

The role of the parents is to:

- Verify the accuracy of personally identifying information;
- Provide information and observations about the child's level of functioning in the home and community;
- Provide information on the child's ability, interests, performance and history;
- Provide information regarding the child's medical status;
- Provide information on instructional strategies and, if appropriate, behavioral supports that have been successful;
- Assist in developing educational goals, objectives and benchmarks;
- Assist in identifying the special education and related services to be provided;
- Assist in determining the appropriate educational program and the least restrictive environment;
- Provide input on the vision statement;
- Assist in all decisions made during the IEP meeting;
- Express concerns to be considered when developing and reviewing the IEP; and
- Give consent, when required, for the initiation and implementation of the IEP.

The role of the child is to:

- Provide input on interests and preferences;
- Provide input on future planning; and
- Participate in decision-making and goal-setting.

The role of the special educator is to:

- Conduct academic and behavioral assessments to acquire baseline data on the child before the meeting;
- Gather input from other team members before the meeting;
- Develop draft goals and objectives and share them with team members, including the parents, before the meeting;
- Identify instructional strategies that would meet the needs of the child;
- Discuss how to modify the general education curriculum to help the child learn;
- Identify the supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere;
- Describe how to modify testing or to provide the test with individual appropriate accommodations so the child can show what he or she has learned; and
- Describe how instruction can be individualized and how the program will be implemented throughout the course of the school day.