**IEP Team Responsibilities**

**Case Manager**

**Preparation for the IEP Meeting**

􀁆Monitor to ensure that all pre-conference activities are successfully completed within required timelines

􀁆Determine the date/time/location of the IEP meeting with active participation of parents and other necessary team members

􀁆Prepare written notice to the IEP team (including parents) prior to the meeting

􀁆Encourage parents to complete an IEP family report to be included with other annual review and assessment reports from teachers and specialists

􀁆Inquire about the Medicaid status of the child with the parent

􀁆Ensure time allocated for IEP meeting is sufficient by collaborating with entire IEP team

􀁆Prepare an agenda for the meeting

􀁆Arrange accommodations for parents as necessary (e.g., interpreter or translator)

**During the IEP Conference**

􀁆Start the meeting with introductions of all IEP team members

􀁆Assure that all required participants are present

􀁆Assure that the student’s interests and plans for post high school are considered by the IEP Team

􀁆Conduct the meeting by following an agenda and process based on the purpose of the conference

􀁆Facilitate the completion of the IEP document

􀁆Distribute copies of the completed IEP to parents, teachers and related service providers at the end of the IEP meeting

**Implementation of the IEP**

􀁆Inform all staff involved in the implementation of the IEP of their responsibilities to implement the IEP as written

􀁆Monitor to ensure that all services delineated in the IEP are delivered. If services cannot be implemented within ten days, contact the special education director or designee

􀁆Distribute copies of the IEP (or IEP summary sheet, as appropriate) to all teachers and support specialists who have a responsibility for the education of the student

􀁆Coordinate all meetings related to IEP reviews and amendments, when necessary

**Special Education Teacher / Related Service Provider**

**Preparation for the IEP Meeting**

􀁆Review the current IEP to determine extent of mastery of annual goals or, if this is a conference to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determine the student’s potential for learning, rate of learning and need for specialized instruction and/or accommodations

􀁆Assess current achievement levels and progress toward achieving Colorado Standards and IEP goals

􀁆Identify student’s talents, hobbies and other interests

􀁆Consider student’s educational needs in relationship to the general education curriculum

􀁆Consider special factors that may impede student’s learning

􀁆Compile data on student’s attendance and class participation

􀁆Compile data on levels of English language proficiency for students from a non-English language background

􀁆Compile data on native language proficiency on students who are English Language Learners (ELLs) who are receiving bilingual services

􀁆Confer with general educators, other special education providers and parents as needed

􀁆Develop brief written summary reports or notes

**During the IEP Conference**

􀁆Share information regarding the student’s present level of educational performances in relationship to the general education curriculum, including progress toward IEP goals

􀁆Describe student’s learning style, behavior and attendance as well as other relevant information regarding the student

􀁆Assist in identifying supplementary aids and services the student may need to be successful in the general education classroom environment and elsewhere

􀁆Make recommendations regarding annual goals

􀁆Make recommendations for accommodations and modifications that will allow the student to be educated in the least restrictive environment

􀁆Suggest individual modifications and accommodations to be considered for the administration of any assessments (classroom, district-wide and state)

**Implementation of the IEP**

􀁆Review the IEP and understand responsibilities for implementation

􀁆Assess, review and document on the student’s progress toward goals

􀁆Prepare progress reports with supporting data

􀁆Communicate with other service providers, including general education teachers, on a regular basis

􀁆Implement the IEP - provide instruction, services and consultation in accordance with the IEP

􀁆Document service delivery as appropriate

􀁆Establish and maintain effective and positive communication with parents

􀁆Inform case manager if the need for an IEP amendment or review is identified

􀁆Collect evidence of progress toward benchmarks and goals

**General Education Teacher**

**Preparation for the IEP Meeting**

􀁆Review the current IEP or, if the purpose of the conference is to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determining the student’s potential for learning, rate of learning and need for specialized instruction and/or accommodations

􀁆Identify instructional and classroom management strategies that have been successful with the student

􀁆Observe the student’s learning in the general classroom

􀁆List or identify special factors that may impede the student’s learning

􀁆Share with the special educator comments on student progress toward achieving IEP goals, including student’s participation in classroom activities

􀁆Suggest positive intervention strategies for improving the student’s behavior, supplementary aids and services, program accommodations or modifications and supports for school personnel that may be necessary for the student to benefit from specialized instruction

􀁆Prepare a brief report of the student’s current performance in relationship to the general education curriculum and include information regarding behavior and attendance patterns

**During the IEP Conference**

􀁆Share information regarding the student’s present level of educational performance in the general education curriculum and the general education classroom environment

􀁆Describe student’s behavior and relationships with peers in the general education classroom

􀁆Make recommendations for annual goals that relate to the progress of the student in the general education curriculum

􀁆Assist in the determination of appropriate positive behavior interventions and strategies for the student

􀁆Share information regarding the effect of accommodations provided for the student in the general education classroom during the previous school year

􀁆Make recommendations for continuation of those accommodations

**Implementation of the IEP**

􀁆Review IEP for implications on classroom instruction - provide accommodations and modifications in accordance with the IEP

