

Navigating the Review of Existing Evaluation Data (REED) Process

October 2013

What is a REED?



- It is a “process” whereby the IEP team *reviews existing evaluation data* to make evaluation decisions about a student.

What is the purpose of a REED?

- Initial Evaluations including Out-of-state Transfers and Part C to B Transition
- Reevaluation
- Other:
 - Consideration of Termination or Change in Eligibility
 - Additions/Modifications to IEP

Who Participates in the REED process?

- The **IEP team** and other qualified professionals may meet in person, communicate via phone, through written documentation, or other informal ways.
- There must be a documented team member who can interpret the educational implications of the evaluations.

What are the team's responsibilities?

- The **IEP Team conducts the REED** and must first gather and review:
 - Evaluations and recent assessment data
 - Teacher and service provider observations
 - Evaluation and other information from the parents
 - Other pertinent data (i.e. medical information)

Examples of information gathered and reviewed at the REED:

- State and district assessments
- Universal screening or progress monitoring data
- Record review
- Teacher made assessments
- Classroom assignments
- Discipline records
- Developmental assessments



Examples of information cont.:

- Attendance
- Report cards
- Medical/health records
- Developmental assessments
- Parent input (through meaningful engagement)
- Outside evaluation obtained by parents
- Observations by the SSW
- Other (as appropriate)

Is any additional data needed?

- Based on the review, the educational needs of the child, and input from the student's parents, the team must identify if any additional data is needed to determine the following:

Additional data needs cont.:

- Whether the student has or continues to have a disability
- The student's present level of academic performance and related developmental needs
- Whether the student needs or continues to need special education and related services
- Whether any additions or modifications to special education and related services are needed to meet IEP goals and participate in general education

If data is needed:

- The types of assessments (not titles) should be proposed and recorded based on the referral reason

If no new data is needed:



- Record rationale for REED team decision on Notice Document
- Signed Parental Consent is required for initials even if no further assessments are needed (i.e. Part C to Part B, Out-of-state transfer, or Private Evaluation)
- Parent has the right to request assessment
 - District must either honor the request or provide notice with the rationale for refusal

What if parent does not consent?

- If the parent does not consent for an initial evaluation, the district is under no obligation to pursue the evaluation
- If the parent refuses consent for a reevaluation, the district “may, but is not required to, pursue the reevaluation”

What if the parent does not respond with consent?

- If consent for a reevaluation cannot be obtained after multiple documented attempts and the parent has failed to respond, the district can proceed with the reevaluation
- The parent should be informed in writing that if he/she does not respond in so many days, the district will proceed with the evaluation

What is the initial REED timeline?

- Michigan Administrative Rules for Special Education (R 340.1721b) states the “time from **receipt of parental consent** for an evaluation to the notice of an offer of a free appropriate public education or the determination of ineligibility shall not be more than 30 school days.”



What is the reevaluation timeline?

- At least once every 36 months unless the parent and LEA determine that a full evaluation is not needed
- When the district suspects that a student is no longer eligible (termination of eligibility)
- Not more than once a year unless agreed upon by both the parent and district

Reevaluation timelines:



- Michigan law no longer requires that continuing eligibility be determined every 36 months via a formal multi-disciplinary evaluation team meeting
- However, the REED process may never exceed the 36 month timeline

Additionally, re-evaluations may be required:

- When a district determines an evaluation is needed for:
 - educational or related service needs
 - improved academic achievement and functional performance
- When requested by:
 - child's parent, or teacher



If the parent requests more than one reevaluation in a year:

- The LEA may not agree that another evaluation is needed
- The LEA must provide Notice which includes the rationale for refusing to conduct the evaluation



Notice:

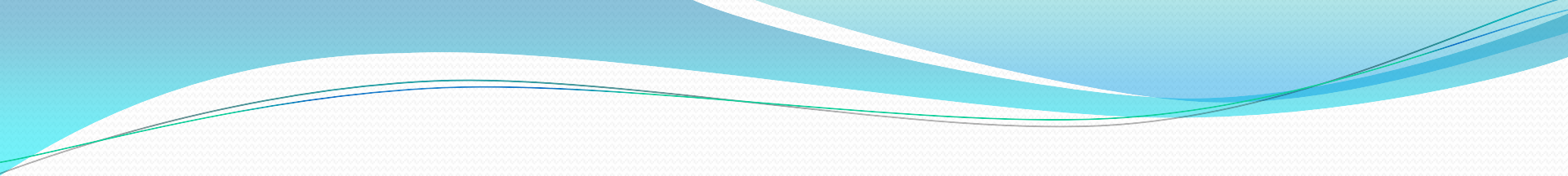
- In order to complete the REED process, all Notice requirements must be provided to the parent in writing when a district:
 - Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the student
 - Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE

