

## REVIEW OF EXISTING EVALUATION DATA (REED) PROCESS

*“The initial evaluation (if appropriate) and any reevaluations must begin with a review of existing information by a group that includes the parents, the other members of a child’s IEP team and other qualified professionals, as appropriate, to determine what further evaluations and information are needed to address the question in 34 CFR Sec. 300.305(a)(2).” NMAC 6.31.2.10 D(2)d.ii*

The Special Ed Coordinator is responsible for facilitating the REED process and ensuring compliance with the timeline and the other requirements of the reevaluation process as follows:

- 60 days prior to the reevaluation due date, the Special Ed Coordinator notifies the parent/guardian, student, and members of the Eligibility Determination Team (EDT) of the intent to reevaluate the student for special education eligibility. The Special Ed Coordinator sets a date for an EDT meeting within 30 days.
- REED process starts 45 days prior to the reevaluation meeting. The Special Ed Coordinator notifies, facilitates, and ensures the completion of the REED form, reviewing existing evaluation data with input from the team. The EDT then determines and documents whether there is a need for additional data.

As part of an initial evaluation (if appropriate) and prior to all re-evaluations, the Eligibility Determination Team (EDT), must review existing evaluation data (REED). Based on that review with input from the child’s parents, the EDT documents what evaluation standardized, formal assessments are needed, if any, to determine:

- (a) whether a child has a disability
- (b) the educational needs of the child
- (c) the present levels of academic achievement, functional performance, and related developmental needs of the child
- (d) whether the child needs special education and related services; and
- (e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual IEP goals and to participate, as appropriate, in the general education curriculum

If EDT determines and documents that no additional data are needed, then the Special Ed Coordinator will:

- Send home notice of the intent to reevaluate without testing
- Draft EDT, schedule meeting, contact parents and providers
- Conduct EDT meeting, document eligibility decisions and complete a Prior Written Notice (PWN)
- If student continues to be eligible, the IEP team will develop an IEP
- If student is not eligible, refer to Student Assistance Team (SAT)

If EDT determines and documents that additional data are needed, then the Special Ed Coordinator will:

- Send home notice of the intent to reevaluate with testing
- Develop evaluation plan and complete a PWN
- Obtain Informed Parental Consent to complete assessment and complete evaluation report
- Contact diagnostician/evaluator, schedule time for student testing/evaluation
- Draft EDT, schedules meeting, contact parents and providers
- Diagnostician/Evaluator will contact the parent to interpret results and/or attend EDT meeting to communicate test results to the IEP team
- Conduct EDT meeting, document eligibility decisions
- If student continues to be eligible, the IEP team will develop an IEP
- If student is not eligible, refer to Student Assistance Team (SAT)