

IEP Team Members

The public agency/district must ensure that the IEP Team for each child with a disability includes:

- The **parents** of the child;
- Not less than one **regular education teacher** of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one **special education teacher** of the child, or where appropriate, not less than one special education provider of the child;
- A **representative of the public agency /district** (who has certain specific knowledge and qualifications);
- **An individual who can interpret the instructional implications of evaluation results** and who may also be one of the other listed members;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the **child** with a disability.

IEP Team Members' Roles and Responsibilities

(a) Parents/Guardians or the Adult Student

- See Special Education ***Policy and Procedures Manual***, Chapter 1 page 3, Section 8 “*Parent, Legal Guardian, Surrogate Parent, and Conservatorship*”
- Parents are considered to be full and equal members of the IEP team, along with school personnel.¹
- Parents are crucial members of the team because they have unique knowledge of their child's strengths and needs. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development and educational placement of their children. They also have the right to ask questions, dispute points, and request modifications to the plan, as do all members of the IEP team.
- Adult Students
 - Under Family Education Rights and Privacy Act (FERPA) regulations (99 and P.L. 108-446, educational rights transfer to eligible students who are 18 years of age (age of majority) unless legally conserved.
 - Ideally, parents and adult students have routinely attended IEP meetings together and have increasingly shared in the decision process so that this partnership continues after the student reaches the age of majority.

IEP evaluation team members

(b) Administrators - The site administrator, principal or assistant principal is an essential member of the team. Why? The administrator should be aware of specific resources and expertise within the school building. In addition, administrators are qualified to supervise the program and can commit necessary resources.

Specific responsibilities include:

- Ensuring administrative arrangements for team meetings, such as scheduling the date, time, and place for meetings.
- Chairing the meeting or appointing a designee.
- Encouraging each team member to participate actively during the meeting.
- Ensuring that each person knows what action the team recommends, who is responsible for implementation, and what resources are needed to support implementation adequately.
- Communicating administrative support of the team to all members of the school community.
- Promoting and committing resources to secure needed technical assistance.
- Identifying needed topics for in-service and developmental training.

(c) Regular education teachers - The regular education teacher and the special education teacher should have a shared and equal responsibility to all the children in the classroom. Typically, the regular education teacher's role is devoted to the presentation of subject matter in the classroom, and is ultimately in charge of instruction in the classroom. However, the role of the regular education teacher is expanded to include:

- Collaborating with the Special Education staff to develop, review, and revise the IEP
- Determining appropriate positive behavioral interventions and strategies for the student
- Helping to determine supplementary aids and services, and program modifications for the student
- Identifying supports that school personnel need to help the student progress in the general curriculum

The teacher typically assumes responsibility for maintaining communication between the school and home. The teacher keeps parents informed about the student's educational achievement, report cards and explains the educational program.

For an EL student:

At least one of the District IEP team members **must** have a credential or certification to teach English (as a 2nd language). That person must indicate, **next to their signature** on the IEP, which credential or certification they possess (e.g., B-CLAD, CLAD, etc.)

(d) Special education teachers - the special educator's role is that of individualizing and modifying curriculum. Historically, the special education teacher taught students with disabilities in self-contained classes. The role of the special education teacher in inclusive schools has shifted to include:

- Providing assessment and instructional planning for the student in the general education setting;
- Conducting remedial and tutorial instruction;
- Providing consultation to the regular class teacher;
- Participating in the school's assessment and eligibility teams; and,
- Searching for ways of integrating special education students into all aspects of the schools program including extracurricular activities.

As a member of the IEP team, the special education teacher can offer suggestions for accommodating and modifying instruction, consulting with the regular education teacher, identifying resources, alternative learning materials, and assistive devices.

Working together, the special education and regular education teachers can help parents in the following ways:

- Learn as much as possible about the student from the parents.
- Provide information regarding the student's disability as well as the rights of the parents in the IEP process and their role as team members.
- Explain the process and terms of the eligibility and IEP meeting.
- Help the parents during the IEP process making sure their ideas, concerns, and views are expressed and heard.
- Provide parents with narrative reports and suggestions on how to work with their child at home.
- Assist the student and the student's parents in the planning of the student's future after leaving school (transition services).

(e) Students - Students should be invited and taught to be active participants in their own IEP process. They should be taught self-determination skills and how to set their own life goals and objectives.

- Until the child reaches the age of majority under State law, unless the rights of the parent to act for the child are extinguished or otherwise limited, only the parent has the authority to make educational decisions for the child under Part B of the Act, including whether the child should attend an IEP meeting. (71 Fed. Reg. at 46671)

- In reality, parents and children often make this decision together. It's not uncommon for parents and even teachers to encourage children to take part in developing their own IEPs.
- Some children in elementary school come to the meeting just to learn a little about the process or to share information about themselves.
- As children get older, it may be a good idea to encourage them to take a more active role. This allows them to have a strong voice in their own education and can teach them a great deal about self-advocacy and self-determination.

In accordance with 34 CFR 300.321(a)(7), the district **must invite** a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 34 CFR 300.320(b).
 [34 CFR 300.321(a) and (b)(1)] [20 U.S.C. 1414(d)(1)(B)]

(f) School psychologists - The school psychologist may assume the following responsibilities:

- Complete a thorough assessment of the child to determine eligibility for special programs and services.
- Analyze and interpret assessment data for parents and other team members.
- Participate in identification of curricula modifications and instructional interventions appropriate to the identified needs of the pupil.
- Conduct follow-up observations to determine the success of modifications and interventions.

(g) Related Services personnel - Related support to meet educational needs include:

- Speech-language therapists
- Occupational and physical therapists
- Medical personnel, such as nurses and dietitians
- Social workers, counselors and mental health personnel
- Adaptive physical education teachers
- Vocational specialists
- Others