

IEP Team Members

Because children with disabilities have a variety of needs, forming an individualized education program (IEP) team, frequently referred to as a multidisciplinary team, may require the expertise of a number of individuals. IDEA requires, at a minimum, the participation of key team members in the development and implementation of IEPs. In addition to the required multidisciplinary team members, other personnel are frequently brought into this team to address the individualized needs of the child and provide supports. The table below describes further both the required and additional team members and their responsibilities.

Required IEP Team Members	
IEP Team Member	Responsibilities
Student’s parents: A biological parent, foster parent, legal guardian, or an individual who acts in place of the parent (e.g., grandparent, stepparent, other relative)	As full and equal IEP team members, parents should: <ul style="list-style-type: none"> • Actively participate in all discussions • Provide meaningful input into decisions regarding their child’s IEP • Provide important information about priorities, the child’s strengths and needs, as well as information about the cultural and developmental appropriateness of goals and intervention strategies
Special education teacher or special education provider (e.g., related service personnel): An educator with expertise about the disability and its impact on the student’s developmental and educational progress	As an expert in specially designed instruction, accommodations, and modifications, the special education teacher: <ul style="list-style-type: none"> • Provides services outlined in the IEP • Ensures that student performance data are collected and analyzed, and then instruction and intervention are modified accordingly
General education teacher: A general educator who is, or will be, a teacher of the child	For student’s participating in general education, this curriculum specialist: <ul style="list-style-type: none"> • Provides the core academic instruction • Implements required accommodation and modifications
Representative of the local educational agency (LEA): A designated representative of the LEA, often a special education director or coordinator, or a school principal	This LEA representative: <ul style="list-style-type: none"> • Provides or supervises the provision of the specially designed instruction • Contributes to the understanding of the general education curriculum • Presents information about the availability of the LEA’s resources
Educational professional who can interpret the evaluation results (e.g., school psychologist): This role may be filled by any other member on the IEP team, with the exception of a student’s parents	This individual: <ul style="list-style-type: none"> • Explains the instructional implications of the evaluation results to the team • Interprets the instructional implications of the evaluation results

Additional Team Members

IEP Team Member	Responsibilities
<p>Student with a disability: Depending upon a child's age, maturity, interest in, and willingness to participate, the student should be included in IEP meetings when appropriate</p>	<p>The student:</p> <ul style="list-style-type: none"> • Provides important information about priorities, her strengths and needs, and preferred accommodations • Discusses postsecondary goals and transition services <p><i>(Note: The school must invite the student when the purpose of an IEP meeting is to discuss postsecondary goals and transition services. If the student cannot attend, the school must take steps to ensure the student's preferences and interests are considered.)</i></p>
<p>Other relevant individuals: Others who have relevant knowledge or expertise regarding the student can be included, when appropriate and at the parent or school district's discretion</p>	<p>These individuals serve in a variety of roles, as noted below:</p> <ul style="list-style-type: none"> • Related services personnel provide discipline-specific expertise beyond that of the classroom or special education teachers (e.g., physical therapy, speech-language therapy) • Child/family advocate speaks out on behalf of the parent(s) or student • Community members (e.g., clergy, tribal elder) provide important information about priorities, the child's strengths and needs, as well as information about the cultural and developmental appropriateness of goals and intervention strategies • Language interpreters aid communication between the educators and the family (when appropriate)

