

Facilitated Individualized Education Program (FIEP) Preparing for an FIEP Team Meeting

In order to ensure that the Facilitated Individualized Education Program (FIEP) meeting runs as smoothly as possible, the West Virginia Department of Education (WVDE), Office of Federal Programs (OFP) offers the following information about the FIEP process, including ways in which parents, students and school staff can prepare for the meeting and some reminders for after the meeting.

Before the Meeting

The IEP team should prepare for the meeting by considering the following questions, which will be used to develop the student's education program:

1. What are the student's strengths at school, at home and in the community?
2. What are the student's needs?
3. What special education services and supports would help him/her be successful?

In addition, school staff can make copies of IEP documents for the team and gather needed supplies, such as a flip chart, a variety of colored markers, tape, etc. Parents can help their child get ready by having him or her respond to the questions on the attached student form.

During the Meeting

To assist in developing the student's education program, the facilitator uses a team-building approach that encourages clear communication, mutual understanding and collaboration. Depending on the purpose of your meeting, the facilitator takes you through the stages of IEP development listed below or adapts the process for the specific situation of your meeting.

1. Review the present levels of performance: strengths, statements of how the student is performing and how the disability affects progress in the general education curriculum, evaluation data, parent reports, progress reports, test results, and needs.
2. Create measurable annual goals and objectives and determine how the goals will be measured.
3. Consider these questions when determining services: How will the student reach the goals? What special education services and supports would help the student be successful (include time and frequency, and accommodations)? Who is responsible for the services? Where will the services be provided and why?
4. Determine the frequency and method of reporting progress to parents.
5. Discuss other topics, as needed: testing protocol, transfer of rights, behavior support plan, extended school year, transition, and graduation planning.

After the Meeting

Depending upon the progress made during the meeting, both school staff and parents may have tasks to accomplish after the meeting. School staff must distribute the student's IEP. Parents may have questions when reviewing the IEP and may call the IEP Chairperson for clarification. Ongoing interaction and collaboration benefit the educational plan for the student.

Questions for a Student to Prepare for an IEP Meeting

What are your strengths at school, at home or in your community?

What is easy for you at school?

What is difficult for you at school?

What helps you to be successful in school?

Are there some things you need to learn that you feel are more important than other things?

Is there anything else you would like the team to know about you?