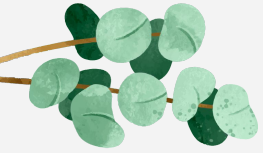




I'm a participant?  
Engaging general educators in  
IEPs





# About Us



**Peter Karanevich**

Former secondary mathematics teacher

Current PhD candidate in Mathematics  
Education at CU Boulder



**Maddie Karanevich, Ed.S**

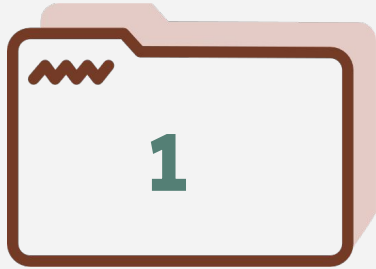
Former high school special education  
teacher

Current Assistant Director of Exceptional  
Student Services

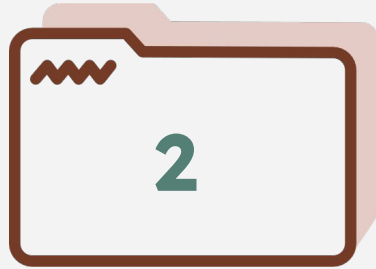




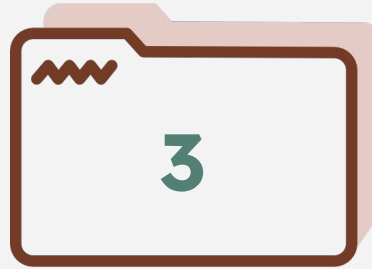
# Agenda



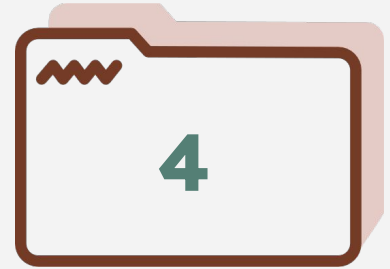
**IDEA and  
General  
Educator  
Participation**



**Real World  
Examples**

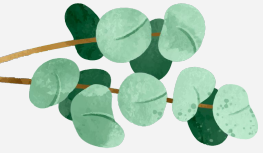


**Strategies &  
Discussion**



**Q&A**



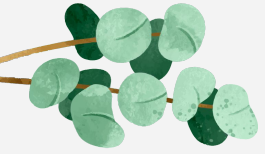


# Objective

Participants will explore strategies to collaborate between general and special education teachers

Participants will reflect on their own IEP process and incorporate ideas from presentation into practice





Who's in the room?






# Individuals with Disabilities Education Act

300.321 IEP Team.

(a) General. The public agency must ensure that the IEP Team for each child with a disability includes—

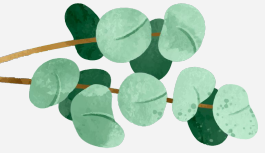
- (1) The parents of the child;
  - (2) **Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);**
  - (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
  - (4) A representative of the public agency who—
    - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    - (ii) Is knowledgeable about the general education curriculum; and
    - (iii) Is knowledgeable about the availability of resources of the public agency.
  - (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
  - (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
  - (7) Whenever appropriate, the child with a disability.
- 



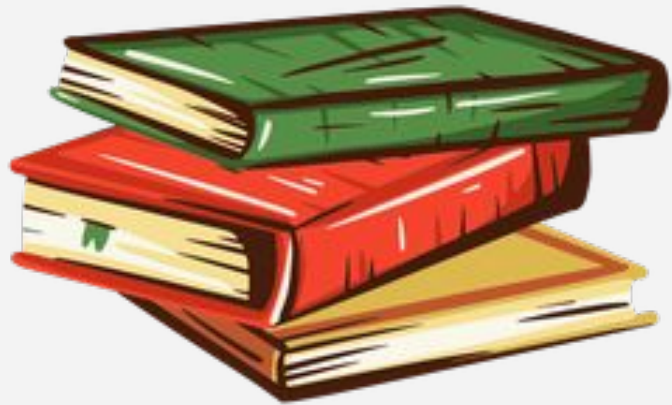
# Procedural Guidance from CDE

“The general education teacher role must be filled by someone who is **currently assigned to teach in a general education classroom** for students the same age or grade level as the student whose IEP is being reviewed. *If the student is currently in a general education setting, a teacher of the student must be in attendance. If the student is not currently in a general education setting, it is recommended that the general education teacher be able to represent the student’s needs in accessing the general education curriculum.* During the development of the IEP, the participation of the general educator is critical to **discuss evaluation findings that may lead to appropriate interventions including the identification of supplementary aids and services, program modifications and supports for school personnel.**”





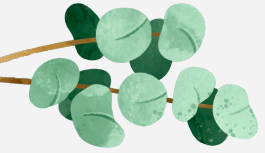
# Stories from the field



- Surprise! You have a meeting!
- What am I doing here?
- Positive relationships & preparedness







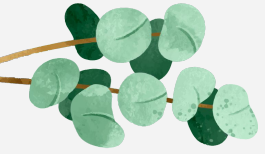
# Role of the General Education Teacher

General education teacher's roles in IEP meetings:

- Provide insights into the student's current performance within the general education classroom
  - Strengths
  - Challenges
  - Progress toward general curriculum

This helps the team develop appropriate accommodations and modifications to ensure the student's successful participation in the regular classroom environment.

