

# A PEATC

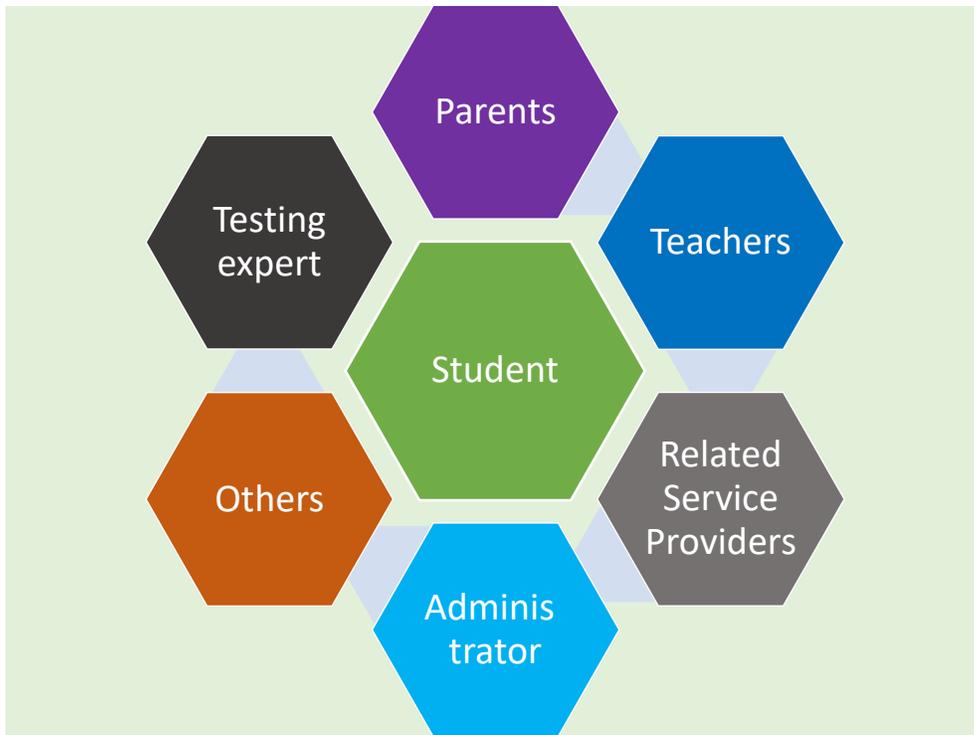
Do You Know....



## Fact Sheet for Parents Roles Around the IEP Table

### The IEP Team

The Individualized Education Program (IEP) is a **roadmap** for a student with a disability to get from a starting point to an end goal. It changes when the student's needs change and is the basis for your child's education. The parent is an equal member of the IEP team. This is generally what an IEP team looks like.



An IEP team member can fill **more than one** of the team positions if they are qualified to do so. For example, the school system administrator may also be the person who can explain test results.

Under certain circumstances and with parent consent, **an IEP team member may be excused** from the meeting. This could happen if that person's area is not being discussed, e.g., the meeting is about reading and so the physical therapist is not needed. If the person's area is being discussed, they must provide written input before the meeting to be excused and again, the **parent has to agree** to the member not attending.

### IEP Team Requirements

The IEP team must include:

- At least one **general education teacher** if the student is or may be participating in general education classes
- At least one **special education teacher or related services provider**. This person must be serving your child if they are currently in special education. If the only disability is speech language, the representative must be the speech-language pathologist
- A person who is **qualified to provide or who supervises special education** and can commit school division resources
- Someone who can **interpret test results**
- **Others** invited by parent or school who know or have expertise about the child and/or may be providing or paying for services

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# Fact Sheet for Virginia's Parents

## Roles of IEP Team Members

**THE STUDENT** is at the center of the IEP team. By age 14, but hopefully younger, they should be attending and participating in their IEP meetings to the maximum extent possible to share their hopes and dreams for the future, what they are good at or need help with, what works and doesn't work for them, and more.

**PARENTS/GUARDIANS** know their child best. Parents can share their child's history and culture, what they are good at and what they need help with, and the things in which they are interested. Parents can share what their child is like at home and in the community. They can inform the team their ideas for what the child needs to learn and how they learn best. They can help develop goals and objectives and ask clarifying questions.

**GENERAL EDUCATION TEACHERS** can share information about the general curriculum, what is being taught, the types of supplementary aids and services or accommodations that the student may need to be successful, strategies that have been effective or ineffective, student progress, and peer relationships.

**SPECIAL EDUCATION TEACHERS** bring their expertise about teaching strategies and methods, curriculum modifications, supplementary aids and services, testing accommodations, goals and objectives, and other parts of individualized instruction.

**THE TESTING EXPERT** can interpret and explain evaluation results, including how they affect learning, so that appropriate goals and objectives can be created with effective teaching strategies. One or more people on the team may be in this role. A speech language therapist may explain the results of a language assessment and a reading specialist may explain the results of a reading evaluation.

**THE SCHOOL ADMINISTRATOR** provides overall expertise about school resources and usually has expertise in special education. The administrator must have the authority to commit school division resources and is responsible for ensuring that services in the IEP are provided as written and agreed upon.

**OTHERS.** The parents and the school can invite others with knowledge or expertise about the student. **Parents** may want to invite an advocate, a neighbor, a private therapist, or others who can speak to the student's strengths and needs. **Parents** can also invite someone to take notes during the meeting. **Schools** may invite a paraprofessional or a school nurse, should the student have health care needs, or related services personnel depending on the services being discussed. In addition, when **transition services** are being discussed for students 14 and older, outside agencies that may provide or pay for services should be invited. Parental consent is required prior to inviting these agencies.

Resources: [Reading Rockets: The IEP Team Members](#)  
[Who's at the IEP Table? A Quick Guide to Roles and Responsibilities](#)

**PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools, and communities to improve opportunities for excellence in education and success in school and community life.**



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