IEP Meeting Roles and Responsibilities

- **Special Education Director**
  - **Roles**
    - Administrative Designee for meetings by request
    - Program Support
  - **Responsibilities**
    - Ensure district policies and procedures are followed
    - Support team and facilitate processes addressing Special Education concerns
    - Be aware of specific resources and expertise within the district and be able to commit necessary resources
    - Encourage team members to participate actively during the meeting
    - Ensure administrative support of the team to all members

- **Program Specialist**
  - **Roles**
    - Administrative Designee by request
    - Program support
  - **Responsibilities**
    - Ensure district policies and procedures are followed
    - Support team and facilitate processes addressing Special Education concerns
    - Be aware of specific resources and expertise within the district and be able to commit necessary resources
    - Encourage each team member to participate actively during the meeting

- **Site Administration**
  - **Roles**
    - Administrative Designee
  - **Responsibilities**
    - Provide leadership and ongoing support to the team
    - Provide support for planning and implementing the IEP
    - Report out on attendance and discipline (if applicable)
    - 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
• **General Education Teacher**
  ➢ **Roles**
    – General Education Representative
  ➢ **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

• **Special Education Teacher**
  ➢ **Roles**
    – Case Manager and meeting facilitator for Annual, Triennial, Transition, Addendum, Amendment, and Interim IEPs ([link to Case Manager Responsibilities](#))
  ➢ **Responsibilities**
    – Introduce team members and their roles
    – 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
• **Psychologist**
  ➢ **Roles**
  − Case Manager (see link above) and meeting facilitator for Initial IEPs, Infant Transition Meetings, and Manifestation Determinations
  − Present Psycho-Educational Assessments
  − Provide additional support to the IEP team by request
  ➢ **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
  − Social/emotional goals
  − Consult on behavior goals

• **Speech and Language Pathologist**
  ➢ **Roles**
  − Case Manager (see link above) and facilitator for Speech Only or Speech and other DIS service IEPs, and Infant Transition meetings
  ➢ **Responsibilities**
  − Evaluate student’s speech and language skills
  − Report on speech and language goals
  − Suggest ways to maximize student’s speech, language and communication
• **Related Service Providers (SLP, Psych, OT, APE, PT)**
  ➢ **Roles**
    – Service Providers support Case Manager (see link above) in IEP by providing information and suggestions in their area of service
  ➢ **Responsibilities**
    – Prior to meeting, ensure present levels, progress reports and proposed goals are updated and upload assessment reports (PDF) in SEIS
    – 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

• **Special Ed/Instructional Aide**
  ➢ **Roles**
    – N/A (Special Ed/Instructional Aides do not typically attend IEP Meetings)
  ➢ **Responsibilities**
    – Provide Case Manager with observational data

• **District Nurse (Health Care)**
  ➢ **Roles**
    – Attend IEPs by request (excused from attending after confirmation with parent)
    – However, if student is to receive health and nursing services, the role of the nurse is to define and share information related to Health Care Plan
  ➢ **Responsibilities**
    – Prior to IEP Meeting, ensure Vision/Hearing screening is completed along with updating and uploading any health/medical information in SEIS
    – Review Health Assessment Summary portion of the Psycho Educational Assessment Report during Initials and Triennial (Re-evaluation) IEPs.
    – Active participant in areas of health/medical concerns
    – Inform IEP Team on implementation of Health Care Plan
- **Parent**
  - **Roles**
    - Active member of the IEP Team
  - **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
    - Share any relevant information
    - Provide information on student’s preferences

- **Student**
  - **Roles**
    - Active member during 6\(^{th}\) grade Transition (amendment) meeting
    - 7\(^{th}\) grade and beyond, students are invited to attend their Annual, Triennial, and Transition IEP meetings
    - Younger students, as appropriate, may be invited
  - **Responsibilities**
    - Help identify his/her strengths, unique needs, and areas where he/she needs support for meeting goals or for accessing the school and community environments.