

# IEP Tip Sheet

## 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?

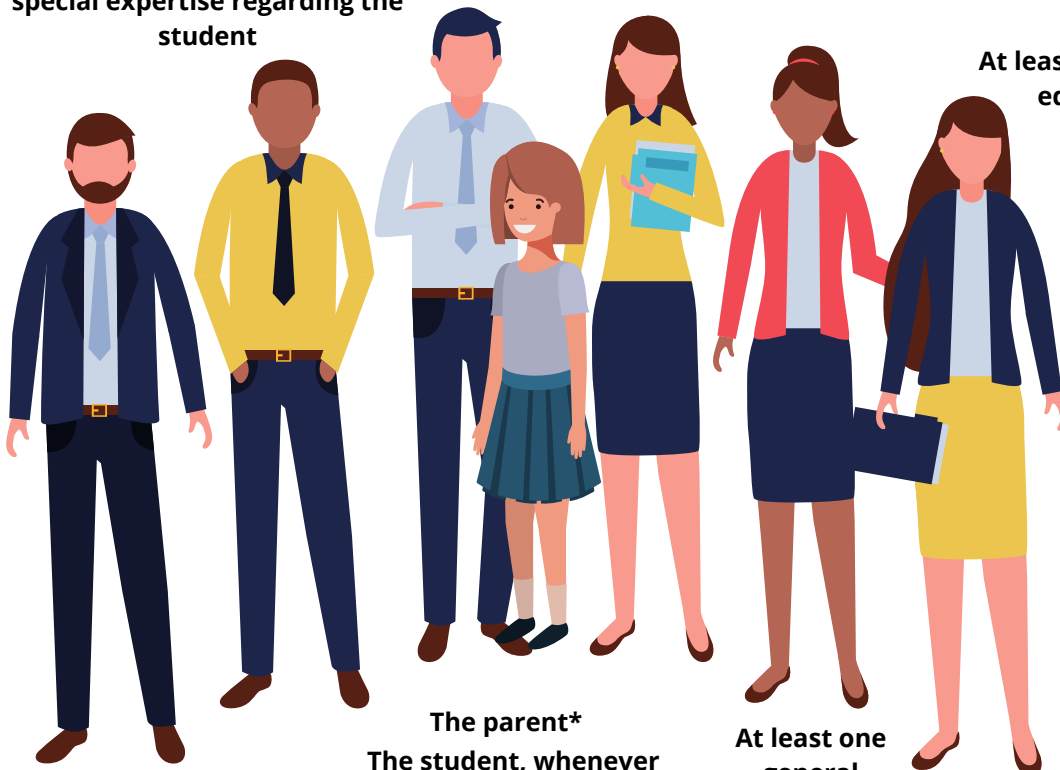
The IEP team members are responsible for working together to develop the IEP. The IEP development process should bring together the knowledge and expertise of all team members. It is important that IEP team members build partnerships that value the perspectives of all team members including the parent and student, whenever appropriate.

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. Additional members can be invited to the meeting to support the IEP development. These members may join with approval from the parent and the district.

**Individuals who have knowledge or special expertise regarding the student**

**Individual who can interpret the instructional implications of evaluation results\***

**At least one special educator\***



**Representative of the public agency (district)\***

**The parent\***  
**The student, whenever appropriate**

**At least one general educator\***

### Did you know?

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



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



**Parent(s)**

Parent(s) are an important and required member of the IEP team! They are the expert on the child. Parents should share information and advocate for the child before, during, and after the meeting.

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



**General education teacher**

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

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

If the student 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 include 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 the student.

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

If the student 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 include 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.



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



## 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.



## The student

The student is not required to attend IEP meetings until transition age. Participating in the meeting gives the student 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 the student to participate. Even if the student is unable to attend the meeting, the district must ensure that the student's preferences and interests are considered.



## Individuals who have knowledge or special expertise regarding the student

Other participants with knowledge or expertise regarding the student can be invited to participate in the IEP team. These participants can join at the request of the parent or the district.

The role of these team members may vary depending on the student'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 the student.

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 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 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.



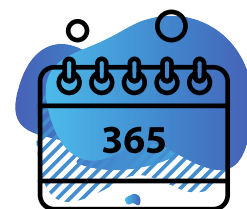
## Does the team always need to meet face-to-face?

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 the parent, 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 the student's IEP at least once a year. The team can also decide to meet more frequently, if needed. Either the parent 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 the student. If needed, the team can decide to take a break and reconvene at a later time.



## Where can you learn more?



**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 Team Meeting Guide for Families** (PROGRESS Center). Educators can share this guide can with families to support their understanding and engagement in the IEP meeting.



**Parent and Student Forms: Preparing for the IEP Team Meeting** (PROGRESS Center). These forms can be used to collect information from students and families prior to the meeting. Gathering input prior to the meeting, can help ensure the meeting can run efficiently and focus on the needs and goals of the student.



**More Than an Invitation: Tips for Ensuring Parents are Partners in Developing and Implementing the IEP** (PROGRESS Center, Center on PBIS, PEAK Parent Center). This webinar emphasizes the important role families play in the IEP development process and how the IEP team is a true partnership that values all perspectives.



**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

at the American Institutes for Research®

1400 Crystal Drive, 10th Floor | Arlington, VA 22202-3289  
202-403-5000 | [www.air.org](http://www.air.org)

[www.promotingprogress.org](http://www.promotingprogress.org)



This material was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326C190002. David Emehiser serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned on this website is intended or should be inferred. This IEP Tip Sheet was developed 10/2024.

Notice of Trademark: "American Institutes for Research" and "AIR" are registered trademarks. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.