

## **Roles and Responsibilities in the IEP Process**

Following is the list of individuals who are required by law (IDEA '97) to contribute and participate in IEP development:

### **Student:**

- Participate actively in all discussions and decisions.
- Communicate his/her preferences and interests regarding what he/she wants to do after completing school.
- Communicate his/her strengths, areas where help is needed, how he/she is doing in classes and community experiences, what accommodations, modifications and supports are needed for the student's success in school and in the community.
- Participate in development of the IEP

### **Parents:**

- Support the student
- Reinforce the value of an individually appropriate educational program
- Provide information about the student's strengths and interests and areas where assistance is needed.
- Provide information about the student's independent living skills and the help the student may need in order to achieve the desired post-school goals.
- Be actively involved as equal partners in all aspects of the IEP planning, discussion and decision making.

### **Special Education Teachers:**

- Provide information on the student's strengths, past achievements and progress on the current IEP.
- Provide strategies for the effectively teaching the student, including appropriate accommodations and / or modifications so that the student can successfully access the general curriculum.
- Suggest courses of study and educational experiences that relate to the student's preferences and interests and provide a foundation and skills to help the student achieve his/her desired post-school goals.
- Identify needed related services (such as speech therapy, physical therapy, occupational therapy or other).
- Provide appropriate input for Transition service needs and post-school agencies, services and / or supports and incorporate those into the IEP.
- Link students and parents to the appropriate post-school services, supports and agencies before the students leave high school.
- Coordinate all the people, agencies, services or programs in the transition planning.
- Ensure appropriate vocational skills / interests assessments / evaluations are conducted and corresponding reports and recommendations are included in the IEP.

BOCES: (Board of Cooperative Educational Services):

- Provide training and support for special education teachers, regular education teachers, para-professionals and related service providers.
- Allocate the necessary resources to ensure that the IEP is fully implemented.
- Attend all annual / triennial IEP meetings.

Regular Education Teachers: (If student participates in regular education classes):

- Assist in planning the courses of study and the general curriculum that will assist the student in achieving his/her post school goals.
- Assist in identifying and providing needed positive behavioral strategies and interventions to assist the student in the regular education setting.
- Minimum: Regular Education teacher attend all annual/triennial IEP meetings.

School Psychologists:

- Make recommendations for and ensure appropriate assessments are conducted by professional experts in the areas of adaptive behavior, functional behavioral assessments and corresponding positive behavior management plan, auditory, visual and sensory perception.
- Provide summary reports for all psychological behavioral related assessments and ensure integration within IEP goals, objectives and behavior plans.
- Attend all annual/triennial IEP meetings.

Other Appropriate Agency Personnel (if determined by school or parents to have special knowledge or expertise.):

- Provide information about services and eligibility criteria for community or adult services and supports (such as college support services and financial aid, vocational rehabilitation services; Family services).
- Help explain the differences between entitlement of school programs and eligibility of adult services.
- Assist in identifying community or adult services that may assist the student in achieving his/her post school goals.
- Assist the student and his/her family in application processes for supports and services at colleges, training institutions or adult services, as appropriate.
- Notify families and the school about potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system.