

Goals and Objectives

1. The IEP should begin with a statement of the present level of academic achievement and functional performance (PLAAFP). This should include a description of your child's current functioning and how the disability affects your child's learning.
2. Goals should be written to address the areas that are stated in the PLAAFP.
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.

Resource

IEP Topics

Michigan Alliance for Families

<https://www.michiganallianceforfamilies.org/iep/>

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

Michigan Alliance for Families

800-552-4821

www.michiganallianceforfamilies.org

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The IEP Team Meeting

*Guidelines
For a Successful*

Individualized Education
Program (IEP) Team Meeting

Developed by

The Arc Michigan
Education Committee
February 2023



Before the IEP Team Meeting

1. List who should be involved, assuring that all required individuals are invited and available.
2. Invite someone to accompany you to the IEP Team meeting (spouse, friend, relative, advocate).
3. Time and place must be mutually agreed upon to participate in the team meeting.
4. Assure that ample time is scheduled to complete the IEP Team. (Pre-IEP Team meetings can provide an opportunity to share information for the IEP Team.)
5. Consider ways to involve your child in the IEP development process.
6. Obtain written copies of all reports that will be considered at the meeting (this includes draft IEPs). 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 IEP Team Meeting

The IEP Team 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 stupid questions.)
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 for clarification. (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.
7. Always obtain a copy of what is written before you leave the IEP Team meeting. If necessary, wait while the last decisions made are written down. Do not leave with the promise that "this will be written later."
8. The only IEP that requires a parent signature of consent is the initial IEP.

After the IEP Team Meeting

1. Take the proposed IEP home to review. You will receive notice of Free Appropriate Public Education (FAPE). You have 10 calendar days to decide whether this is the appropriate IEP. If you disagree with placement a due process request in writing should be sent to the school.
2. Progress reports should be issued on goals and objectives as often as other students without disabilities.
3. If your child is not making adequate progress, needs are not being met, or new needs have developed you may, at any time, request an IEP Team meeting to review and make necessary changes to the IEP.
4. If accommodations requested are not written into the IEP, you may file a state complaint or go to mediation.
5. The IEP must be reviewed at least annually.