



Family Information for Three-Year Re-Evaluation of Individualized Education Program (IEP)

As you prepare for your child's three-year re-evaluation meeting you, your child's teachers and other service providers must decide if additional testing will be needed to determine programming needs. During the IEP meeting you may want to ask questions or share important information concerning your child. Sometimes it can be helpful to write these questions down on paper, prior to the meeting. A "Family Information Sheet" is provided on the back of this document which might be helpful also.

Reevaluations include gathering information needed to determine ***Present Levels of Academic Achievement and Functional Performance***. This represents how well your child is doing.

Additional testing may not be needed to determine eligibility, or programming/instructional needs. Existing information may be used such as:

- classroom work samples
- previous evaluations
- student observations
- previous classroom testing & district – wide assessments (e.g. Iowa Test of Basic Skills)

Parental consent is **not** required when reviewing existing data or administering a test or other evaluation that is given to all children.

If additional testing or assessments are needed you will receive a **Consent for/Notice of Reevaluation** form to sign and return prior to the assessment taking place. The second page of this form will list the assessment needed and the person responsible for gathering this information. Assessments **may** include:

- Academic
- Physical
- Hearing/Vision
- Transition
- Behavior
- Health
- Communications skills
- Other areas as needed

At the meeting you will:

1. **Meet** teachers and other service providers who have been working with your child.
2. **Share** with team members your child's strengths, interests and preferences.
3. **Review** your child's goals, progress made and the appropriateness of each goal.
4. **Discuss** the results of any assessments or data collected
5. **Identify** further needs and areas of concern for your child.

Contact the team representative listed at the bottom of the page, your local school district, or your child's teacher if you have questions or concerns. Another resource available to families is the **Family & Educator Partnership Coordinator (FEP)**. Your FEP coordinator is willing to talk or meet with you to explain services and programs.

Your child's achievement increases when families, teachers and service providers work together, strengthening home-school partnerships.

Team Representative _____

FEP Coordinator _____

Family Information Sheet

Student: _____ Birthdate: _____

There will soon be a meeting to discuss and consider education plans for your child. Please use the information below to help you think about your child's strengths, needs and hopes for the future. Your input is valuable and will help develop goals at the upcoming meeting. You are an important part of this meeting because you know your child better than anyone else and your involvement will help determine the best educational program for your child.

1. Things you would like us to know that will help us better understand your child.
2. Things your child does well.
3. Things you would like to see your child do better.

Questions you might have:

1. What supports has my child had to date?
2. Have these supports helped with my child's learning?
3. How will I know if my child is improving?
4. How much time will my child be out of the general education classroom?
5. What areas of concern still need to be addressed?
6. How will I know when my child no longer needs services?

Our hope for our child's future in the areas of:

Living: _____

Learning: _____

Working: _____