**IEP TEAM MEMBERS ROLES + RESPONSIBILITIES**

### PARENT RESPONSIBILITIES

**SHARE:**
- Strengths, interests, hopes, and concerns regarding the student's education
- Information about the student's academic achievement and school performance

**ASSIST WITH:**
- Development of IEP goals, positive behavioral instruction and strategies, and academic supports
- Identification of services and supports which the student may need to be successful in the regular education classroom and elsewhere

**ASK QUESTIONS:**
- To acquire information about the IEP meeting and the programming for their child

### GENERAL EDUCATION TEACHER RESPONSIBILITIES

**SHARE:**
- Information regarding the general curriculum, the general education classroom environment, and the student's progress and current performance

**ASSIST WITH:**
- Development of positive behavioral instruction and strategies, and academic supports
- Identification of services, supports, and program modifications that are needed for the student to:
  - Support the student's advancement toward attaining annual IEP goals; and
  - Support the student's involvement and progress in the general curriculum, school environment, and participation in extracurricular activities

**IDENTIFY:**
- Supports needed in the general education setting for IEP implementation

### PRINCIPALS AND/OR LEA REPRESENTATIVE RESPONSIBILITIES

**SUPPORT:**
- The facilitation of the meeting and encourage participation by all IEP team members, or designate another team member to fulfill this role
- By acting as district designee to commit resources

**ASSIST WITH:**
- Identification of positive behavioral instruction and strategies and academic supports
- Identification of services, supports, and program modifications that are needed for the student to be successful in the regular education classroom and elsewhere
- All aspects of the IEP process when appropriate

### SPECIAL EDUCATION TEACHER AND SERVICE PROVIDER RESPONSIBILITIES

**SHARE:**
- Information about the student's academic achievement, school performance, and progress toward identified goals

**ASSIST WITH:**
- Development of IEP goals, positive behavioral instruction and strategies, and academic supports
- Identification of services, supports, and program modifications that are needed for the student to be successful in the regular education classroom and elsewhere

### AEA STAFF RESPONSIBILITIES

**SHARE:**
- Evaluation data and information including interpretation of evaluation results
- Information pertinent to individual student needs and IEP development

**ASSIST WITH:**
- Development of IEP goals, positive behavioral instruction and strategies, and academic supports
- Identification of services, supports, and program modifications that are needed for the student to be successful in the regular education classroom and elsewhere
- Making connections to outside agency services
- All aspects of the IEP process when appropriate

### GENERAL EDUCATION TEACHER RESPONSIBILITIES

**SHARE:**
- Information about the student's academic achievement, school performance, and progress toward identified goals

**ASSIST WITH:**
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- Making connections to outside agency services
- All aspects of the IEP process when appropriate

### DID YOU KNOW?

**ADDITIONAL INFO:**
The term “individualized education program” or IEP is defined as a written statement for each child with a disability that describes the student's special educational program.

Students are encouraged to participate in IEP meetings.

An IEP team can include other participants based on individual student needs.