

IEP Team Member Roles

Parent

- Provides perspective on performance on schoolwork outside of the school environment
- Shares information related to student's physical and emotional health
- Shares strategies/interventions that are successful in the home environment
- Provides parent perspective on instruction successes and/or needs
- Provides the link to outside therapies etc. that can be shared with the team
- Assists in the development of all areas of the IEP

General Education Teacher

- Provides information regarding grade-level curriculum and typical student development
- Describes student's academic strengths and needs based on classroom performance
- Describes student's functional behavior (e.g., attention to tasks, interactions with peers, etc.) based on classroom observation
- Recommends accommodations and modifications that may benefit the student
- Provides insight regarding what strategies and interventions have/have not been successful
- Assists in the development of all areas of the IEP
- Necessary to ensure that there is no predetermination that the child will never be included in the general education setting

Special Education Teacher

- Provides information on possible strategies/interventions based on student's needs
- Provides recommendations regarding specially designed instruction to help the student to access and progress in the general curriculum
- Explains student's response to previous special education strategies and techniques
- Recommends accommodations and modifications that may benefit the student
- Assesses possible supports for school personnel and makes recommendations
- Provides ongoing support in the effective implementation of the IEP to all other team members Assists in the development of all areas of the IEP

Individual to Explain Evaluation Results*

- Provides information on the instructional implications of the most recent evaluation results
- Describes the instructional implications of team member input shared during the IEP meeting
- Provides recommendations regarding specially designed instruction to help student access and progress in the general curriculum
- Recommends accommodations and modifications that may benefit the student
- Assists in the development of all areas of the IEP

Representative of the Public School*

- Identified by the public education agency as an individual that can provide, or supervise the provision of, special education
- Provides insight and information about the general curriculum
- Provides information regarding the availability of the school's resources
- Authorized to commit the resources of the school
- Assists in the development of all areas of the IEP

Student

- Provides own perspective on his/her education experience
- Shares his/her interests in education and future employment
- Shares information about his/her strengths and how they support his/her goals
- Shares what support(s) he/she feels is needed to help make him/her successful, both in school and in postsecondary life

*IDEA regulations specify that these two roles may be fulfilled by another team member.