

# IEP TEAM MEMBERS ROLES + RESPONSIBILITIES

## PARENT RESPONSIBILITIES



### SHARE:

Strengths, interests, hopes, and concerns regarding the student's education

Information about the student's academic achievement and school performance



### ASSIST WITH:

Development of IEP goals, positive behavioral instruction and strategies, and academic supports

Identification of services and supports which the student may need to be successful in the regular education classroom and elsewhere



### ASK QUESTIONS:

To acquire information about the IEP meeting and the programming for their child

## 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 extracurricular activities



### IDENTIFY:

Supports needed in the general education setting for IEP implementation

## 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

## 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

## 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

## 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.