**Roles and Responsibilities
of Individualized Education Program (IEP) Team Members**

Antelope Valley SELPA: <District Name>

**Overview**

The Individualized Education Program (IEP) Meeting is defined in federal law and state law. However, the premise and value of assembling an IEP team is bringing together a group of people who are knowledgeable of and interested in a student’s education. The group is assembled to be active participants and to fulfill a variety of roles that are integral in making decisions designed to result in positive outcomes for the student.

**Facilitator**

Serves as the facilitator of the meeting to ensure the agenda is followed and all team members participate in the meeting. Note: If the facilitator is also fulfilling another role in the meeting, this should be explained.

**Administrator/Designee**

Responds to any questions about the campus ad commits resources that may be needed to ensure the implementation of the student’s IEP.  Additionally, they ensure the meeting process in alignment with federal regulations and state law, as well as respond to any questions regarding the district’s special education program.

**Assessment Personnel**

Presents and explains any assessment findings or information related to the student’s strengths or challenges/needs in a concise summative format. They are available to answer questions from team members and provide recommendations for appropriate interventions.

**General Education Teacher**

Serves as the person knowledgeable of grade level content and curriculum, and expresses the instructional implications. If applicable, presents information regarding the student’s current level of performance, strengths and challenges, in the general education environment. Supports the development of goals, objectives, accommodations, and modifications, if they are required.

**Parent/ Guardian**

As the student’s first teacher, the parent(s)/guardian(s) provide information about their child’s learning and interests, how their child navigates the home environment, and strengths and challenges.

**Related Service Provider(s)**

Present and explain any evaluation findings or information related to the student’s strengths or challenges in their particular area of expertise. Present information related to the student’s progress if the student is already receiving related services and responds to any questions or explanations related to the provision of related services.

**Special Education Teacher/ Case Manager**

Presents information regarding students’ strengths and challenges/needs, as well as progress toward goals if the student already receiving special education services. This person is knowledgeable about the proposed services, goals, and accommodations for the student.

**Student/Adult Student**

If applicable, the student participates in all or part of the meeting related to their education, interests, learning, and progress.