

## REVIEW OF EXISTING EVALUATION DATA

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: REVIEW OF EXISTING EVALUATION DATA

[Related Resources](#)

Broad Category: EVALUATION

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### POLICIES AND PROCEDURES:

#### REVIEW OF DATA

- Special Education Department leadership and their designees provide targeted training to district staff involved in students' review of existing evaluation data (REED) process for student evaluation and reevaluation, including tracking student data over time.
- When a student is considered for initial evaluation (FIE, full initial and individual evaluation) for any reason, the Campus Referral Designee (CRD) will initiate the process to complete a REED following special education referral procedures which culminates in collaborative review by a multidisciplinary campus referral committee (CRC). Student's parent/guardian is sought to contribute and is invited to participate.
- When a student is considered for reevaluation (full individual evaluation) for any reason, the Campus Special Education Representative (CSER) will initiate the process to complete a REED by contacting the District Diagnostician or Speech Language Pathologist (SLP).
- The Diagnostician or SLP facilitates completion of a REED by a designated REED committee comprised of multidisciplinary and knowledgeable stakeholders to review the student's current eligibility, current progress, and levels of performance. REED stakeholders include teachers, service providers, parents, and others who are knowledgeable about the student. The REED committee may have the same membership as an ARD/ IEP committee.
- Based on available formal and informal student data, a determination of need for a formal evaluation is made by the REED Committee. If the decision confirms the need for formal evaluation, the parent, guardian, or adult student will be offered Notice of the Evaluation and asked to sign the Consent for Evaluation accompanied by informed consent from a diagnostic specialist (e.g., Diagnostician, SLP, LSSP).
- If the decision is to continue the current disability identification without any additional formal evaluation information, the involved diagnostic specialist (s) with parent/guardian participation, collaboratively complete the REED document and formally declare the REED will become the student's new Full and Individual Evaluation Report.
- The parent/guardian's right to request a formal evaluation always overrides the committee's decision to continue the disability identification.
- Formal REED documents are placed in the student's special education eligibility folder.

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#### PARENTAL PARTICIPATION

- Documentation of parent/guardian's participation in the REED process will be maintained within the student's Parent Contact Log.
- The parent/guardian will be notified by Diagnostician or SLP and invited to collaborate during the student's REED process, whether within an ARD meeting or without meeting.
- The parent/guardian will be notified that with their approval, the student's REED process can proceed without an ARD meeting.
- The parent/guardian's right to request a formal evaluation always overrides the committee's decision to continue the disability identification.
- The parent has the right to request a formal evaluation to determine whether the student continues to be a student with a disability.

#### MULTIDISCIPLINARY REED COMMITTEE

- Per IEP data tracked by trained teaching and service providers with expertise and knowledge of the student, REED Committee members collaboratively assemble documentation of current progress and present levels of student's performance. Completion of targeted professional training and support resources are provided to staff who participate in the REED Committee.
- Per documentation, the REED contributors provide collaborative decisions of whether a need for additional evaluation is indicated to establish student's eligibility and need for specially designed services and supports comprising FAPE.
- The REED Committee must include persons needed to establish eligibility for specific disabilities, including:
  - For students with eligibility of Visual Impairment or Deaf-Blindness, a representative of the Programs for the Visually Impaired
  - For students with eligibility of Deaf and Hard of Hearing or Deaf-Blindness, a representative from the Program for the Deaf and Hard of Hearing
  - For students with eligibility of Emotional Disturbance, a Licensed Specialist in School Psychology (LSSP)
- In determining whether or not additional data is needed, the committee should consider the following:
  - The specific disability - certain disabilities may change over time and require formal evaluation to substantiate developmental changes.
  - Age of the student - each case should be considered on an individual basis.
  - Current need for reevaluation - at least every three years (triennial), the REED committee will consider whether full, partial assessment, or a documented review of existing evaluation data (REED) should be completed. Whenever a need becomes evident, formal and full evaluations could be completed sooner than triennially, but not more than once a year unless parent and school agree.

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- Emotional/behavioral factors: review observations and reports from various settings for all students. REED documentation and appropriately current evaluations will impact future decisions, including if a Manifestation Determination Review (MDR) is needed.
- Special education services and supports - review data of those in place and the effect of eliminating, reducing, or changing those services.
- Instructional demands of grade level standards - review degree to which the student can meet the instructional demands of grade-level standards without special education and related services.
- At minimum, the REED should include:
  - Information from parents and educational providers
  - Observations provided by teachers and other professionals as deemed appropriate classroom-based, local, and state assessments
  - Information about the child's strengths and weaknesses

#### REED CONDUCTED WITHOUT MEETING

- Sought by Diagnostician or SLP, parental participation during the student's reevaluation planning considerations continues during beginning discussions through informed procedural involvement.
- Per collaborative input from a multidisciplinary REED committee, the Diagnostician/SLP compiles the REED documentation which describes data-guided decisions considered for student's evaluation or reevaluation.
- Parent/guardian's informed consent is provided by a staff specialist(s) with expertise in the addressed domain (e.g., Diagnostician, SLP, LSSP).
- Parent/guardian receives the REED documentation report which is signed by contributors and copy maintained in the student's audit folder.

#### STAFF RESPONSIBLE:

**District Level:** Special Education Director, Diagnostician, LSSP, Speech Language Pathologist, Related Service Personnel

**Campus Level:** Administrators, Campus Special Education Representative (CSER), General Education Teachers, parents

#### TIMELINES FOR REEDs:

- Initial evaluations
- Reevaluations

#### EVIDENCE OF PRACTICE:

- Forms or checklists used for REEDs and reevaluations
- Training artifacts (agendas, presentation hand-outs, sign-in sheets, etc.)

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- List of qualified personnel with required licenses and certifications to administer evaluations
- Copies of REEDs