities (ages 0-21).
- Since the 2010-2011 school year, the number of students with disabilities in NE has increased by at least 500 students every year.

Regular Education Teachers and Rule 51

007.02C The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and
 007.02D Each teacher and provider described in 92 NAC 51-007.02C must be informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

IEP Team Participants:
 007.03A2 Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 007.03A2a The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development, review and revision of the IEP of the child, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications, and support for school personnel...

Least Restrictive Environment

Least Restrictive Environment: (LRE)

The school district shall establish policies and procedures to assure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special Education Service Delivery Models

Services:

- Full Inclusion
- Resource/Pull-out
- Alternate Curriculum

"Self-contained special education is not the answer. The special education and general education learners whom we separate are future co-workers, employers, neighbors, and friends." ~ Patrick Schwarz

Let's Meet Oscar

- Meet Oscar
- Form groups
- Discuss and record
- What are the next steps for Oscar?

Being part of a Team

General education teachers need to know that they are important players of the IEP Team. They need to know what they are expected to contribute to the IEP process and what kinds of support they will receive in return. For example, substantive help and support in helping a diverse group of students to learn effectively.

- Communicate and Plan
- Observe special education students and record their behaviors objectively in order to help IEP teams track these students' progress.
- Evaluate student's performance and behaviors to emphasize the student's strengths, weaknesses and needs.
- Accept and be willing to actively participate in the IEP process.
- Try new approaches in working with students with special needs.
- Ask for additional assistance when this is needed.



Topics to discuss with your Special Education Teacher

- Common Plan Time
- Curriculum Planning
- Behavior and Classroom Management
- Assessments: Accommodations/Scoring/Reporting
- Grading/Absence/Tardy
- Parent Communication and Parent/Teacher Conferences
- Medication and Toileting
- Classroom Routine and Picture Schedules
- Materials/Curriculum
- Supervising and Directing Para-Educators
- BIP/IEP at a glance

Student Information Form

This form is completed at the beginning of the school year and shared with the IEP Team.



Student Name Address Telephone Birth Date Sex Race Religion	Libero
Accommodations	Discipline
Medical Conditions	

Teacher Input Form

This form is completed by the general education teacher within 2 weeks of the student's IEP.

General Education Teacher Input Form

Your input is valued and very much needed for our students' IEP. Please take some time to complete this form and return it within 2 weeks.

Student Name: Teacher Name: Date of IEP:	Grade: Case Manager:
Strengths:	
Weakness:	
Current Grades: Reading _____ Writing _____ Math _____ Spelling _____ Science _____ S.S. _____	
ADMS Reading _____ ADMS Math _____ Current Quarterly District Assessment Scores:	
Behavior:	
Attendance:	
Any other information:	

Resources

- A Place for all Students* by Katrina Bescheinen and Lori Zito
- From Disability to Possibility* by Patrick Schwarz
- The IEP Cycle: The General Educator's Role*
<https://www.teachervision.com/special-education/resource/5582.html>
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