

**For more information
Contact your local chapter:**

The IEPT

*Guidelines
for a Successful
Individual Educational
Planning Team*

*Developed by
The Arc Michigan
Education Committee
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Before the IEPT Meeting . . .

1. List who should be involved, assuring that all required individuals are invited and available.
2. Date and time should be mutually agreed upon, allowing parents and student to be available.
3. Assure that ample time is scheduled to complete the IEPT. (Pre-IEPT meetings can provide an opportunity to share information for the IEPT.)
4. Obtain written copies of all reports that will be considered at the meeting. Review the evaluations and reports in advance for accuracy. If there is disagreement, an Independent Educational Evaluation (IEE) can be requested in writing.
5. Bring lists about strengths, concerns, how the disability affects education, what has worked and not worked.
6. Consider long-range goals as well as goals for this year.
7. List what your child needs to learn for the future.
8. Think about the amount of inclusion in general education classes that would be best for your child.
9. Consider supports, services and accommodations that your child will need to participate and progress in the general education curriculum.
10. Consider ways to involve your child in the IEPT process.
11. Bring someone with you to the IEPT. This can be your spouse, friend, relative, and/or advocate.
12. Bring a list of questions for the individuals who will be present.

At the IEPT Meeting . . .

The IEPT meeting should maintain a positive focus. Information will be reviewed and discussed and eligibility addressed. Goals will be developed. Then placement will be decided.

1. Ask questions. (There is no such thing as a stupid question.)
2. Share information about your child:
 - Describe your child at home and in the community.
 - Discuss your child's interests and activities.
 - Discuss your child's strengths and abilities.
3. Diagnostic tests and assessments are not the whole picture.
4. If you don't understand, ASK QUESTIONS. (Remember, there are no stupid questions.)
5. Use data, progress reports and other information to make decisions.
6. If the meeting seems unsatisfactory to you, it can be adjourned and reconvened at a later date.
7. Always obtain a copy of what is written before you leave the IEPT meeting. If necessary, wait while the last decisions made are written down. Do not leave with the promise that "This will be written later."

Goals and Objectives . . .

1. The IEP should include a statement of the Present Level of Academic Achievement and Functional Performance (PLAAFP). This consists of:
 - Your child's strengths and weaknesses
 - What helps your child learn
 - What limits or interferes with your child's learning
 - Objective data from current evaluations of your child
 - How your child's disability affects his or her ability to be involved and progress in the general education curriculum.
2. The PLAAFP must also include parental input and concerns.
3. From the PLAAFP statement, goals will be written to address the skills your child needs to learn, as identified in the PLAAFP.
4. Short term objectives are then written. These objectives are the individual skills needed to achieve the goals of your child's education and are used to determine when the goal is achieved.

After the IEPT Meeting . . .

1. Take the IEP and Notice for Provision of Services and Programs home to review. You have 10 calendar days to decide whether to accept this Offer. (If you do not agree, you must file a Due Process Complaint with the State.)
2. Progress reports should be issued as often as for children without disabilities, or more frequently if determined by the Team.
3. If your child is not making adequate progress, you may at any time, request an IEPT to review and make necessary changes.
4. An Addendum to the IEP may be used for agreed-upon changes. NOTE: Addendums are not used for change in placement.
5. The IEP will be reviewed at least annually.