



Halifax County Schools

Guidance: The Reevaluation Meeting

Deciding Whether to Conduct Formal or Informal Evaluations or Use Current & Relevant Data

Meeting Overview:

- The special educator will lead a discussion about what we know about your child from school records. This could include attendance, grades on report cards, discipline reports, progress on IEP goals, etc.
 - The special educator will lead a discussion of previous assessments. This could include the evaluations done in the past for special education.
 - The special educator will ask for any evaluations and information that you would like to share. The special educator will summarize this information.
 - The special educator will lead a discussion about your child's performance in the classroom. This could include things like academic performance and behavior.
 - The special educator will ask for other observations related to your child's performance in school. This may include things like how your child does in non-classroom settings like lunch and recess and/or information from other people who work with your child.
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Information Parents are Asked to share at a Reevaluation Meeting

1. Evaluations & information provided by the parent:

- Do you have any medical, educational or other evaluation results that would help us understand your child's needs? It is helpful if you can share that information with the rest of the IEP team.
- As the teachers talk about school, you can share what you are seeing at home related to homework, comments about school, etc.

2. Determination of need for additional data (if any)...

As a member of the IEP Team you will be answering these questions about your child:

- Does the student continue to have such a disability* and educational needs?
- Does the student continue to need special education and related services?
- Do we need information about the student's present levels of academic achievement and developmental needs?
- Does the student need any additions or modifications to special education and/or related services to meet measurable annual goals and participation in the general curriculum? * "such a disability" = the disability he/she *currently* has

3. How to collect additional data (if any)...

- If the IEP team answers YES to **any** of the 4 questions above, the team will decide how to collect the data:
 1. collection of specific information *without* formal assessments
 2. completion of specific formal assessment(s)
- If the IEP answers NO to all 4 questions, they can explain why there is not a need to collect additional information.