􀁆Collaborate with the special education teacher, related service providers, and other teachers about meeting the student’s needs and implementing the IEP

􀁆Establish and maintain effective and positive communication with the parents

􀁆Assess the student’s progress on a regular basis

􀁆Inform the case manager if the need for an IEP amendment or review is identified

**Para Educator**

**Preparation for the IEP Meeting**

􀁆Keep anecdotal records as instructed by the teacher

􀁆Under the direction of the teacher implements modifications and accommodations and other educational or behavioral strategies used in the classroom

􀁆Provide feedback to the teacher about modifications/accommodations and other educational or behavioral strategies used in the classroom

􀁆Observe students and share information about student behaviors in and outside of the classroom

􀁆Assist the teacher in gathering documentation such as assessment data, work samples, observations and reports from general education teachers

**During the IEP Conference**

􀁆Participate in the IEP conference as instructed by your supervising teacher

**Implementation of the IEP**

􀁆Support the student with disabilities in the general education curriculum with activities as assigned by the teacher

􀁆Support the student in the use of technology in the classroom as assigned by the teacher

􀁆Collaborate and communicate with appropriate school personnel about the needs of students with disabilities

􀁆Employ interventions, modifications and accommodations to meet the individual needs of students with disabilities under the direction of certified school personnel

􀁆Work with a variety of students who may have diverse learning needs

􀁆Provide support and offer comments to the teacher regarding the student’s response to strategies that have been used in instruction or

behavior management

􀁆Maintain and protect student’s right to confidentiality

**Parent**

Preparation for the IEP Meeting

􀁆Participate with the case manger to determine the date and time for the IEP conference

􀁆Review the current IEP or, if the purpose of the conference is to determine eligibility, review any evaluation or assessment data submitted in advance of the conference

􀁆Review the most recent progress reports from teachers

􀁆Share their comments regarding the student’s strengths, abilities and needs

􀁆Think about the skills they would like their child to master by the end of the year and formulate a vision of the future

􀁆Notify the case manager if they need additional information (e.g., evaluation reports, previous IEPs or other reports, procedural safeguards, etc.), an advocate, or any special accommodations

􀁆Decide whether other family members or experts should be invited to attend the conference, and notify the case manager in advance

During the IEP Conference

Parents are important members of the IEP Team and should actively participate in making decisions during the IEP meeting. Students must be invited to attend IEP meetings if transition goals and services are being considered. If the student is unable to attend, efforts must be made and documented, to assure that the student’s interests and plans for post high school are considered by the IEP Team. During the IEP meeting, parents and student should:

􀁆Ask the case manager to review or explain parent rights and due process procedures, if necessary

􀁆Share information about their vision for the student’s future and expectations for the year

􀁆Identify the student’s strengths and interests, including the types of activities the student enjoys at home and in the community

􀁆Share information about the student’s relationship with siblings and neighborhood friends

􀁆Discuss the types of rewards and discipline strategies that are effective at home and in the community

􀁆Share relevant information about the student’s medical and personal care needs

􀁆Ask questions to clarify any reports or information regarding the student’s present level of performance in class work, behavior and community activities, as appropriate

􀁆Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear

􀁆Make recommendations regarding annual goals

􀁆Share interests and goals for post high school

􀁆Students should identify the accommodations provided in class that are the most helpful and the least helpful

Implementation of the IEP

􀁆Review the IEP document to assure that all decisions made at the conference are documented

􀁆Establish and maintain positive communication with teachers, paraeducators and related service providers

􀁆Monitor the student’s progress toward meeting goals

􀁆Assist the student with homework assignments or ask the teacher what can be done to help the student with school work

􀁆Participate in parent training programs to enhance knowledge of relevant educational issues

􀁆Contact identified community agencies and resources for additional support, as necessary

Student

Preparation for the IEP Meeting

􀁆Think about school activities they enjoy and activities they would like to pursue

􀁆Think about educational goals (e.g., college, career, job placement)

􀁆Share any concerns or questions with their parents or teachers

􀁆Identify accommodations which have been helpful and those which were not useful

􀁆Decide if they would like to share anything specific at the IEP conference

During the IEP Conference

If transition goals and services are being considered, students must be invited to attend IEP meetings. If the student is unable to attend, efforts must

be made and documented, to assure that the student’s interests and plans for post high school are considered by the IEP Team.

􀁆Share information about their vision for the future and expectations for the year

􀁆Identify the their strengths and interests, including the types of activities they enjoys at home and in the community

􀁆Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear

􀁆Make recommendations regarding annual goals

􀁆Share interests and goals for post high school

􀁆Identify the accommodations provided in class that are the most helpful and the least helpful

 Implementation of the IEP

􀁆Work with teachers, para educators, related service providers, and parents in order to improve achievement and meet goals

􀁆Understand the criteria for promotion and grading

􀁆Tell parents and teachers about problems encountered and request assistance, as necessary

􀁆Indicate to parents and teachers which accommodations or modifications are helpful or ineffective