Extensions to REED timelines:

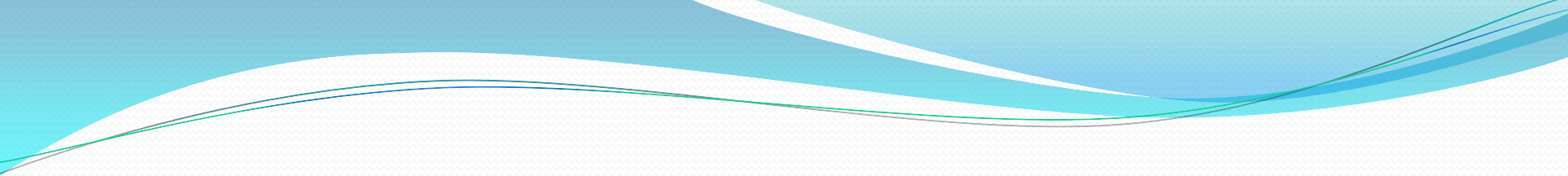
- Extensions may be obtained at the time of the REED or any time within the 30 school days prior to the offer of a FAPE
- The extension must be mutually agreed upon in writing, and measured in school days
- The extension may never exceed the 36 month reevaluation timeline

Frequently Asked Questions About Evaluation Review





Q: Must the district notify the parent if the REED team determines that no further testing is needed?



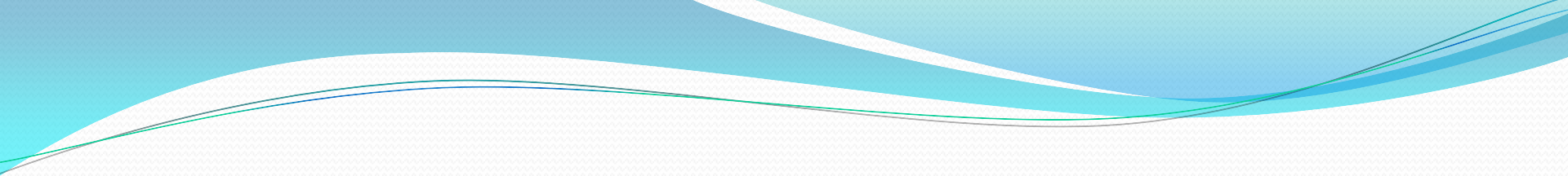
A: YES. The district must notify the parent about the determination and the reasons for it, and about the parent's right to request a reevaluation to determine whether the student continues to be a student with a disability.



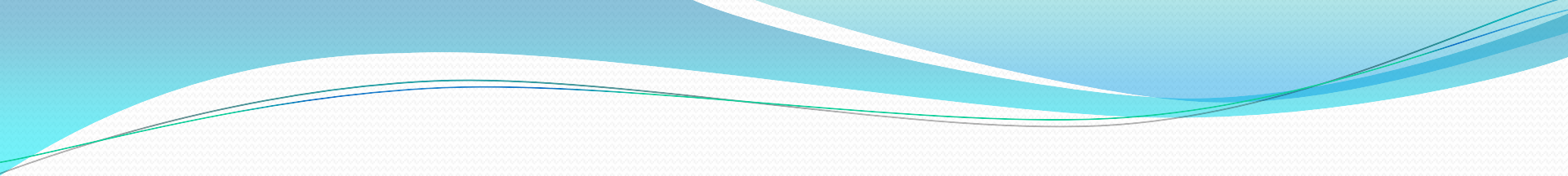
Q: Is a REED required for an initial evaluation?

A: NO. The REED is optional by law but it is a suggested best practice as a way to document the planning process of an evaluation.

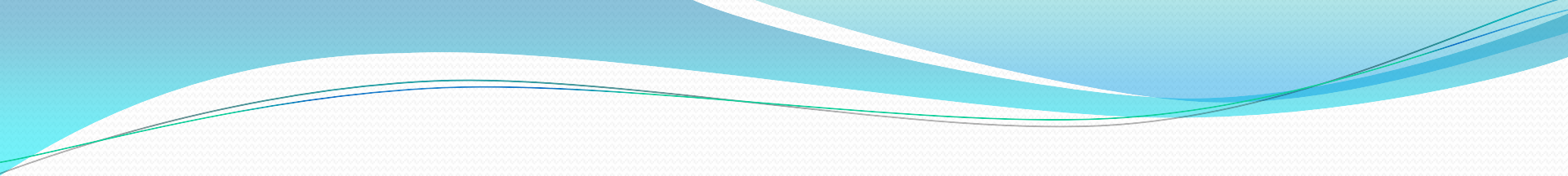
*Kent ISD **is** using the REED as the form for initial evaluations.



