Before, During, & After the PPT Meeting

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

BEFO	RE THE PPT MEETING:		
	MMUNICATE WITH YOUR CHILD TO:	В	E A CONSTRUCTIVE AND COLLABORATIVE
	check on current preferences, perceptions, needs,	ME	EMBER OF THE TEAM BY:
	concerns, issues, desires;		focusing on your child's strengths and needs;
	discuss your child's participation (if appropriate) in		being a listener as well as a contributor;
	the PPT meeting; and		requesting explanations of any information/terms you do not
	determine what, if anything, your child wants to share		understand;
	with the team, and how you can assist.		generously and appropriately sharing your extensive
COMMUNICATE WITH SCHOOL STAFF TO:			knowledge of your child; and
	establish the current status of your child's		working with the rest of the team to develop an appropriate
	performance/achievement and schedule observations,		IEP that utilizes your child's strengths to meet his/her needs in
	if necessary;		the least restrictive environment.
	clarify information contained in recent evaluations,	Di	SCUSS WITH ALL OTHER TEAM MEMBERS:
	obtain answers to puzzling questions, and understand		your child's strengths, needs, and current levels of performance
	the connections between assessment information and		what your child's progress has been in meeting the goals and
	instruction; and		objectives of the IEP that is being reviewed;
	notify the PPT chair of any individuals, professional		accommodations and/or modifications needed for your child
	or not, you are planning to invite to the meeting and any		benefit from instruction in the general classroom or other
	agenda items you want addressed; and ask what the		instructional setting;
	school staff plan to discuss.		what portion of the program, if any, needs to be in a setting
GA	THER AND COMPILE:		other than the general curriculum regardless of the instruction
	recent and all other relevant evaluations pertinent		setting;
	to this year's issues;		the completion of the Least Restrictive Environment (LRE)
	the current and other relevant IEPs, to evaluate the		checklist;
	extent of progress toward identified goals and objectives;		your child's access to school-sponsored extracurricular activitie
	the most recent and other relevant report cards;		your child's level of participation in statewide assessments;
	copies of any other important school records;		when and how you and staff members will communicate with
	a list of your concerns, issues, questions, ideas;		your child about his/her progress;
	documentation to support your request for any new services;		how all staff members providing services to your child will have
	a blank copy of the district's IEP form in order to be familiar		access to the IEP;
	with its requirements and to use it to guide your participation		the tasks for which individual members of the team are
	in program planning;		responsible (including you and your child); when the PPT will reconvene if additional time is needed:
	all relevant correspondence and electronic and phone		,
	communication notes with school personnel and outside		whether there is a need for an Assistive Technology Evaluation whether there is a need for Extended School Year Services; and
	professionals;		whether your child is of appropriate age to begin formally
	statements from your child regarding his/her concerns,	_	planning for transition to the adult world.
	questions, issues, goals; and	ĬΕ	AGREEMENT HAS NOT BEEN REACHED:
_	possible solutions to challenges you have identified.		check to make sure the written prior notice section of the
	VITE:	_	meeting paperwork (page 3) has been discussed by the team
	appropriate professionals who know the child and have		and filled in; and
	information and insights to share with the team		ask questions in order to understand why an agreement
	regarding any of the issues or areas of concern;	_	was not reached.
	a friend/companion for moral support; and	. A	
Ц	an advocate, if necessary.	AFTI	ER THE PPT MEETING:
	DDE M		review the IEP received from the school for accuracy; and
DURING THE PPT MEETING:			follow through on all home activities that will support school
MA	AKE SURE YOU HAVE:		efforts and tasks that you, as a team member, have agreed to
	a translator if you need one;		undertake. All Rights Reserved. This material is in the public domain.

been offered a copy of the procedural safeguards;

□ been given advance notice of the reason for the meeting.

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