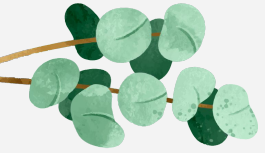




# Key Gen Ed Responsibilities:

- Share observations and data
  - Provide specific examples of the student's academic performance, behavior, and interactions with peers in the general education setting
- Discuss curriculum adaptations
  - Contribute ideas on how to adjust the regular curriculum, assignments, or instructional strategies to meet the student's individual needs
- Collaborate on goal setting
  - Work with the IEP team to develop measurable goals that are aligned with the general education curriculum and achievable within the classroom setting
- Communicate support needs
  - Identify any necessary supports or assistive technology that would help the student access the general education curriculum effectively.
- Coordinate with the special education teacher.
  - Discuss how to seamlessly integrate the student's IEP accommodations into the regular classroom routine, ensuring ongoing communication with the special education teacher





# Supporting General Education Teachers in Understanding the IEP Process:

- Find out what your gen ed teacher knows
  - Different licensing processes makes it difficult to know what every individual is aware of
- Check in on progress monitoring often
  - See how the they are doing if they need support implementing accommodations
- Share helpful tips for implementation of accommodations
  - Some accommodations for individuals work very well across the whole class!

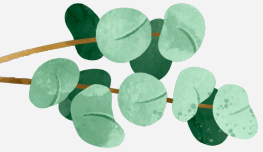




# Supporting General Education Teachers in Attending IEP Meetings:

- Plan Ahead
  - Schedule the IEP meeting well in advance to allow sufficient time for arranging coverage.
- Coordinate with Administrators
  - Inform school administrators about the importance of general education teacher participation in IEP meetings. Seek their support in arranging substitute teachers or alternative coverage solutions.
- Collaborate with Colleagues
  - Engage in professional collaboration with fellow teachers who can provide coverage during the meeting. Offer to reciprocate when they need assistance.
- Utilize Support Staff
  - Explore the possibility of utilizing paraprofessionals or teacher assistants to cover the class during the meeting.
- Leverage Technology
  - Consider using video conferencing tools to allow general education teachers to participate remotely if physical attendance is not possible.



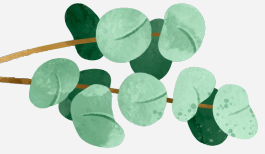


# Relationship Building

Collaboration and relationship building between teachers is the key to success

- Take the time to get to know your general educators.
  - Preferred mode of communication
  - Feasibility of before/after school meetings
  - Learn their plan schedules
- Share Information
  - Review the student's goals & accommodations
  - Progress monitoring
  - Pertinent history & strategies



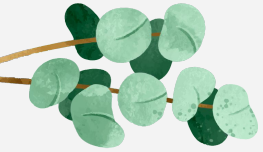


# Preparing General Education Teachers to Participate

Every IEP meeting is unique (hence the name!) Prepare your teachers by communicating well in advance what they should expect from the meeting. Consider discussing the following:

- Items to bring
- Date, time, and location of meeting (well in advance)
- Parent disposition
- Teacher's role in the meeting (details on following slides)





# Reporting on Progress:

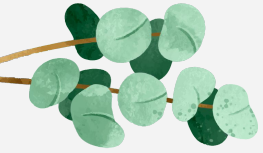
At the IEP meeting, every teacher and related service provider will give an update on progress - this should include the general education teacher

Items a general education teachers might bring to the meeting:

- Recent work samples, assessments, and current grades
- Information on which accommodations the student chooses to use in class (even if they're not in the current IEP) and how often they're used
- Progress monitoring data from response to intervention (RTI) or other instructional interventions data
- Notes and data on any behavioral issues and the interventions they've utilized

**Inform them well in advance of the data they should bring!**





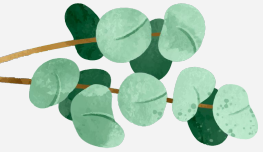
# Provide Talking Points

Be ready to speak about the student's growth and strengths as well as challenges and other items relating to teacher/student relationship.

- Speaking personally about students' personalities, interests, and hobbies shows you've taken the time to get to know them.
- This lets families know you know the value of getting to know their child, creating a smoother meeting experience.







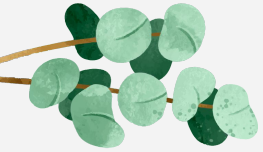
# Soliciting feedback prior to the IEP meeting

Students have more than one general education teacher (especially at the secondary level)

Utilizing tools to solicit feedback from all general educators prior to the meeting helps to reflect their input into the meeting and builds a more comprehensive present levels.

Feedback Resources

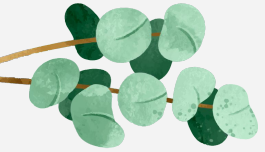




# Post Meeting

Checking in with your teachers and thanking them for their attendance and work supporting students shows compassion for their participation and can grow positive, long term relationships.



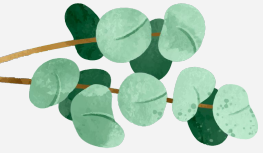


# What about non compliance?

Once you have tried building relationships and supporting your general education teachers in implementing IEP goals, what can you do if the general education is still not in compliance?

- Document your interactions and attempts at support
- Collaborate with administration
- Attend the class and document observations





# Discussion & Share Out

**In groups of 3 to 4:**

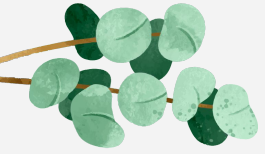
Each member shares their thoughts on effective collaboration techniques.

Items that may be discussed:

- Strategies to facilitate communication between general and special education teachers.
- Ways to ensure that parents are engaged in the process.
- The importance of understanding each other's roles during the IEP meetings.
- Techniques for ongoing collaboration beyond the IEP meeting.

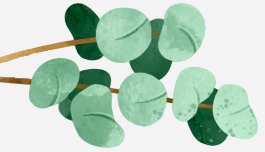
Designate a group member to share out





Questions?





# Contact Us!

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