



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Facilitated Individual Education Program Process and Overview

The Indiana Department of Education (IDOE) is dedicated to ensuring that local educational agencies (LEAs) receive effective and efficient targeted support when needed. The Individuals with Disabilities Education Act (IDEA) provides the expectation that each public school child receiving special education and related services have an Individual Education Program (IEP). The creation of an effective and individualized IEP is the cornerstone of ensuring quality education for all students with disabilities. Schools may encounter the need for assistance from an impartial professional in ensuring that the IEP is developed with the utmost fidelity and accuracy, and with the best interest of the student in mind. IDOE's Office of Student Support and Accessibility has developed this Facilitated Individual Education Program (FIEP) resource and [overview](#) to provide a clear understanding of the process of requesting this assistance.

FIEP Overview

An FIEP is an option available at the request of schools and parents for conflict prevention and resolution during the IEP developmental process. This service is provided by IDOE at no cost to parents or schools. In this practice, a trained and impartial professional (facilitator) helps the case conference committee (CCC) by ensuring that the IEP-development meeting focuses solely on the student and that everyone involved has a voice, encouraging active listening by all participants, managing the allotted time, and participating as a non-committee member who does not impose decisions on the group.

Considerations for an FIEP Request

1. The CCC is spending more time trying to resolve conflicts than working on activities that promote student achievement and success.
2. Multiple CCCs have been convened with little or no resolution.
3. One or more CCC members believes their voice is not being heard.
4. There is a large amount of new information to be processed, or the student's situation is particularly complex.
5. Team members would like to create a better understanding of the accommodations and language within the IEP.
6. Team members want clarity on the IEP facilitation process.
7. There is a specific disagreement with which the team would like help to resolve.

Benefits of an FIEP

1. Builds and improves relationships between parents and schools
2. Keeps the CCC focused on the student
3. Models effective communication and listening



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4. Identifies agreements and clarifies and seeks to resolve disagreements
5. Supports better follow-through and follow-up as roles and responsibilities are discussed and planned

FIEP Request Process

1. An LEA or parents identifies a need for an FIEP and navigates to IDOE's [Office of Student Support and Accessibility webpage](#).
2. The LEA or parent submits a [Request for FIEP form](#), identifying a point of contact and providing a brief overview of the type of assistance/service requested.
3. IDOE reviews the submission and forwards the provided information to the [IEP Technical Assistance \(TA\) Center](#) within one business day of receiving the request.
4. The IEP TA Center schedules a virtual intake call with the party requesting support.
5. The IEP TA Center takes appropriate action to provide individualized support based on the FIEP request that was submitted.

Receiving FIEP Assistance

Following the initial intake call, a trained professional facilitator will be assigned to the FIEP case. The assigned facilitator will contact both the school and the parent involved in the FIEP to determine an agreed upon time to convene. Prior to the meeting, consider the following to ensure that the FIEP is a productive and positive experience:

1. Come to the FIEP meeting ready to work cooperatively. This means that participants maintain an open mind and show willingness to listen to the information shared by others.
2. Give yourself permission to be creative.
3. Distribute documents to all members of the team for review prior to the meeting.
4. Remember that the student is the focus of this collaboration.

Following the FIEP meeting, the facilitator will gather feedback regarding the process from the parent and school staff, ensuring that compromise and an accurate IEP was developed during the committee convening.

Visit IDOE's [Office of Student Support and Accessibility webpage](#) for additional information and submit the [Request for Facilitated IEP form](#) to receive this concentrated support. Contact IDOE's [Office of Student Support and Accessibility](#) with any additional questions.