

IEP Tip Sheet for Parents

The IEP Team



This tip sheet reviews the members of the individualized education program (IEP) team and their roles. To learn more about the IEP, view the other resources in this series and check with your state law for any additional requirements.

Who is part of the IEP team?

The IEP team members are responsible for working together to develop your child's IEP. You are an important member of the IEP team! The IEP development brings together the knowledge and expertise of all team members.

The Individuals with Disabilities Education Act (IDEA) section 300.321 defines the required members of the IEP team. These required IEP team members are shown with an asterisk in the graphic below. Some additional members can be invited to the meeting to support the IEP development. These members can join with approval from you and the district.



Did you know?

Even though your child isn't required to attend an IEP meeting until they turn 16 (earlier in some states), there are many positive benefits when your child attends the meeting.



Learn more about the IEP team members and what they bring to the team



Parent(s)

You are an important and required member of the IEP team! You are the expert on your child. You should share information and advocate for your child before, during, and after the meeting.

- Prior to the meeting, you can review available information and data, share your concerns and ideas, and note any questions.
- During the meeting, you are encouraged to agree or disagree with information that is presented and to ask questions about anything that is unclear.
- After the meeting, follow up with any questions.



General education teacher

The team is required to have at least one general education teacher. This teacher will support the implementation of the IEP when your child is in the general education classroom.

This teacher shares how your child is performing compared to other children in the class and brings knowledge of the curriculum, learning strategies, and supports to help your child access general education.

If your child has more than one general education teacher, all teachers may attend, but only one teacher is required to participate.



Special education teacher

The team is required to have at least one special education teacher or special education provider. This teacher will work with the team to ensure that the supports outlined in the IEP are provided to your child.

This teacher brings expertise related to your child's disability and how the disability impacts your child's participation and progress in the general education curriculum.

If your child only receives special education services through a related service provider, the related service provider may participate in the meeting in this role.



Individual who can interpret the instructional implications of evaluation results

The team is required to have a member who can interpret data and evaluation results to inform instructional planning.

This individual may be one of the previously described members or could be an additional team member, such as a school psychologist or an interventionist.



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Representative of the public agency (district)

The representative of the public agency is often a school or district administrator or someone whom the school or district has designated.

As a required member of the team, the representative brings decision-making authority regarding district resources.

The representative must be

- qualified to provide or supervise special education,
- knowledgeable about the general education curriculum, and
- knowledgeable about the availability of resources in the district.



Your child!

Your child is not required to attend IEP meetings until transition age. Participating in the meeting gives your child an opportunity to develop self-advocacy skills and to share interests, goals, and needs with the rest of the team.

If the team will be discussing postsecondary goals and transition services, the team must invite your child to participate. Even if your child is unable to attend the meeting, the district must ensure that your child's preferences and interests are considered.



Individuals who have knowledge or special expertise regarding your child

Other participants with knowledge or expertise regarding your child can be invited to participate in the IEP team. These participants can join at your request or the district's request.

The role of these team members may vary depending on your child's needs. For example, these invited individuals might include a related service provider, an English as a second language teacher, a behavior specialist, another family member, an advocate, or another teacher working with your child.

These additional team members are invited because they can add information to support the development of the IEP.

Did you know?

The public agency must take whatever action is necessary to ensure that you (the parent) understands the proceedings of the IEP team meeting. This includes arranging for an interpreter for parents with deafness or whose native language is not English.





What if one of the team members is unable to attend?

The required team members must be present for an IEP meeting unless you (the parent) and the district agree in writing that they are not needed. This may be the case when the member's area of curriculum or related services is not being changed or discussed in the meeting.



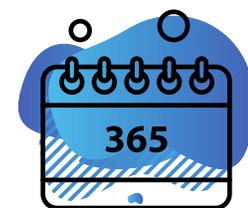
Do we always need to meet face-to-face?

Nope! The team can choose to meet face-to-face, by video conference, or by conference call. If getting to the school is a challenge for you, it is also possible to hold the meeting at a different location.



How frequently should the team meet, and how long are the meetings?

- The IEP team must meet to review your child's IEP at least once a year. The team can also decide to meet more frequently, if needed. Either you or the school staff can request an IEP meeting.
- There is no required length for the meeting. Instead, the agenda and the amount of time for the meeting should be driven by the needs of your child. If needed, the team can decide to take a break and reconvene at a later time.



Where can you learn more?

-  **Who Is on My Child's IEP Team?** (PACER Center). This resource provides a review of some of the key members of the IEP team. It describes their roles and what they contribute to the meeting.
-  **The IEP Team: Who's Who and Other Considerations** (PROGRESS Center). This self-paced learning module reviews questions about the IEP team.
-  **When the IEP Team Meets** (Center for Parent Information & Resources). This article describes how the IEP meeting is scheduled, who comes, and the special factors that team members must consider when writing an IEP.
-  **IEP Checklist** (WI FACETS). This checklist provides helpful considerations for getting ready to participate in an IEP meeting.
-  **PROGRESS Center Website.** The PROGRESS Center website includes additional information about developing high-quality IEPs and additional tip sheets for each component of the IEP.

PROGRESS Center

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