

Before, During, & After the PPT Meeting

Preparing for the PPT Meeting & Development of the Individualized Education Program (IEP)

BEFORE THE PPT MEETING:

COMMUNICATE WITH YOUR CHILD TO:

- check on current preferences, perceptions, needs, concerns, issues, desires;
- discuss your child's participation (if appropriate) in the PPT meeting; and
- determine what, if anything, your child wants to share with the team, and how you can assist.

COMMUNICATE WITH SCHOOL STAFF TO:

- establish the current status of your child's performance/achievement and schedule observations, if necessary;
- clarify information contained in recent evaluations, obtain answers to puzzling questions, and understand the connections between assessment information and instruction; and
- notify the PPT chair of any individuals, professional or not, you are planning to invite to the meeting and any agenda items you want addressed; and ask what the school staff plan to discuss.

GATHER AND COMPILE:

- recent and all other relevant evaluations pertinent to this year's issues;
- the current and other relevant IEPs, to evaluate the extent of progress toward identified goals and objectives;
- the most recent and other relevant report cards;
- copies of any other important school records;
- a list of your concerns, issues, questions, ideas;
- documentation to support your request for any new services;
- a blank copy of the district's IEP form in order to be familiar with its requirements and to use it to guide your participation in program planning;
- all relevant correspondence and electronic and phone communication notes with school personnel and outside professionals;
- statements from your child regarding his/her concerns, questions, issues, goals; and
- possible solutions to challenges you have identified.

INVITE:

- appropriate professionals who know the child and have information and insights to share with the team regarding any of the issues or areas of concern;
- a friend/companion for moral support; and
- an advocate, if necessary.

DURING THE PPT MEETING:

MAKE SURE YOU HAVE:

- a translator if you need one;
- been offered a copy of the procedural safeguards;
- been given advance notice of the reason for the meeting.

BE A CONSTRUCTIVE AND COLLABORATIVE MEMBER OF THE TEAM BY:

- focusing on your child's strengths and needs;
- being a listener as well as a contributor;
- requesting explanations of any information/terms you do not understand;
- generously and appropriately sharing your extensive knowledge of your child; and
- working with the rest of the team to develop an appropriate IEP that utilizes your child's strengths to meet his/her needs in the least restrictive environment.

DISCUSS WITH ALL OTHER TEAM MEMBERS:

- your child's strengths, needs, and current levels of performance;
- what your child's progress has been in meeting the goals and objectives of the IEP that is being reviewed;
- accommodations and/or modifications needed for your child to benefit from instruction in the general classroom or other instructional setting;
- what portion of the program, if any, needs to be in a setting other than the general curriculum regardless of the instructional setting;
- the completion of the Least Restrictive Environment (LRE) checklist;
- your child's access to school-sponsored extracurricular activities;
- your child's level of participation in statewide assessments;
- when and how you and staff members will communicate with your child about his/her progress;
- how all staff members providing services to your child will have access to the IEP;
- the tasks for which individual members of the team are responsible (including you and your child);
- when the PPT will reconvene if additional time is needed;
- whether there is a need for an Assistive Technology Evaluation;
- whether there is a need for Extended School Year Services; and
- whether your child is of appropriate age to begin formally planning for transition to the adult world.

IF AGREEMENT HAS NOT BEEN REACHED:

- check to make sure the written prior notice section of the meeting paperwork (page 3) has been discussed by the team and filled in; and
- ask questions in order to understand why an agreement was not reached.

AFTER THE PPT MEETING:

- review the IEP received from the school for accuracy; and
- follow through on all home activities that will support school efforts and tasks that you, as a team member, have agreed to undertake.