<table>
<thead>
<tr>
<th><strong>IEP TEAM MEMBERS ROLES + RESPONSIBILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARENT RESPONSIBILITIES</strong></td>
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<tr>
<td><strong>SHARE:</strong></td>
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<tr>
<td>Strengths, interests, hopes, and concerns</td>
</tr>
<tr>
<td>regarding the student's education</td>
</tr>
<tr>
<td>Information about the student's academic</td>
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<tr>
<td>achievement and school performance</td>
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<tr>
<td><strong>ASSIST WITH:</strong></td>
</tr>
<tr>
<td>Development of IEP goals, positive behavioral</td>
</tr>
<tr>
<td>instruction and strategies, and academic</td>
</tr>
<tr>
<td>supports</td>
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<tr>
<td>Identification of services and supports which</td>
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<tr>
<td>the student may need to be successful in the</td>
</tr>
<tr>
<td>regular education classroom and elsewhere</td>
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<td><strong>ASK QUESTIONS:</strong></td>
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<tr>
<td>To acquire information about the IEP meeting</td>
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<tr>
<td>and the programming for their child</td>
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</tbody>
</table>

| **PRINCIPALS AND/OR LEA REPRESENTATIVE         |
| RESPONSIBILITIES                              |
| **SUPPORT:**                                 |
| The facilitation of the meeting and encourage |
| participation by all IEP team members, or      |
| designate another team member to fulfill this  |
| role                                          |
| By acting as district designee to commit      |
| resources                                      |
| **ASSIST WITH:**                              |
| Identification of positive behavioral         |
| instruction and strategies and academic       |
| supports                                      |
| Identification of services, supports, and     |
| program modifications that are needed for the |
| student to be successful in the regular       |
| education classroom and elsewhere             |
| All aspects of the IEP process when          |
| appropriate                                    |

| **AEA STAFF RESPONSIBILITIES**                |
| **SHARE:**                                   |
| Evaluation data and information including     |
| interpretation of evaluation results          |
| Information pertinent to individual student  |
| needs and IEP development                    |
| **ASSIST WITH:**                              |
| Development of IEP goals, positive behavioral |
| instruction and strategies, and academic      |
| supports                                      |
| Identification of services, supports, and     |
| program modifications that are needed for the |
| student to be successful in the regular       |
| education classroom and elsewhere             |
| Making connections to outside agency services |
| All aspects of the IEP process when          |
| appropriate                                    |

| **GENERAL EDUCATION TEACHER RESPONSIBILITIES** |
| **SHARE:**                                   |
| Information regarding the general curriculum,|
| the general education classroom environment, |
| and the student's progress and current        |
| performance                                   |
| **ASSIST WITH:**                              |
| Development of positive behavioral instruction|
| and strategies, and academic supports         |
| Identification of services, supports, and     |
| program modifications that are needed to:     |
| • Support the student's advancement toward    |
| attaining annual IEP goals; and               |
| • Support the student's involvement and       |
| progress in the general curriculum, school    |
| environment, and participation in extracurric|
| ular activities                               |
| **IDENTIFY:**                                 |
| Supports needed in the general education      |
| setting for IEP implementation                |

| **SPECIAL EDUCATION TEACHER AND SERVICE      |
| PROVIDER RESPONSIBILITIES**                  |
| **SHARE:**                                   |
| Information about the student's academic     |
| achievement, school performance, and         |
| progress toward identified goals             |
| Suggestions for maximizing the extent to      |
| which the student is educated with nondisabled|
| students, including accommodations and        |
| modifications to the general curriculum and   |
| classroom environment                         |
| **ASSIST WITH:**                              |
| Development of IEP goals, positive behavioral |
| instruction and strategies, and academic      |
| supports                                      |
| Identification of services, supports, and     |
| program modifications that are needed for the |
| student to be successful in the regular       |
| education classroom and elsewhere             |

| **DID YOU KNOW?**                            |
| **ADDITIONAL INFO:**                         |
| The term “individualized education program”  |
| or IEP is defined as a written statement for  |
| each child with a disability that describes  |
| the student’s special educational program.    |
| Students are encouraged to participate in     |
| IEP meetings.                                |
| An IEP team can include other participants    |
| based on individual student needs.           |