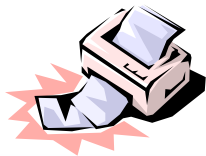


Preparing for the Meeting

Districts can do the following:

- Provide the current data (IEP or current evaluations);
- Discuss and encourage student participation with the parent when appropriate;
- Be willing to consider other possible program options;
- If available, bring an electronic copy of the IEP, a laptop, and a projector to the meeting so that the IEP can be projected for all participants to see; and
- If available, make a printer accessible so the IEP can be printed and distributed at the end of the meeting.



FACILITATED IEP MEETINGS

NJ Department of Education
Office of Special Education Policy and Procedure
PO Box 500
Trenton, NJ 08625-0500
Phone: 609-292-0147
Fax: 609-984-8422
www.state.nj.us/education

FACILITATED IEP MEETINGS

What Parents and Schools can Do Before the FIEP Meeting

NJDOE OSEPP



What is IEP Facilitation?

IEP facilitation is a process that helps foster effective communication between parents and school districts as they develop a mutually agreeable IEP. This process may be used as a preventive measure in which a trained facilitator promotes whole team participation, acknowledging and addressing differing opinions in a respectful and impartial manner. IEP facilitation enhances partnerships between school districts and parents in order to effectively plan services to meet student needs.

Benefits of IEP Facilitation

- Defines roles and responsibilities of IEP team members.
- May build and improve relationships among the IEP team members and between parents and schools.
- Models effective communication and listening.
- Clarifies points of agreement and disagreement.
- Provides opportunities for team members to resolve conflicts if they arise.
- Encourages parents and professionals to identify new options to address unresolved issues.
- Is typically less stressful than formal proceedings.
- Supports follow-through and follow-up.
- Is the IEP meeting and does not require a separate meeting to formalize agreements that are reached.

Preparing for the Meeting

Families can do the following:

- List your child's strengths and interests;
- Prepare a written list of issues you want to discuss and questions you want to ask;
- Organize your documents. Record dates and notes on them. You may want to make copies of some of the information to share with the team;
- Be willing to listen carefully and consider possible solutions and options;
- Consider how your child's strengths, as well as his or her deficits, affect his or her education and think about your child's educational progress;
- Make a list of what you think has and has not been working for your child; and
- Attend a workshop or training to learn about your role and responsibilities as a member of the IEP team.

Rights and Responsibilities

IEP facilitation does not relieve the school district of the responsibility to meet regulatory obligations, including those related to timelines and confidentiality.

The IEP document is enforceable through the state complaint process or mediation or a due process hearing.

The only record kept of the facilitated IEP session includes the date, time and location of the session, the surveys, and the result. Neither OSEPP nor the facilitator keeps a copy of the IEP document.

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