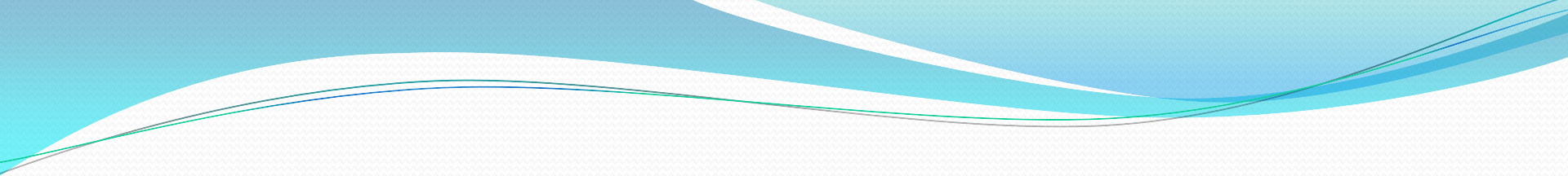
Q: What is the exact date that
"resets the clock" on a reevaluation?



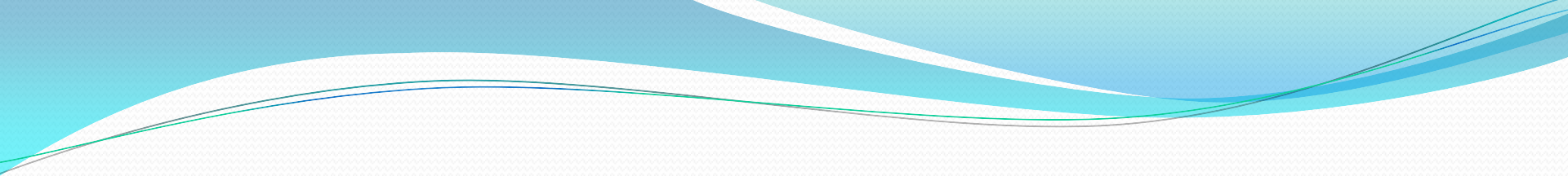
A: A REED date does not determine the evaluation cycle. The prior eligibility determination notice date begins the 36 month evaluation timeline. Subsequent notice of eligibility must occur within 36 months of that date.



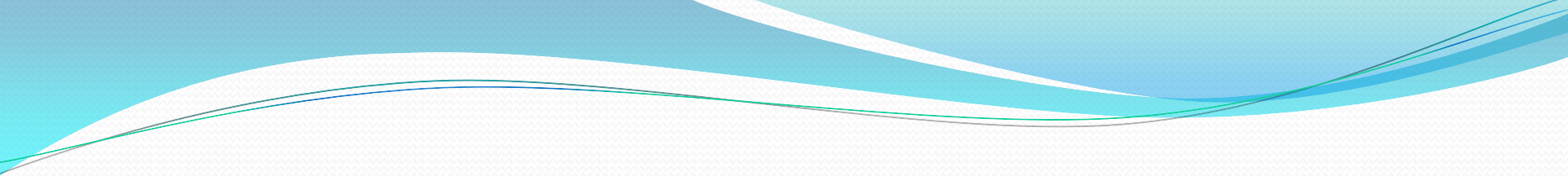
Q: Must a REED be completed prior to determining that a student is no longer eligible to receive special education and related services?



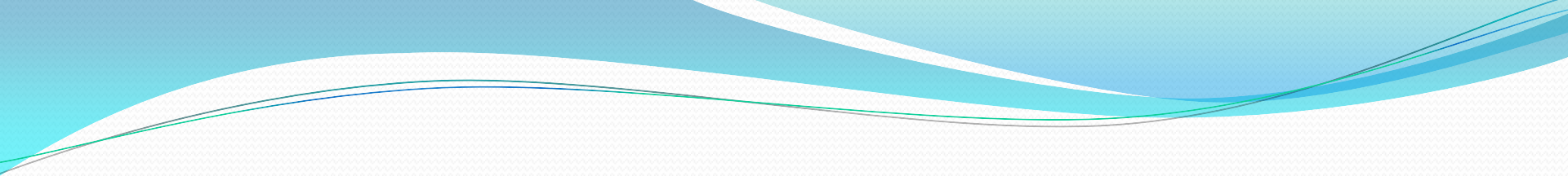
A: YES. A REED is required when a student is exiting from special education programs & services (but continuing in general education).



