

The IEPT

*Guidelines
for a Successful
Individual Educational
Planning Team*

*Developed by
The Arc Michigan
Education Committee
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The Arc Michigan

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Office Hours:

Monday - Thursday: 9:00 am - 5:00 pm

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Dohn Hoyle, Executive Director



Before the IEPT Meeting

1. List who should be involved, assuring that all required individuals are invited and available.
2. Invite someone to accompany you to the IEPT (spouse, friend, relative, advocate).
3. Date and time must be mutually agreed upon so that parents can be available without undue sacrifice.
4. Assure that ample time is scheduled to complete the IEPT. (Pre-IEPT meetings can provide an opportunity to share information for the IEPT.)
5. Consider ways to involve your child in the IEPT process.
6. Obtain written copies of all reports that will be considered at the meeting. Review them in advance for accuracy. If there is disagreement, an Independent Educational Evaluation (IEE) can be requested in writing (you must indicate your reasons).
7. Make lists about strengths, concerns, how the disability affects education, what has worked and not worked.
8. List what your child needs to learn for the future.
9. Make a list of questions to ask those 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:
 - a. Describe child at home and in the community.
 - b. Discuss your child's interests and activities.
 - c. Discuss your child's strengths and abilities.
3. Remember that diagnostic tests and assessments are not the whole picture.
4. If you don't understand - ask questions. (Again, there is no such thing as a stupid question.)
5. Use data, progress reports and other information to make decisions.
6. Remember, 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."

After the IEPT Meeting

1. Take the proposed IEP home to review before you sign it. You have 10 calendar days to decide whether this is the appropriate IEP.
2. Progress reports should be issued as often as for children without disabilities.
3. If your child is not making adequate progress, you may, at any time request an IEPT to review and make necessary changes.
4. The IEPT should be reviewed at least annually.

Goals and Objectives

1. The IEP should begin with a statement of the present level of academic and functional performance. This should include a description of your child's current functioning and of how the disability affects your child's learning.
2. From this statement goals should be written to address the areas that are stated in the present level of academic and functional performance.
3. Short term objectives are then written. These objectives are the major focus of your child's education and are used to determine when the goal is achieved.