



A PARENTS' / GUARDIANS' GUIDE TO A Reevaluation Individualized Education Program (IEP) Team Meeting

The IEP team must convene a reevaluation meeting at least once every three years. The purpose of a reevaluation meeting is to determine whether additional information is needed to determine if a student continues to have a disability requiring specially designed instruction and related services, and the nature and extent of special education and related services that the student needs.

Reevaluation also helps an IEP team determine a student's present levels of academic achievement and functional performance, and if changes are needed in the student's special education services. A reevaluation meeting involves a careful review of the existing data and information pertaining to the student's strengths, progress, and continued needs by a team composed of the student's parents/guardians, teachers, and specialists. The team reviews classroom performance data, test data, and observations, and discusses parent/guardian input regarding the student's progress. Based on the discussion, the IEP team determines whether additional information and/or assessments are required to determine whether a student continues to have a disability requiring special education and related services.

Composition of the IEP Team:

- Parents/Guardians.
- General education teacher(s) of your child, if your child is, or may be, participating in the regular education environment.
 - » If your child does not have a general education teacher, or is younger than school age, the general educator may be an individual qualified to teach a student of your child's age.
- Special education teacher.
- An IEP team meeting chairperson who is—
 - » qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, and
 - » knowledgeable about the general curriculum and about the availability of resources in Montgomery County Public Schools.
- An individual who can interpret the instructional implications of evaluation results.
- Other individuals, at your discretion or the school's, who have knowledge or special expertise regarding your child, including related-service personnel, as appropriate.
- Your child, if appropriate.

Each IEP team also may include the following:

- A representative of the Montgomery County Infants and Toddlers Program (MCITP), if your child was previously served by MCITP.
- Beginning no later than the first IEP to be in effect when a student turns 14 years old, a representative of any participating agency to discuss transition planning (postsecondary goals and activities), with your permission.
- An interpreter for you, if you request one.

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Step 1

Introductions and Purpose(s) of the Meeting:

- IEP team participants introduce themselves. The chairperson explains the purpose of the meeting, which is to determine whether your child continues to be a child with a disability who requires special education services. The purpose of the meeting also may include determining your child's educational and developmental needs, and whether additions or modifications to special education services are required.

Step 2

Review of Existing Assessment Data:

- At least five business days before the scheduled IEP team meeting, unless there is an extenuating circumstance, you must be provided with an accessible copy of any assessment, report, data, chart, or any other document the IEP team plans to discuss at the meeting.
- The IEP team reviews all data regarding your child's progress and continued needs. The team will determine whether any additional data, including any assessments, are required to determine whether your child continues to have a disability and needs special education and related services.
- Be prepared to discuss your child's strengths and educational needs.

Step 3

Determination of the Need for Additional Assessments:

- If the IEP team recommends additional assessments, you will be asked to provide authorization (consent). The assessments must be conducted, and a future IEP team meeting must be held within 90 days to discuss the results of the reevaluation.
- If it is determined that no additional data is needed, the team will move forward and complete the reevaluation meeting.
- If the IEP team determines assessments are not needed, but you would like additional testing, you have the right to request further assessments.

Step 4

Determination of Continued Eligibility:

- Upon review of all informal and formal (assessments, if applicable) data, the IEP team will determine whether your child continues to be eligible and will update and revise the IEP, as appropriate.

Step 5

Follow-up:

- The completed IEP documents will be kept in a confidential school file. No later than five business days after the IEP meeting, school personnel will provide you with a copy of the completed paperwork from the IEP team meeting.