

# Role and Responsibilities of an LEA Representative

## LEA Qualifications:

- Qualified to supervise provision of special education services;
- Knowledgeable about the general education curriculum;
- Knowledgeable about availability of resources of the district (can access, how budgets work, relationship to the district, help with facility).

## IEP Responsibilities:

- Ensure attendance of all team members, unless excusal has been signed by the parent. An LEA cannot be excused from a meeting.
- Team members include the following: Parent(s), at least one regular education teacher of the student, a special education teacher of the student, and the LEA. The team may have an individual who can interpret evaluation results, or other individuals who have knowledge or special expertise, and invite the student, if appropriate.
- The LEA conducts the IEP meeting.
- Ensure someone is taking minutes for the meeting.
- LEA's can allocate existing, school-level resources or services for which funds or personnel are currently available at the school. Resources not available at the school-level need to be considered by the LRE District Committee that meets on Mondays. These services might include, but are not limited to the following: Augmentative devices, technicians, cluster programs, specialized curriculum. (Do not predetermine services.)

## Special Educations Services in the School

- Monitor implementation of the IEP in all settings, especially the regular education classroom (i.e. accommodations being provided, is specially designed instruction occurring).
- Ensure that students with disabilities have access to the general curriculum in the LRE.
- Convene a team meeting or IEP if student is lacking progress prior to the next IEP.

## Child Find

- LEA's are responsible for identifying students suspected of having a disability through the evaluation process.

## Revocation

- Full-time students with an IEP are provided FAPE. Parents can accept or reject the IEP, but cannot pick and choose the services once agreed upon by the IEP team.
- Every effort should be considered to find alternative services or service delivery that can meet FAPE if parents are rejecting parts of the IEP.
- If parents reject any part of FAPE after considering alternatives, then the LEA is instructed to request that parents sign a 'Revocation of Services' form, thereby removing the student from Special Education. The student may still be entitled to a 504 Plan.

## Dual Enrollment

- Students that are home-schooled may be dual-enrolled in school. The IEP team can then determine what, if any, services they will provide. These services would be outlined on a Service Plan.

## Prior Written Notice

- The LEA must provide 'Written Notice of Refusal to Take an Action' if the LEA refuses to implement a request by the parent in the areas of Identification, Evaluation, Placement, and Other Elements of FAPE. Consult with your DLS regarding this form.