

IEP Distribution and Implementation

The Board of Education of the Sharon Springs Central School District adopts the following policies and procedures to ensure, in accordance with law and regulation, that school personnel responsible for the implementation of the Individualized Education Program (IEP) be given a copy prior to such implementation and be informed of their duties in its implementation.

The Chairperson of the Committee on Special Education:

- Shall develop procedures to ensure that every regular education teacher, special education teacher, related service provider, and service provider responsible for the implementation of a student's IEP be given a copy prior to its implementation; and
- For each student identified as a student with a disability, shall designate as a "case manager" a professional employee of the school district, who is knowledgeable about the student's disability and educational program.

TRANSITION

Effective immediately, the building principal shall identify and notify all regular education teachers, special education teachers, related service providers, and other service providers as defined in regulation, assigned to implement a student's IEP and who have not received a copy of such IEP, and provide the Chairperson of the Committee on Special Education with the names of those individuals. The school principal, in consultation with the Chairperson of the Committee on Special Education shall provide copies of student IEPs to those individuals within a reasonable amount of time.

The Chairperson of the Committee shall also ensure that all professional staff, including assistants and other support staff, responsible for the implementation of a students' IEPs have been informed of their specific responsibilities relating to the implementation of students' IEPs, including the specific accommodations, modifications, and supports such individuals have been assigned to provide.

IMPLEMENTATION

Following a change in the IEP of a student identified as a child with a disability or the development of an initial IEP for any student identified as a student with a disability after

the effective date of this policy, the Chairperson of the Committee of Special Education shall identify, prior to the implementation of the IEP, a professional employee of the school district with knowledge of the student's disability and educational program, who shall be the student's "case manager". The case manager shall either meet or communicate in writing with those regular education teachers, special education teachers, related service providers and other service providers, as defined in Commissioner's regulations, who are responsible for implementation of that student's IEP, and advise such individuals of their specific responsibilities for implementation, including the specific accommodations, modifications, and supports that individual must provide to the student in accordance with the IEP. It shall be the duty of the case manager to ensure that each of the individuals has a copy of the student's IEP prior to implementation.

CONFIDENTIALITY

Any individual receiving a copy of a student's IEP pursuant to this Policy is strictly prohibited from disclosing any information derived from the IEP in any manner or form whatsoever, unless specifically authorized to do so under the Policy of the Board of Education governing Confidentiality of Student Records.

EFFECTIVE DATE

This Policy shall take effect immediately.

POLICY REVIEW

The Board directs the Chairperson of the Committee on Special Education to obtain input from school administrators, teachers, related service providers and other service providers, as defined in Commissioner's regulations, regarding this Policy and provide the Board of Education, no later than [date], with recommendations regarding procedures to ensure the greatest efficiency in the implementation of Chapter 408 of the Laws of 2002. This Policy shall be reviewed by the Board of Education no later than **[date of review]**.