

KNOW YOUR RIGHTS!

Supporting Students with IEPs in the General Education Classroom



Students need support, and educators need resources to appropriately provide that support

Individualized Education Programs (IEPs) are plans that help ensure equal access to education and curriculum for students with disabilities. IEPs are a legal framework that requires communication within the school and with families, including the specific things that schools must do to ensure students are supported. IEPs are part of federal law through the **Individuals with Disabilities Education Act (IDEA)**. Our SDEA contract includes protections for educators so they can follow the law and appropriately support their students.

What does the District need to do when placing students with IEPs in my class?

When assigning students, the District needs to do the following to make sure educators have the information and support they need to follow students' IEPs:

- Notify affected unit members prior to assignment & provide a copy of the student's IEP (Section 29.7.1 in our contract)
- Assign students with IEPs in an equitable way that recognizes the impact on teacher workload (29.7.2.)
- When the teacher requests, the site administration must work with the teacher to offer additional support when assigning more than 20% of students with IEPs in a general education classroom (29.7.2.1.)
- Provide appropriate training on how to best support students with disabilities (29.7.3.)

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How can I get support if a large percentage of my students have IEPs?

If more than 20% of students in your class have IEPs, you can request a meeting with administration to discuss a support plan. Within 10 workdays of that request, that meeting should take place to discuss an appropriate support plan. The support should be mutually agreed upon by the teacher and administrator and could include supports like a smaller class size, redistribution of site Special Education staff, additional prep time, elimination of non-teaching duties (like clubs or supervision).

There may be grounds for a grievance in the following cases:

- If the request is ignored
- If the plan is not developed
- if the supports are not adequate and the site could do more

SOURCES:

[SDEA Contract Section 29.7](#)

RESOURCES:

Resource Collection: Supporting Students with IEPs

bit.ly/sdeaiepsupports



Key considerations:

- **The 20% threshold is not a cap** that prohibits teachers from having students with IEPs in their classrooms.
- **The 20% threshold refers to the actual enrollment** of your class - not class size caps in the contract.
- **Supports requested should be reasonable** within site resources. For example, requesting 1:1 aides when that is not a need indicated by the IEP would not be a reasonable request.
- **Removing a student from a class is not an appropriate support.** Support plans are to help teachers support students and do not remove students' right to a free, appropriate public education.
- **While the District must provide appropriate training, it is up to the District to schedule training** based on grade, subject, delivery models, specific disabilities, etc. (Section 29.7.3). Unit members can always request to attend specific trainings, but that is subject to approval.