

What Are Educator Roles and Responsibilities in an IEP Meeting?

Before the Meeting

- Explain the IEP process to the student and parent. Let the student know that he/she can lead the IEP meeting. Explain student rights within the IEP process and the role that the IEP plays in helping students achieve their educational goals.
- Provide the student with the previous year's IEP and review it with them, allowing the student to voice what he/she thought was a success and what he/she thinks needs to be changed and improved upon. Explore the interests and strengths of the student to help him/her develop a postsecondary goal. Remind the student that the IEP is about addressing what his/her needs are in order to create his/her success.
- Assist the student in practicing what he/she is going to say during the meeting.
- Help the student prepare an agenda for the IEP meeting.
- Help the student prepare meeting invitations for folks that he/she may want to invite.
- Assist the student in preparing any materials or accommodations he/she may need during the meeting.
- Establish a plan with the student of what to do if he/she has a question or becomes uncomfortable during the meeting.

During the Meeting

- Remember—you are there to support the student in creating and achieving his/her educational goals. Follow the student's meeting agenda and rules for the IEP. Listen to what the student is saying and discuss the questions and concerns in a respectful way that uses the meeting as a shared opportunity to help the student reach his/her goals.

After the Meeting

- Keep a copy of the IEP created in the meeting to ensure implementation of the services, supports, and goals the team decided during the meeting.
- Highlight what the student learned by participating in his/her IEP meeting and discuss what the student can improve upon in the following year's IEP meeting.
- Monitor the student's progress with the new elements of the IEP and identify areas of opportunity.

*Adapted from *Implementing Student-led Individualized Education Programs (IEPs) in the District of Columbia*, developed by the DC Secondary Transition Community of Practice's Youth Leadership Subcommittee.