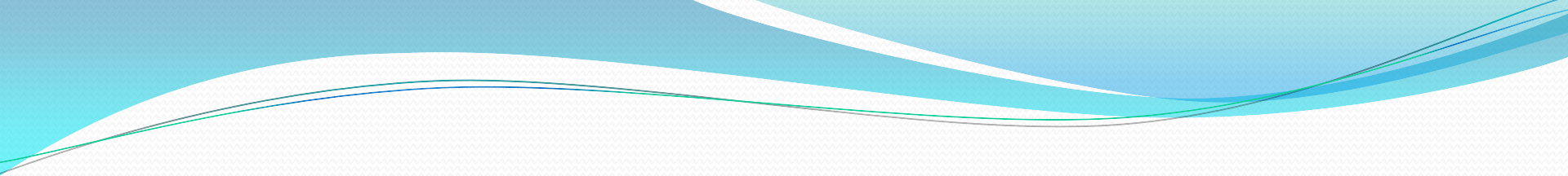
Q: Must a REED be completed prior to graduation with a diploma or “aging-out?”



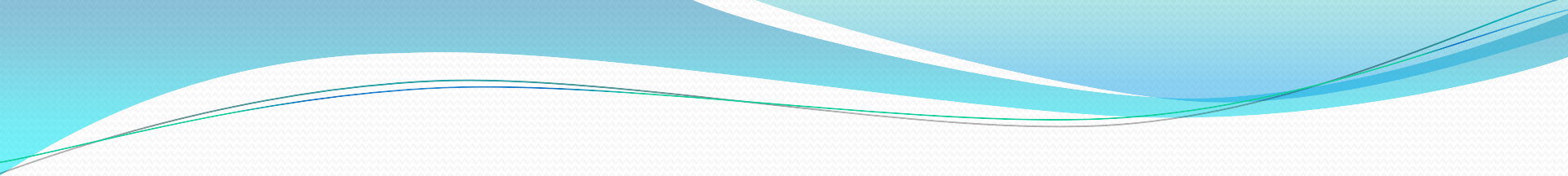
A: NO. A REED is not required prior to graduation with a regular high school diploma or when a student exceeds the age of eligibility.



Q: When considering a change of disability, can the REED determine that an evaluation by a MET is not required?



A: NO. To change the disability of a student, an evaluation by a MET is required as defined in Michigan Rules.

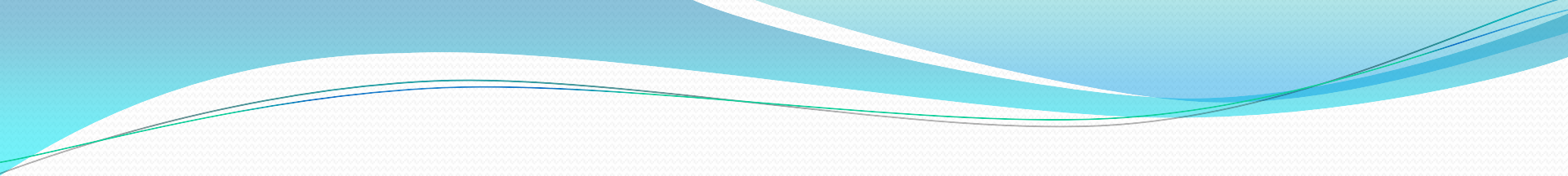


Q: For a reevaluation of eligibility, is a MET needed if a REED team agrees that “No Additional Data is Needed?”

A: NO. A MET report is not needed each time a team is re-determining eligibility. The only requirement is to conduct a REED proceeding a Reevaluation IEP which must occur minimally every 36 months.

*Kent ISD still requires that an Eligibility Recommendation still be completed.

Q: The team is considering changing the student's eligibility from ECDD to EI and the parent has not signed the REED, can the team proceed with the IEP team meeting and make the eligibility change?



A: YES. If the district attempted to contact the parents several times and documented these attempts, the IEP team meeting could proceed.

