

# IEP TEAM MEMBERS

*The Hawaii Department of Education **must ensure** that the IEP Team for each child with a disability includes ...*

## Family & Child

1. The parents of the child – Parents may be the biological parent, adoptive or surrogate parent, or guardian.

At the heart of every IEP meeting is the Parent. You represent your child in the IEP meetings and speak on behalf of your child; you are your child's best advocate. Parents are equal members of the IEP Team and agreements are to be made by consensus not by vote of majority.

2. Whenever appropriate, the child with a disability – Parents decide when it is appropriate for their child to attend IEP meetings. However, the school is required to **invite** your child to attend the IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for your child and the transition services needed to assist your child in reaching those goals. If your child does not attend the IEP meeting, the school must take other steps to ensure that the child's preferences and interests are considered.

## School Administration

3. Principal or Designee Representative of the school your child attends who
  - is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
  - Is knowledgeable about the general education curriculum; and
  - Is knowledgeable about the availability of resources of the Hawaii Department of Education.

If the Principal is unable to attend the IEP meeting, he/she will assign a Designee who typically may be the school Vice Principal, Student Service Coordinator or IEP Care Coordinator.

Whether it's the Principal or Designee attending the IEP meeting, he or she represents the Hawaii Department of Education and is required to have the qualification and knowledge listed above. The Principal or Designee in attendance at your child's IEP meeting must

make the offer of a Free Appropriate Public Education (FAPE) for your child at the IEP meeting.

## DOE Service Providers

4. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described and/or invited by the parent – This individual may be the special or general education teacher, representative of the Hawaii Department of Education (HIDOE), related service provider, or an individual with special expertise who:
  - Understands the tests, other materials, or strategies utilized;
  - Is able to explain the assessment/evaluation results to the other team members; an
  - Has the skills or knowledge to assist the IEP Team in determining the special education, related services, and other supports that are necessary for the student to receive a Free Appropriate Public Education (FAPE)

## Home & Community-Based Providers

Parents, may invite a private provider or other professionals in the community (who does not work for HIDOE) who provide services such as assessments and evaluations for your child. These professionals are paid for by the parent, or other means not through the HIDOE.

An exception to this would be if the school agreed and paid for the cost of obtaining an assessment/evaluation from a private provider who then is invited to the meeting to interpret the results. In this situation, parents should confirm with school administration that any related costs will be covered by the school.

## District Staff and Family Support

5. At the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the child, including related service personnel as appropriate – The determination of the knowledge or special expertise of any individual is made by the parents or school who invited the individual or professional to participate in the IEP meeting.

Speech Language Pathologist, Occupational Therapist, Registered Behavior Therapist, School Based Behavioral Health Therapist, Vision & Hearing Specialist, Physical Therapist are some of the school professionals that may provide their services to your child through the IEP. This list is not exhaustive.

Professionals from the Department of Human Services Division of Vocational Rehabilitation, who, upon prior approval of the parent and written request by the school, will be invited to the IEP meeting for a student, as early as age 14, in preparation of post-secondary transition planning.

Schools and parents may invite District Staff or Complex Area Staff to assist the IEP Team as appropriate.

Parents may invite to the IEP meeting family members or others such as an advocate who supports you and your child through this process and knows your child's strengths and challenges.

If you invite an attorney to your IEP meeting, the school will bring their attorney to the meeting too. Also, if you bring an advocate to the IEP meeting, it is highly likely that the school will have a District Education Specialist attend as well.

## Special Education Teacher

6. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child – At least one special education teacher who teaches your child must be present at your IEP meeting. The special education teacher or provider who is a member of the child's IEP Team should be the person who is, or will be, responsible for implementing the IEP. For example, if the child's disability is speech impairment, the speech-language pathologist could be the special education teacher or special education provider.

## General Education Teacher

7. Not less than one general education teacher of the child – If your child is participating in one or more general education classrooms, OR may not be in a general education classroom, but your child is or may be, participating in the regular education environment, then one general education teacher must be in attendance at your child's IEP meeting.

The general education teacher should be a teacher of the child; this means your child attends a class taught by this general education teacher. However, if the child does not have a general education teacher, the IEP Team member should have in attendance a general education teacher who is knowledgeable about the general education curriculum and the general education environment suitable for the child.

The general education environment includes nonacademic and extracurricular services and activities such as school assemblies, field trips clubs, sports, lunch and recess.

Example: if your child only participates in special education classes, but is included in any of the general education environment listed, then a general education teacher is required to be on your child's IEP Team.