

THE IEP TEAM AND THEIR ROLES



The Individualized Education Program (IEP) team consists of education professionals, school personnel, parents, students (age 15 or older), and others who have special knowledge of your child.

Full Committee on Special Education (CSE)

- The parent is a full team member and should be ready to participate. Your ability to describe your child's needs and strengths keeps the focus on your child and can influence the outcome.
- The district representative acts as the chair, facilitates discussion, and must be knowledgeable about special education services. It is common for one member to perform two roles.
- A school psychologist explains the evaluation results and shares information with team members. At Committee on Preschool Special Education (CPSE) meetings, the evaluator or a representative of the evaluating agency interprets the results.
- A special education teacher assists with decisions about supports, services, curriculum modification, and goal setting.
- A general education teacher will participate, if your child is in a general education classroom.
- The student (age 15 or older) is required to be invited. Younger students may also participate. Students can participate in all or part of the meeting. Participation is an important step in developing self-advocacy skills.
- A parent member may be requested in writing with at least 72 hours' notice before the meeting. This individual helps parents understand information and participate in the meeting by explaining procedures, asking questions, and clarifying information.
- Initial or mandated three-year reevaluation (formerly triennial) meetings require full team attendance (Full CSE) because new information about your child is being interpreted, eligibility established, and recommendations made. Unlike the CSE, all CPSE meetings are full committee.
- Other participants may include a school social worker, related service providers, school physician, or anyone who has special knowledge of your child. Parents of children transitioning from Early Intervention (EI) to CPSE may invite an EI representative.

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Subcommittee on Special Education

Annual reviews are not as comprehensive as initial meetings or mandated three-year reevaluations and are primarily used to review progress and make minor changes. As a result, the membership requirements are fewer. The team includes the parent, teachers, and student, if appropriate.

- A subcommittee does not have as much authority as a full committee. It may not recommend a full time special education class for the first time, or recommend a more restrictive placement such as in District 75, state-approved nonpublic school, home instruction, or hospital instruction.
- If parents believe that a substantially different or more intensive program is required, they should request or arrange for a comprehensive and thorough reevaluation, submit the new information to the IEP team, and request a full committee meeting.

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	Initial IEP Meeting	Annual/Requested Review	Reevaluation (Requested or Three-Year)
Parent	Must be invited	Must be invited	Must be invited
Student	Can attend when appropriate	Can attend when appropriate	Can attend when appropriate
District Representative	Must attend	Must attend	Must attend
School Psychologist	Must attend	Can attend when needed	Must attend
Special Education Teacher	Must attend unless student is being considered for related services only	Must attend unless student is receiving related services only	Must attend unless student is receiving related services only
Related Service Provider	Must attend when student is being considered for related services only	Must attend when student is being recommended for related services only	Must attend when student is being recommended for related services only
General Education Teacher	Must participate, if student is or may be participating in the general education environment	Must participate, if student is or may be participating in the general education environment	Must participate, if student is or may be participating in the general education environment
School Social Worker	Should attend whenever possible	Should attend when needed	Must attend if s/he was involved in the evaluation process, especially if s/he conducted the psychosocial
Parent Member	Must attend if requested in writing by parent with at least 72 hours' notice	Must attend if requested in writing by parent with at least 72 hours' notice	Must attend if requested in writing by parent with at least 72 hours' notice
School Physician	Must attend if requested in writing by parent with at least 72 hours' notice	Must attend if requested in writing by parent with at least 72 hours' notice	Must attend if requested in writing by parent with at least 72 hours' notice