

IEP Team Guidelines: Questions and Answers

Collaborative Services

Q Should “General Education with Inclusion Support” be marked if student is 100% in general education with DIS only?

A No. If a student receives LAS DIS only, then, for Section M, #2, “Instructional setting,” both the DIS and general education teacher boxes would be checked. If the LAS services are provided 100% within the general education classroom, then the percentage of time in special education would be 0%. (Section M, #5).

Q Do the collaborative resource students affect the norm of the general education class?

A. No. RSP students are general education students who receive services from the resource specialist program. Since they are general education students, they are counted within the norm regardless of whether they are of elementary or secondary age.

Q Are principals responsible for requiring regular education teachers to implement accommodations and modifications for students within their classrooms?

A The site administrator is ultimately responsible for working with the appropriate school site personnel to ensure that all aspects of an IEP are implemented. General education teachers should have access to or be provided with, the student’s IEP to ensure they are knowledgeable of all required accommodations and modifications. The site administrator ensures that the accommodations and/or modifications on a student’s IEP are implemented within the general education classroom.

Q In the collaborative model, who will determine the grade of the special education student, and can it be a modified grade?

A The grade should be determined collaboratively between the general and special education teacher. Modifications or accommodations are determined by the IEP.

Q How do schools provide for time during the day for appropriate staff to meet to discuss/develop collaborative services? Are local District/Central offices providing needed support for schools to observe good collaborative programs operating now and/or helping schools to develop collaborative services?

A Schools use a variety of ways to create time for the collaboration process such as:

- Combine classes for physical education, art, music, content subject areas once a week
- Use of psychomotor time
- Use of common planning time
- Schedule common conference periods
- Administrators cover classes once a week or every other week

Support for schools is provided through the Local District Specialist, Least Restrictive Environment. Each Local District has three dedicated positions to support schools in

developing collaborative school communities.

Q How do you address direct services to students under collaborative consultation? Many teachers believe that by providing this type of service they are no longer required to support students directly.

A Collaborative consultation is not a direct service to students. It consists of developing accommodations or modifications, providing ongoing progress monitoring, demonstrating lessons on differentiated instruction, providing general education staff with instructional strategies and programs, observing the student in alternate environments, etc. The nature of the service and the time and frequency must be documented in the offer of FAPE on page 12.

Q Will Resource Specialists keep a documentation log for consultation services and will this log be monitored for accountability?

A Current district policy requires a documentation log needs to account for services provided to students. This is District practice whether a student is served through collaborative services, a pull-out or programmed-in model (in this instance, a sign in or attendance sheet will suffice). Sample logs are posted with this document. (See Memorandum No. H-21, “*Individualized Education Program (IEP) Guidelines for Collaborative Service*”, March 31, 2003.

Q What is an IEP team to do when the assessed need of the student indicates RSP pull-out services are appropriate, but the school of residence has only collaborative services in place? The RST does not have a pull-out program.

A A continuum of services for students must be available. Schools are responsible for implementing the IEP, including the delivery of collaborative services. Collaborative services may be provided in a variety of ways. If the school has concerns regarding how the collaborative services are to be delivered, school staff may contact the Local District special education staff for assistance. If the school site cannot implement the IEP, then an IEP team meeting shall be convened within 30 days to determine the appropriate program and services.

Q If the student receives RSP consultation service in the classroom (general education class), is the percentage of time in general education 100% (or 0% in Special Education)? If the student receives LAS service in the general education class, is it still considered 100% in general Education?

A Yes.

Q Can a special education teacher with only a special education credential work alone in a classroom with a collaborative (i.e., special education teacher has a mix of special and general education on an on-going basis) class?

A No. This is not a collaborative class. A collaborative class consists of two teachers sharing physical space, responsibility for all students, and the instruction of students.

Q When will the SIS be adjusted to reflect an eligible student in a collaborative co-taught class (inclusion model)? 0% time in special education is not being accepted.

A SIS is being updated to more accurately reflect Special Education data requirements.

However, with the District's initiative in developing an Integrated Student Information System (ISIS), few changes will be made to the current system. The type of service model will be reflected in the Web-based IEP.