

Reevaluation Planning Meeting

Student Name: _____

Date: _____

<p>Reevaluation Planning Meeting At A Glance</p>	<p>What is the Reevaluation Planning Meeting?</p> <p>The Reevaluation Planning Meeting is an opportunity for educational teams to review assessments, available data and/or new assessments/information about a student.</p> <p>At least every three years, the school must conduct a reevaluation to determine whether your child is still a “child with a disability”*. A Reevaluation Planning Meeting will take place before this required reevaluation of students with disabilities. The Reevaluation Planning Meeting is an opportunity to discuss whether additional evaluations are needed and plan for specific assessments to be conducted if the team (including parents) determines a need for assessments to determine continuing eligibility and parents provide consent for new assessments.</p> <p>A Reevaluation Planning Meeting may also be requested more frequently than every three years at the request of IEP team member(s), including parents, for additional purposes, such as:</p> <ul style="list-style-type: none"> • reviewing new information/reports, and/or • determining a student’s current educational needs. <p>Who usually attends the Reevaluation Planning Meeting?</p> <p>Parent/Guardian, Principal/Assistant Principal/or designee, Classroom Teacher, Special Education Teacher, Related Service Providers, Special Education Coordinator (SEC), your child, if appropriate, and/or others invited by school and/or family.</p> <p>What is discussed?</p> <p>The team will review existing information and data about your child, and determine what additional data, if any, are needed to determine:</p> <ul style="list-style-type: none"> • whether your child continues to be “a child with a disability”* who requires special education and related services; and/or • the present educational needs of your child; and/or • your child’s present level of academic achievement and related developmental needs. <p>What is determined?</p> <p>What, if any, assessments and/or data may be needed to determine whether your child is still a child with a disability*; and/or whether any additions or modifications to special education and related services are needed.</p> <p style="text-align: right;"><i>See Reverse</i></p>
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* Note: The Virginia Department of Education definition of “children with disabilities” is provided in the Eligibility section of this guide.

<p>Tips for Preparing Your school values your contributions.</p>	<ul style="list-style-type: none"> • Reflect on your child's strengths and weaknesses. • Review IEP progress reports, report cards, and/or other recent assessments. • Prepare and submit any private reports you wish to share. • Consider whether you think additional assessments are needed to determine eligibility or your child's educational needs. • If you feel additional assessments are needed, note which assessments you believe are needed, and be prepared to discuss the need(s). • Consider your family's priorities and desired outcomes for this meeting. Use the Talking Points section (below) to help organize your thoughts. • Note any questions you want to remember to ask at the meeting in the Questions section (below). • Contact the PRC to discuss how you can prepare for this meeting.
<p>My Role as a Parent or Guardian You are an equal and valuable member of the educational team.</p>	<ul style="list-style-type: none"> • Actively participate in discussion at the meeting. • Be comfortable sharing your input, thoughts and any concerns. • Ask questions and seek clarification as needed. <p>Note: Be aware that your consent is required for the school to conduct additional assessments. However, the school may proceed with assessments if the school has taken reasonable steps to obtain your consent and you have not responded.</p>
<p>Talking Points</p>	<p>Questions</p>