





CHECKLIST for the IEP FACILITATION PROCESS

Note: Two parties attend an IEP, School + Family = IEP Team.		
FACILITATOR PREPARATION TASKS	Yes	No
Gain agreement that the F-IEP process is needed, you are the agreed-upon facilitator, and resolution/developed IEP is the desired outcome. (External facilitator secure contract, release form and signed agreement form.)		
Determine a point of contact for the family and one for the district.		
Explain the F-IEP process and your role to both parties.		
Obtain a copy of any settlement agreement entered into prior to the IEP meeting to become aware of issues that need to be addressed.		
Gather the issues/concerns and develop a list from each party.		
Encourage proposed resolution options from each party.		
Obtain permission to exchange the identified issues/concerns list and any proposals/requests between both parties.		
Gather from and exchange between the parties any responses/feedback to their respective issues/concerns and proposals/requests.		
Gather feedback from both parties to determine which issues/concerns and proposals/requests are IEP issues and which are non-IEP issues. Assist the parties to determine options to address the non-IEP issues outside of the IEP meeting.		
Assist parties to understand the counter proposal process if an original proposal is not found to be suitable by the other party during the PWNOA.		
Gather and share requests by either party for pertinent information and/or drafts that will be needed, either prior to the meeting or at the meeting, to ensure a productive and time efficient IEP meeting.		
Assist parties to create the list of IEP participants and gain agreement on those participants, with the exception of required persons. Gain and share the identity & role of the IEP co-chairperson and the scribe(s)		
Gain agreement on the date, location, & time commitment for the IEP meeting.		
Find out and share the current policy for the use of any type of electronic recording devices during a facilitated IEP meeting.		
Confirm distribution of the IEP meeting notice/invitation.		
Other:		

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PARTICIPANT PREPARATION TASKS	Yes	No
Prepare a written list of your issues to discuss at the IEP with any questions you would also like to ask.		
Prepare a list of solution options related to your issues list.		
Anticipate questions from the other party and write down your response with proposed solution options.		
Organize by date any documents you plan to bring to or refer to during the IEP.		
Make distribution copies of any related documents or proposed drafts that you plan on bringing to, referring to or sharing during the IEP. Note: Any IEP draft must be shared prior to the IEP. Refer to Vol. 71 Fed. Reg. 46,678 (2006) under 34 CFR § 300.322 Parent Participation.		
Contact an established agency for assistance: Parent Resource Center, Local Education Agency or State Education Agency.		
Attend a workshop or training sponsored by an established agency: Parent Resource Center, Local Education Agency or State Education Agency.		
Other		

OPENING the IEP MEETING	Yes	No
Sign-in by all IEP team members to document attendance.		
Introduction by all IEP participants along with their roles.		
Introduce yourself and explain your function as the Facilitator.		
Reinforce that the common goal of the group is to create an educational program that meets the needs of the student.		
Explain the function of the Co-Chairperson and the Scribe(s).		
Establish that the decision making process will be consensus, not voting.		
Review the PWNOA process; emphasize the district makes the final decision.		
Review the policies on the use of any electronic recording devices.		
Gain agreement to any guidelines and commitment to abide by them.		
Review commitment to the agreed upon time frames.		
Determine how meeting breaks and lunch will be handled.		
Verify that there are enough distribution copies of any drafts and/or reports.		
Acknowledge that the meeting agenda will be to follow the IEP components within the IEP document.		
Ask if there are any questions before the IEP begins.		
Other:		

DURING the IEP MEETING	Yes	No
Follow the IEP components as each one appears in the IEP document as the meeting agenda.		
Model effective communication and listening skills.		
Consider your role as a Co-Chairperson along with the district's Chairperson.		
Maintain focus on the student's needs.		
Encourage all parties to make contributions, protect those contributions.		
Promote collaboration.		
Guide attention to the future.		
Implement the agreed-upon guidelines.		
Assist the team to start the placement decision at the regular classroom setting with supports and aids.		
Listen for embedded proposals. Make certain each one gets addressed and if appropriate, noted on the PWNOA page as accepted or rejected with the rationale.		
Ensure that IEP sections are not skipped or incomplete.		
Support the counter proposal process by encouraging investigation and evaluation of options as initial proposals are found unsuitable.		

Strive for consensus-as-you-go: encourage the documentation of actions proposed or rejected on the PWNOA page or notes page as proposals are discussed and decisions made throughout the IEP meeting.		
Gain agreement from the team on the scribed wording of various IEP components and PWNOA items discussed to verify that information accurately documents conversations and decisions.		
Other:		

PRIOR WRITTEN NOTICE of ACTIONS (PWNOA)	Yes	No
Reinforce that each action item describes who proposed it: the parent, the district or the team.		
Inquire about whether each action describes the rationale: reason why items were accepted or rejected, which should be linked to specific and relevant data or test results.		
Confirm that each documented proposal with the corresponding acceptance or rejection along with the rationale is agreed upon by the team as an accurate reflection of the discussion and decision.		
Encourage rejected action items be followed by the investigation of options to formulate a counter-proposed action item that could be considered and possibly accepted.		
Verify that an incomplete IEP meeting is noted and the schedule to finish the meeting is documented.		
Other:		

CLOSING and FOLLOW-UP	Yes	No
Support the review and agreement of the PWNOA items.		
Assist the team to secure any required signatures on documents.		
Encourage a review of the student's educational program to assure similar understanding by all team members.		
Attend to any additional inquiries.		
Verify scheduling of any follow-up meetings, if required.		
Inquire about the collection of any distribution and/or draft copies so they may be shred.		
Review commitments from those who will be doing any follow-up tasks along with an estimated date of completion.		
Gain agreement on the method of future communications.		
Ask the participants to complete the evaluation form to provide feedback about the facilitation process.		
Thank the participants for their efforts during the IEP meeting.		
Other:		