**REFERENCE SHEET FOR TEAM MEMBERSHIP**

*Team Members may hold multiple roles at the meeting. (For example, the special education teacher may also be able to interpret evaluation results.)*

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| **Roles of Team Members** | **Names of Team Members** |
| Parent(s) |  |
| Student with a disability, if appropriate |  |
| General Educator(s) - (if the child is, or may be, participating in the regular education environment) | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Special Educator(s) | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Representative of the Local Education Agency (LEA) who has the authority to commit resources |  |
| An individual who can interpret evaluation results  |  |
| At the parent or agency’s discretion, other individuals who have knowledge of the student | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**All of the identified roles of IEP Team Membership must be represented at an IEP Team meetings UNLESS:**

1. **THE MEETING *DOES NOT REQUIRE* THE IDENTIFIED MEMBER’S INPUT** (FOR REQUIRED ROLES)
	* **ATTENDANCE NOT NECESSARY.--A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part*, if the parent of a child with a disability and the local educational agency agree* that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.**

**(ii) THE MEETING *REQUIRES* THE IDENTIFIED MEMBER’S INPUT** (FOR REQUIRED ROLES)

* + **EXCUSAL.--A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services*, if—***

**(I) *the parent and the local educational agency consent to the excusal*; and**

(II) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

**(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED.--A parent's agreement under clause (i) and (ii) shall be in writing.**

***Implementation Guidance***

* ***When a parent(s) and district representative agree that a member is considered ‘not necessary’- there must be a signed agreement.***
* ***When a parent(s) and district representative agree that a member is to be ‘excused’ – there must be a signed agreement.***
* ***When a member is ‘excused’, that individual must provide a written report to parent(s) and district in advance of the IEP meeting.***