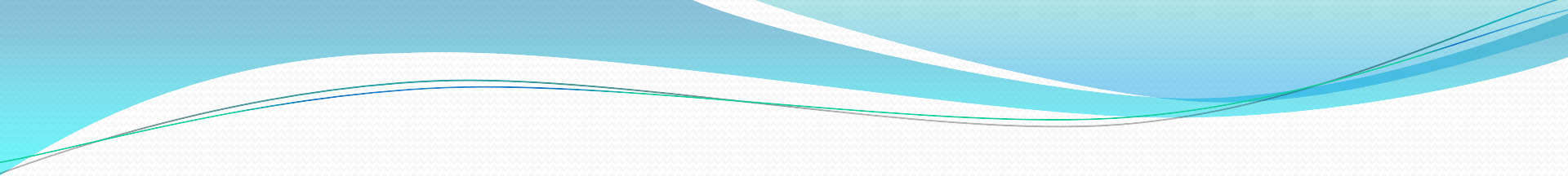


Q: Is a REED required when speech and language services are discontinued?

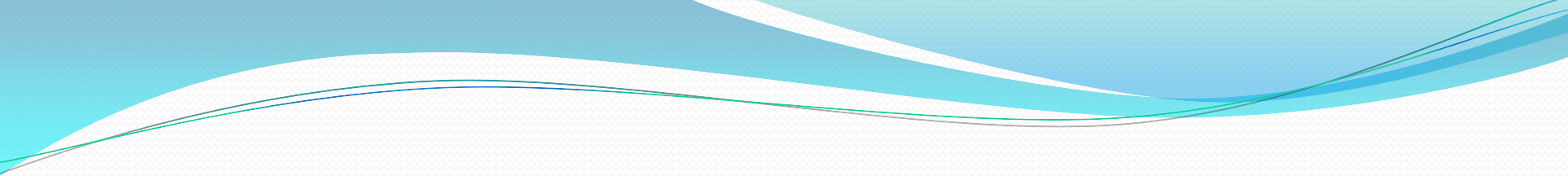
YES and NO

A: YES. A district must evaluate a student who has been determined eligible as a student with a speech and language impairment in order to determine ineligibility and cease services.

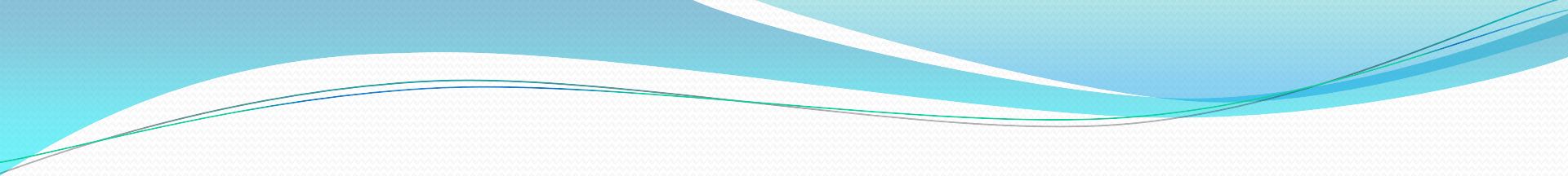
A. NO. A district may not need to conduct a full evaluation if the student was receiving services only and not deemed eligible as SLI. A written report should be attached to the IEP identifying the criteria under which the student no longer requires the service and that the goals have been achieved.



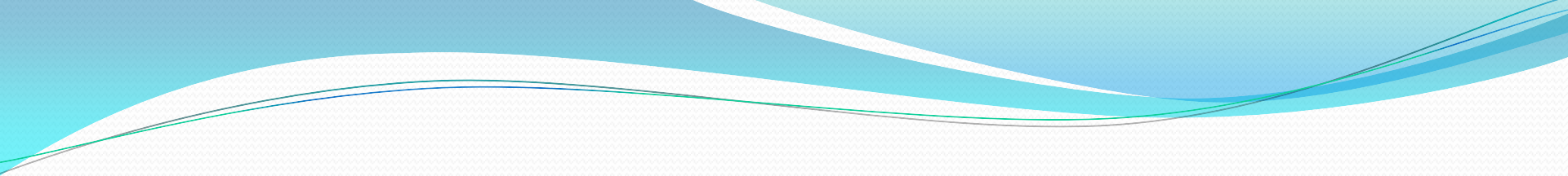
Q: If during an evaluation, it is determined that additional assessments are needed, is another REED required?



A: YES. Another REED is required to obtain consent on the additional evaluation plan.



Q: If the district submits a request for an OT or PT evaluation, is a REED required?



A: YES. A REED is required for any additional evaluation that will potentially add or modify eligibility for a special education service or program.

If you have additional questions concerning the REED process, please contact your ISD Monitor or Administrator.

