





<b>IEP/IFSP MEETING: OPENING</b>	
Sign-in by all IEP/IFSP team members to document attendance.	
Introduction by each IEP participant along with his/her role.	
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.	
Review the function of the chairperson and the scribe(s).	
Establish that the decision making process will be consensus, not voting.	
Review the PWNOA proposal process with a reminder that, per IDEA, if consensus cannot be reached then the district makes the final decision to ensure the provision of FAPE with the family having the option to utilize their procedural safeguards.	
Review the policies on the use of any electronic recording devices.	
Gain agreement to the mutually developed guidelines and commitment to follow them.	
Review commitment to the agreed upon time frames.	
Gain agreement on how meeting breaks and lunch will be handled.	
Verify that there are enough distribution copies of any drafted proposals and/or reports.	
Acknowledge that the meeting agenda will follow the IEP/IFSP components within the IEP/IFSP document; any additional requests may be listed within a distribution.	
Ask for understanding of the process and answer any questions before the IEP/IFSP meeting begins.	
Other:	

<b>IEP/IFSP MEETING: PROBLEM SOLVE, EXPLORE OPTIONS</b>	
Follow the IEP/IFSP components as each one appears in the IEP/IFSP document as the meeting agenda, additional requests may be listed within a distribution.	
Model effective communication and listening skills.	
Consider your role as the guardian of team collaboration, working with and supporting the meeting 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.	
Ensure that each IEP/IFSP component is addressed with necessary and/or required information inserted.	
Listen for embedded requests/proposals and ask for verification if that was a request/proposal, ensuring that each one is addressed.	
As initial requests/proposals are found unsuitable, support the counter request/proposal process by encouraging the investigation and evaluation of other proposed solution options.	
Other:	

<b>IEP/IFSP MEETING: GAIN AGREEMENTS &amp; REACH CONSENSUS, PRIOR WRITTEN NOTICE of ACTIONS (PWNOA)</b>	
Assist with the generation of a counter request/proposal after the investigation and evaluation of other proposed options have been explored.	
Strive for consensus-as-you-go: encourage the documentation and acceptance of a given solution option as it is agreed upon throughout the IEP/IFSP meeting.	
If addressed in the PWNOA, assist the team to review whether each proposal/action item documents the required IDEA information: 1) who made the proposal, 2) the rationale as to why the item was accepted or refused, 3) description of specific and relevant data or test results used in the decision, 4) any other choices considered and reasons why accepted or refused, and 5) any other reasons the item was accepted or refused.	
Confirm that each any documented request/proposal item is agreed upon by the team as an accurate reflection of the discussion and resulting decision.	
Gain agreement from the team on any scribed wording of various IEP/IFSP components and/or PWNOA items to verify that information documented accurately reflects discussions and the resulting decisions.	
Other:	

<b>IEP MEETING: CLOSING and FOLLOW-UP</b>	
Encourage a brief review of the student's educational program to assure similar understanding by all team members.	
Support the fact that a review of each documented IEP/IFSP component and PWNOA item took place throughout the meeting; gain agreement that it is not necessary to review each one again. If requested, allow some private time for an individual to make a review of a printed copy of the PWNOA item section and/or the entire IEP/IFSP document.	
Assist the team to secure any required signatures on documents.	
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 shredded.	
Assist with a review of commitments from those who will be doing any follow-up tasks along with the agreed-upon date of completion.	
Gain agreement on the mutually agreed upon method of future communications.	
Verify that if an IEP/IFSP meeting is not completed at one session, that the schedule to finish the meeting is agreed upon and documented.	
Thank the participants for their efforts during the IEP/IFSP meeting.	
Optional: Ask the participants to complete the evaluation form to provide feedback about the facilitation process.	
Other:	