

Creating a Successful FIEP Culture



- ✔ Introduce yourself to families and staff as soon as a new student is assigned to your caseload
- ✔ Be flexible and give plenty of notice when scheduling a meeting
- ✔ Gather input from all members of the team to ensure the whole child is being represented
- ✔ Share important information about the student with all team members, including celebrations, challenges, and IEP drafts
- ✔ Have an agreed-upon agenda with the meeting purpose and norms stated
- ✔ Show that you are prepared and ready for meetings to begin on time
- ✔ Be hospitable with tissues, paper, pens, water, chocolate/candy, and other items available for the participants
- ✔ Recognize that an IEP is a legal and confidential meeting
- ✔ Bring data and work samples, and encourage others to do the same
- ✔ Show empathy and be a team player by asking open-ended questions and using effective communication strategies
- ✔ Take complete notes and follow through with any action items
- ✔ Send home a PWN and final copy of the IEP in a timely manner
- ✔ Maintain strong communication with the team after the meeting
- ✔ Be open and willing to try new things
- ✔ Stay Student Focused
- ✘ Don't assume that students, families, or staff know who has been assigned as the case manager
- ✘ Fail to schedule the meeting until the last minute and expect members to attend
- ✘ Limit comments to just your perspective; you will miss out on many and varied qualities of the child
- ✘ Withhold information believing you are protecting or shielding family or other team members from sensitive topics
- ✘ Under prepare or believe you can wing it; the entire team deserves your preparation
- ✘ Run in late with unorganized paperwork and materials
- ✘ Make the family feel unwelcomed by having to stop the meeting to gather forgotten materials
- ✘ Speak with anger and frustration; these are the words people remember.
- ✘ Come empty-handed, only provide opinions, or assume others know what to bring
- ✘ Disregard other's perspectives and refuse to engage openly, assuming my viewpoint is the only correct one
- ✘ Assume others are going to take care of issues discussed
- ✘ Delay so long that action items are forgotten
- ✘ Wait until the next meeting to gauge how the student is progressing
- ✘ Stick with things that aren't working
- ✘ Forget that the meeting is about the student, not just paperwork



Questions?

Contact Carrie McCulloch, Alternative Dispute Resolution Specialist
Arizona Department of Education, Exceptional Student Services
ESSFIEPInbox@azed.gov or (602)542-7579

Need Help with a Difficult IEP Meeting?

Request a Facilitator@ <https://www.azed.gov/disputeresolution/forms>

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