

## PREPARING FOR THE MEETING

### Districts can:

- 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.
- If available, make a printer accessible so the IEP can be printed and distributed at the end of the meeting.



## IEP FACILITATION SYSTEM

### VISION:

To promote productive child-centered IEP meetings that are conducted in a respectful and collaborative manner.

### MISSION:

To maximize district level capacity to develop child centered IEPs and minimize state level procedural protections and interventions which result from ineffective IEP meetings.



### FACILITATED IEP MEETINGS

NJ Department of Education  
Office of Special Education Programs  
PO Box 500  
Trenton, NJ 08625-0500  
Phone: 609-292-0147  
Fax: 609-984-8422  
[www.state.nj.us/education](http://www.state.nj.us/education)

### FACILITATED IEP MEETINGS

## WHAT PARENTS AND DISTRICTS CAN DO BEFORE THE IEP MEETING

*NJDOE OSEP*



## 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 preventative 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:

- 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.
- 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 is the date, time and location of the session, the surveys, and the result. Neither OSEP nor the facilitator keep a copy of the IEP document.

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