

(7.19) What are the obligations of the regular education staff in providing students with integration, full inclusion and mainstreaming opportunities?

Special education law requires that the IEP specify the supplementary aids and services necessary to ensure a student's participation in the regular education program. [20 U.S.C. Sec. 1414(d)(1)(A)(i)(IV).]

The IEP applies to any class or extracurricular activity in which the student might participate. [34 C.F.R. Secs. 300.117 & 300.320(a)(4)(ii).] For example, science, geography, physical education, art, music and vocational education all qualify for IEP accommodations and other educational support services.

Each student's IEP must be made available to all of her teachers and other staff responsible for its implementation and each of them must be informed of their specific responsibilities related to implementing the IEP and the specific supports that must be provided for the student. [34 C.F.R. Sec. 300.323(d).]

In addition, the IEP team must include at least one regular education teacher of the student, if the student is, or may be participating, in general education. [20 U.S.C. Sec. 1414(d)(1)(B)(ii); 34 C.F.R. Sec. 300.321(a)(2).] The regular education teacher must, to the extent appropriate, participate in the development of the IEP, including determination of appropriate positive behavior interventions and strategies, supplementary aids and services, program modifications, and support for school personnel in providing these aids, services and modifications. [20 U.S.C. Sec. 1414(d)(3)(C); 34 C.F.R. Sec.

300.324(a)(3).] The regular education teacher must also participate in the review and any revision of the IEP. [20 U.S.C. Sec. 1414(d)(4)(B).] Also, the district must be represented at every IEP meeting by a school official who is knowledgeable about the general curriculum and about the availability of resources of the district. [20 U.S.C. Sec. 1414(d)(1)(B)(iv); 34 C.F.R. Sec. 300.321(a)(4).]

To ensure cooperation between the regular and special education programs, adequate training and support must be made available to the regular education staff regarding the needs of your child. You can urge your child's regular education teacher to help draft the IEP by voicing her needs for modifications and support services. In addition, technical assistance and training in implementation of the LRE requirement, as well as ongoing monitoring, must be available from the State Department of Education to your local school district. [34 C.F.R. Secs. 300.119 & 300.120.]