

Review of Existing Evaluation Data (REED)

- FORT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT
Review of Existing Evaluation Data Operating Procedures

2.9 *What are the procedures for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and any reevaluation?*

As part of an initial evaluation, if appropriate, and as part of any reevaluation, relevant members of the student's ARD committee, together with any additional relevant professional staff, if necessary, will review the student's existing evaluation data, including:

- evaluations and information provided by the student's parent or guardian;
- current classroom-based, District or State assessments, and classroom-based observations of the student; and
- observations by teachers and related services providers.

On the basis of that review, as well as input from the student's parent(s) or guardian(s), the student's ARD committee will identify what additional assessment or evaluations, if any, are needed to determine: (1) whether the student is or remains a student with a disability, including on the basis of having 1 or more additional as of yet unidentified suspected disabilities; (2) whether the student needs or continues to need special education and related services; (3) the educational needs of the student, including the student's present levels of academic achievement and related developmental needs; and (4) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.¹

PRACTICE GUIDE— The District should carefully consider whether existing evaluation data is sufficient to describe the student's current academic and functional needs even when the student's eligibility may not be in question. When determining whether or not a REED is sufficient instead of reevaluation for a particular student, the ARD committee and other qualified professionals as appropriate may consider whether any additions or modifications to the student's existing special education program may be needed for progress.

¹ 34 C.F.R. § 300.305(a)

The group conducting the REED may conduct the review without a formal meeting of the student's ARD committee.²

If the student's ARD committee, including the parent or guardian, determine that no additional data (including in a new assessment area) are needed to determine whether the student is or continues to be a student with a disability, and to determine the student's educational needs, the District will notify the student's parents or guardians about:

- the determination and the basis for the ARD committee's determination, and
- their right to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs.³

Informed parental consent is not required before conducting a REED as part of an initial evaluation or a reevaluation. Likewise, informed parental consent is not needed when the District is administering a test or other evaluation that is administered to all students unless consent is required for all students.⁴

² 34 C.F.R. § 300.305(b)

³ 34 C.F.R. § 300.305

⁴ 34 C.F.R. §300.300(d); 34 C.F.R. § 300.302