**Note Catcher: IEP Meeting Demonstration**

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| **Welcome and Meeting Set-Up** | |
| **Why is it helpful to create a meeting agenda in advance?** |  |
| **How would you document if a parent declines a copy of the parent rights?**  **AND**  **Why is it important to address time constraints at the beginning of the meeting?** |  |
| **Why is it helpful to send reports ahead of time and what is the IEP team's obligation if a parent asks for reports prior to the meeting?** |  |

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| **IEP Discussion and Development** | |
| **Why is it important to discuss eligibility together as a team after all assessment information has been shared?** |  |
| **How can information be shared from General Education Teachers not present at the IEP meeting?** |  |
| **How can it be helpful to have the Academic Counselor present at the IEP meeting when the team is discussing a student's Individualized Transition Plan?** |  |
| **How could the team document and respond to conflict or disagreement with the parent during the IEP meeting?** |  |
| **How does the thread of educational benefit support a team with developing appropriate goals and services during an IEP meeting?** |  |
| **Why is addressing "harmful effects" a crucial part of the IEP conversation?** |  |

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| **IEP Meeting Conclusion and Next Steps** | |
| **What are different strategies to implement if a parent does not sign in consent at the meeting?** |  |