

IEP Meeting Roles and Responsibilities

Parents - Active member of the IEP Team, who offer perspective on demands of home and community environments

- **Responsibilities**

- Provide input on current levels of functioning and needs in the home and school environments
 - Share information regarding student's health, development, and social history
 - Support the student
 - Provide information about the student's strengths and interests and areas where assistance is needed.
 - Provide information about the student's independent living skills and the help the student may need in order to achieve the desired post-school goals.
 - Be actively involved as equal partners in all aspects of the IEP planning, discussion, and decision making.
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Student - Invited to any IEP when post-secondary transition planning. Younger students, as appropriate, may be invited

- **Responsibilities**

- Participate actively in all discussions, decisions, and the development of the IEP
 - Communicate his/her preferences and interests regarding what he/she wants to do after completing school.
 - Communicate his/her strengths, areas where help is needed, how he/she is doing in classes and community experiences, what accommodations, modifications, and supports are needed for the student's success in school and in the community.
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Local Education Administration - Administrator or Designee - Qualified to provide or supervise special education services; is familiar with resources available at outside agencies and is able to commit those resources to meet IEP goals

- **Responsibilities**

- Provide leadership and ongoing support to the team
 - Provide support for planning and implementing the IEP
 - Be able to explain specific resources and expertise at the site and be able to commit and obtain necessary resources for the delivery of the IEP
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General Education Teacher - General Education Representative - Offers insight on expectations for the student regarding the standard curriculum and the educational environment; shares accommodations that have already been tried

- **Responsibilities**

- Provide information regarding student's academic, physical, behavioral, and social functioning levels including strengths and concerns within the General Education environment
- Share academic and non-academic grade level expectations
- Provide data and samples of present levels of academic performance
- Develop educational strategies promoting participation in class including accommodations and modifications
- Collaborate with the team to develop and implement the IEP
- Assist in planning the courses of study and the general curriculum that will assist the student in

achieving his/her post-school goals.

- Assist in identifying and providing needed positive behavioral strategies and interventions to assist the student in the regular education setting.
 - Regular Education teacher attend all IEP meetings.
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Special Education Teacher - Content area specialist of the special education services being provided and services that may be considered for the student

● **Responsibilities**

- Develop, review, and revise areas within the IEP such as appropriate positive behavioral interventions, strategies, goals, supplementary aids and services, and service delivery
 - Encourage parents to participate in the IEP process and express their views
 - Document any parent concerns along with team member's response, if any, and note any follow up items
 - Provide information on assessment and instructional planning including service delivery
 - Provide information on the student's strengths, past achievements, and progress on the current IEP.
 - Provide strategies for the effective teaching of the student, including appropriate accommodations and/or modifications so that the student can successfully access the general curriculum.
 - Suggest courses of study and educational experiences that relate to the student's preferences and interests and provide a foundation and skills to help the student achieve his/her desired post-school goals.
 - Identify needed related services (such as speech therapy, physical therapy, occupational therapy or other).
 - Provide appropriate input for Transition service needs and post-school agencies, services and/or supports and incorporate those into the IEP.
 - Link students and parents to the appropriate post-school services, supports, and agencies before the students leave high school.
 - Coordinate all the people, agencies, services or programs in the transition planning.
 - Ensure appropriate vocational skills/interests assessments/evaluations are conducted and corresponding reports and recommendations are included in the IEP.
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Person to Interpret Instructional Implications of Evaluation Results - Available to interpret evaluation results to support the development of the IEP. Typically served by school psychologist, speech language pathologist, special education teacher, or other specialists.

● **Responsibilities**

- Assessment and re-assessment of students for special education eligibility
- 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
- IEP development and implementation
- Prior to meeting, ensure present levels, progress reports and proposed goals are updated
- Provide present levels of performance in service area
- Review progress on goals and present drafted new goals
- Offer suggestions with regards to abilities of the student, mobility issues, and equipment, etc.