

## IEP Team Members

When a student meets special education eligibility criteria, an individualized education program (IEP) team develops a student's IEP and evaluates their progress toward meeting the goals outlined in this plan. Because children with disabilities have a variety of needs, forming an IEP team might require the expertise of a number of individuals, which is why this team is sometimes referred to as a multidisciplinary team.

### Required Team Members

The Individuals with Disabilities Education Act (IDEA) requires, at a minimum, the participation of key team members in the development and implementation of IEPs, as detailed in the table below.

IEP Team Member	Responsibilities
<b>Student's parents:</b> 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"> <li>• Actively participate in all discussions</li> <li>• Provide meaningful input on decisions regarding their child's IEP</li> <li>• Provide important information about priorities, the child's strengths and needs, and the cultural and developmental appropriateness of goals and intervention strategies</li> </ul>
<b>Special education teacher or special education provider (e.g., related service personnel):</b> 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"> <li>• Provides services outlined in the IEP</li> <li>• Ensures that student performance data are collected and analyzed and that instruction and intervention are modified accordingly</li> </ul>
<b>General education teacher:</b> A general educator who is, or will be, a teacher of the child	For students participating in general education, this curriculum specialist: <ul style="list-style-type: none"> <li>• Provides the core academic instruction</li> <li>• Implements required accommodations and modifications</li> </ul>
<b>Representative of the local educational agency (LEA):</b> 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"> <li>• Provides or supervises the provision of the specially designed instruction</li> <li>• Contributes to the understanding of the general education curriculum</li> <li>• Presents information about the availability of the LEA's resources</li> </ul>

<b>Educational professional who can interpret the evaluation results (e.g., school psychologist):</b> This role may be filled by any other member on the IEP team, excluding a student's parents	This individual: <ul style="list-style-type: none"> <li>Explains the instructional implications of the evaluation results to the team</li> <li>Interprets the instructional implications of the evaluation results</li> </ul>
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## Additional Team Members

In addition to the required multidisciplinary team members, other individuals are frequently brought into this team to address the individualized needs of the child, as detailed in the table below.

IEP Team Member	Responsibilities
<b>Student with a disability:</b> Depending on a child's age, maturity, interests, and willingness to participate, the student should be included in IEP meetings when appropriate	The student: <ul style="list-style-type: none"> <li>Provides important information about priorities, strengths and needs, and preferred accommodations</li> <li>Discusses postsecondary goals and transition services</li> </ul> <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>
<b>Other relevant individuals:</b> Others who have relevant knowledge or expertise regarding the student can be included when appropriate and at the parents' or school district's discretion	These individuals serve in a variety of roles: <ul style="list-style-type: none"> <li>Related services personnel provide discipline-specific expertise beyond that of classroom or special education teachers (e.g., physical therapy, speech-language therapy)</li> <li>Child/family advocate speaks out on behalf of the parent(s) or student</li> <li>Community members (e.g., clergy, tribal elder) provide important information about priorities, the child's strengths and needs, and the cultural and developmental appropriateness of goals and intervention strategies</li> <li>Language interpreters aid communication between the educators and the family (when appropriate)</li> </ul>