

# Student Support Team

IDEA requires the participation of a minimum number of multidisciplinary team members. These team members participate in the Individual Education Program (IEP) development and implementation. To attend to the individualized needs of the child, additional personnel are often brought into this team to provide supports.

Required IEP Team Members	Responsibilities
<b>Student's home caregiver</b> (A biological parent, foster parent, legal guardian, or an individual who acts in place of the parent, e.g., grandparent, stepparent, other relative)	Students' home caregivers are full and equal members of the IEP team. They know their students very well and can discuss their strengths and needs. They should actively participate in all discussions since they can provide the following: <ul style="list-style-type: none"> <li>• Information about priorities as well as cultural and developmental appropriateness of goals and intervention strategies</li> <li>• Meaningful input into decisions regarding their student's IEP</li> </ul>
<b>Special education teacher or provider (e.g., related service personnel)</b> (An educator with expertise in disability and its impact on the student's developmental and educational progress)	The special education teacher or provider contributes important information and experience about how to educate students with disabilities. Because of their training in special education, this teacher has knowledge of the following: <ul style="list-style-type: none"> <li>• How to provide services outlined in the IEP</li> <li>• How to ensure student performance data are collected and analyzed and that instruction and intervention are modified accordingly</li> </ul>
<b>General education teacher</b> (A general educator who is, or will be, a teacher of the student)	General education teachers are vital participants in the IEP meeting as well. The regular education teacher has a great deal to share with the team. They might talk about the following: <ul style="list-style-type: none"> <li>• The core academic instruction for the curriculum in the regular classroom</li> <li>• How they will implement the required accommodation and modifications</li> </ul>

Required IEP Team Members	Responsibilities
<b>Representative of the local education agency (LEA)</b> (A designated representative of the LEA, often a special education director or coordinator, or a school principal)	The individual representing the school system is also an important team member. It is vital that this team member is able to ensure that whatever services are set out in the IEP will be provided. They can talk about the following: <ul style="list-style-type: none"> <li>• Provision of the specially designed instruction</li> <li>• How to understand the general education curriculum</li> <li>• Information about the availability of the LEA's resources</li> </ul>
<b>Education professional who can interpret the evaluation results (e.g., school psychologist)</b> (Any other member on the IEP team, with the exception of a student's parents)	Another significant member of the IEP team is the individual who can interpret the student's evaluation. The evaluation results are very useful in determining how the child is currently doing in school and what areas of need the child has. This IEP team member must be able to discuss the following: <ul style="list-style-type: none"> <li>• The evaluation results</li> <li>• The instructional implications of the evaluation results</li> </ul>

Additional (Optional) Team Members	Contributions
<b>Student with a disability</b> (The student should be included in IEP meetings when appropriate. This is dependent upon a student's age, maturity, willingness to participate, and interest.)	If transition service needs or transition services are going to be discussed at the meeting, the student must be invited to attend. They can share the following: <ul style="list-style-type: none"> <li>• Their priorities, strengths and needs, and preferred accommodations</li> <li>• Their postsecondary goals and transition services</li> </ul> ( <b>Note:</b> If the student cannot attend, the school must take steps to ensure the student's preferences and interests are considered.)

Additional (Optional) Team Members	Contributions
<p><b>Other relevant individuals</b></p> <p>(When appropriate, and at the parent or school district's discretion, others who have relevant knowledge or expertise regarding the student can be invited to participate on the team.)</p>	<p>Depending on the student's individual needs, some related service professionals attending the IEP meeting or otherwise helping to develop the IEP might include the following:</p> <ul style="list-style-type: none"> <li>• <b>Related services personnel</b> can provide discipline-specific expertise beyond that of the classroom or special education teachers (e.g., occupational or physical therapists, adaptive physical education providers, psychologists, or speech-language pathologists).</li> <li>• <b>A student/family advocate</b> can speak out on behalf of the parent(s) or student.</li> <li>• <b>Community members</b> (e.g., clergy, tribal elder) can provide important information about priorities, the child's strengths and needs, and the cultural and developmental appropriateness of goals and intervention strategies.</li> <li>• <b>Language interpreters</b> can aid communication between the educators and the family (when appropriate).</li> </ul>