

Review of Existing Evaluation Data (REED)

The reevaluation process begins by completing a REED, with a necessary review of evaluation data. A special education evaluator usually facilitates this review at the campus level. The information is recorded on the CFISD REED document which becomes a part of the ARD Committee document.

- Multidisciplinary team members review cumulative and audit folders, evaluations and information provided by the parents, current classroom-based evaluations and observations, state assessment results and observations by teachers and related services providers (existing evaluation data). The group may conduct its review without a formal meeting. CFISD chooses not to complete a REED outside of an IEP meeting.
- The Review of Existing Educational Data (REED) is conducted to determine extent and scope of reevaluation. If it is determined that no additional data are needed and the existing data presented are sufficient, the school notifies the child's parent of (a) the determination that no additional data are needed and the reasons for that determination and (b) the right of the parent to request an evaluation to determine whether the child continues to be a child with a disability. In such case, CFISD is not required to conduct an assessment unless requested to do so by the child's parents/guardians. The information, with additional documents, is submitted as an evaluation report. A copy is maintained in the student's state audit folder.

Note: The scope of a reevaluation for the child with a visual impairment must be determined by a multidisciplinary team that includes a certified orientation and mobility specialist.

- If the ARD Committee determines additional evaluation measures are needed the parents are notified in writing of any evaluation procedures the school proposes to conduct. Parental consent is obtained before conducting any new test as part of a reevaluation. The student's ARD Committee establishes a due date for the completion of the additional evaluation measures.
- Test instruments and supplemental measures are administered as needed to determine
 - Whether the child continues to have a disability
 - The child's present levels of academic achievement and functional performance and related educational and developmental needs
 - Whether the child continues to need special education and related services
 - Whether any additions or modifications are needed to enable the child to meet his/her IEP goals and to participate in the general education curriculum, as appropriate
- The written evaluation report must be completed on or before the calendar anniversary date of the previous evaluation or when determined to be due by the ARD Committee.
- Evaluation of any new areas must be completed within 30 school days or another established deadline set by the ARD Committee.
- Results of the evaluation must be reviewed in an ARD within 30 calendar days of the date of the completed report.
- A copy of the REED and the new condition report must be provided to the parent. FIE or additional testing reports are also provided to the parents.
- If a student does not continue to meet special education eligibility requirements, they may be considered for eligibility under Section 504 of the Rehabilitation Act of 1973.
- Results of any reevaluation are used by the child's ARD Committee to establish eligibility, to review IEPs and revise as appropriate.