

Before, During and 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 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, 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;
- 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 concerning 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;
- 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

Discussion with All Other Team Members On:

- 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 instructional setting;
- filling out 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;
- 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 that you need to so that you 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.

Developed by the CT Parent Work Group and CT Department of Education.