



A PARENTS'/GUARDIANS' GUIDE TO AN Initial Evaluation Individualized Education Program (IEP) Team Meeting

An evaluation is based on a review of formal and informal assessment data, information from parents/guardians, observations by teachers as well as classroom-based, local, and state assessment information. Based on the evaluation information, the IEP team determines whether a student has a disability and requires special education and related services, and the nature and extent of the special education and related services that the student needs.

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 not 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 is a “*student with a disability*” under the *Individuals with Disabilities Education Act (IDEA)*.

Step 2

Review of Assessment Results:

- 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 individuals who conducted the assessments (or their designees) discuss the results of the assessments. The IEP team will discuss formal and informal data; classroom-based, local, and state assessment information; and your observations of your child.
- Be prepared to discuss your child’s strengths and educational needs.

Step 3

Determination of Initial Eligibility:

- After review and discussion of all assessments and data, the team determines if your child is eligible for special education and related services under 1 of the established 14 disability categories.

Step 4

Developing an IEP:

- If your child is eligible for special education services, the IEP team must develop an IEP, which includes recommended goals and objectives, and the services and supports your child will need to make progress on the goals and objectives. The IEP will be developed either at this meeting or within 30 calendar days. (See *A Parent’s/Guardian’s Guide to an IEP Development/Review Team Meeting*)

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.