

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<p>IDENTIFICATION: Review of Existing Evaluation Data</p> <p>See separate but related procedures for more specific guidance and detailed information relative to <i>Initial Evaluations, Reevaluations, Assessment Tool Selection and Administration, and IEP Participants and Excusals.</i></p>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§300.300 of IDEA indicates that written parental consent is required when the school district proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, as well as prior to conducting any reevaluation of a child with a disability.</p> <p>§300.303 of IDEA requires that school districts ensure that a reevaluation of each child with a disability is conducted if the district determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child’s parent or teacher requests a reevaluation.</p> <p>§300.305 indicates that a school district must evaluate a child before determining that the child is no longer a child with a disability. This evaluation is not required before the termination of a child’s eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.</p> <p>§300.305 of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and as part of any reevaluation. This must include a review of all the following:</p> <ul style="list-style-type: none"> • evaluations and information provided by the parents of the child; • current classroom-based, local, or State assessments, and classroom-based observations; and • observations by teachers and related services providers.
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On the basis of this review, and input from the child's parents, the district must identify what additional data, if any, are needed to determine:

- whether the child is a child with a disability and the educational needs of the child; or in the case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
- the present levels of academic achievement and related developmental needs of the child;
- whether the child needs special education and related services; or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's IEP and to participate, as appropriate, in the general education curriculum.

§300.304 of IDEA describes the procedures that must be followed when conducting an initial evaluation or reevaluation. In conducting the evaluation, the school district must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child.

For more detailed information regarding assessment tools and evaluation procedures, see separate but related procedures relative to *Initial Evaluations*, *Reevaluations*, and *Assessment Tool Selection and Administration*.

<p>Under what circumstances will this procedure be used?</p>	<p>This procedure will be used when reevaluating students who are currently eligible for special education. Such reevaluations include evaluations related to adding/deleting a program or service and developing Functional Behavior Assessment/Behavior Intervention Plans, even if the student’s eligibility will not change.</p> <p>This procedure also may be used when evaluating students who have been “referred” by a parent, staff member, MTSS team, or other source as possibly needing special education support (i.e., an initial special education evaluation.)</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and evaluative staff.</p>
<p>Describe the steps in this procedure.</p>	<ol style="list-style-type: none"> 1. At least 30 school days prior to the due date of a reevaluation and within 10 school days of receipt of any request for a special education evaluation, the district will conduct a Review of Existing Evaluation Data (REED.) 2. Participants in the REED Process will include all the following: <ul style="list-style-type: none"> • District representative • General education teacher (if the student participates or may participate in general education) • Special education teacher/service provider(s) • An individual who can interpret the instructional implications of evaluation results • The parent will have a meaningful opportunity to participate and provide input into the REED process. <p>The individuals responsible for ensuring that the REED is conducted in a timely manner and with all required personnel are the building teacher consultant, school psychologist and the special education administrator.</p> 3. The REED is a process that allows all team members to meaningfully engage in the review of existing data and also to participate in decisions resulting from that review. In order to ensure that the REED is a collaborative process, the following strategies are used: <ul style="list-style-type: none"> • Face-to-face meetings to conduct the REED generally are preferred.

- Virtual meeting platforms and conference calls will be used when face-to-face meetings are not practical, possible, or necessary.
- The case manager will be responsible for ensuring that all required team members are engaged in the review of existing data as well as decisions that result from that review.
- The case manager will document how each team member was engaged in the REED process and what their input was to the decision-making.
- Team members will review documents (hard copy or electronic) to understand how other team members have participated in the process and what their disposition is relative to the need for an evaluation.

4. During the REED process, the team will review all the following:

- Current classroom-based, local, or state assessments and classroom-based observations. Minimally this includes: M-STEP/MME results, NWEA results, common grade-level assessment results, classroom assessments, unit tests, and quizzes, report cards, attendance records, disciplinary records and classroom observations.
- Observations by teachers and related service providers. Minimally this includes: teacher comments on report cards, email communications from teachers relative to items pertinent to the REED/evaluation process, results of rating scales completed by teachers and related service providers, progress monitoring data from teachers and related service providers and formal reports developed by teachers and related service providers.
- Evaluations and information provided by the parent. Minimally this includes: comments from informal interviews with both parents (unless parental rights have been restricted), parent input documented on previous IEPs, results of formal parent surveys or questionnaires that have been completed over time, results of rating scales completed by the

parent, letters, emails or other communications from parents relative to the REED, and reports parents have provided from outside sources (doctor, therapist, community service agency, etc.).

5. Based on a review of the existing data, the team will determine whether any additional assessments are necessary in order to:

- Determine whether the student has or continues to have a disability. This includes (but is not limited to):
 - Assessments to inform decisions about initial eligibility for special education.
 - Assessments to inform decisions about continuing eligibility at the time of a 3-year reevaluation.
 - Assessments to inform decisions about changing a student's eligibility category.
 - Assessments to inform decisions about exiting a student entirely from special education eligibility (required if the exit is prior to graduation or aging out at 26.)
- Determine whether the student requires, or continues to require, specially designed instruction in the form of special education programs or related services. This may include (but is not limited to):
 - Assessments to inform decisions about whether a student still requires related services.
 - Assessments to inform decisions about whether a student still requires a specific special education program.
 - Assessments to inform decisions about which programs/services are appropriate for the student.
 - Assessments to inform decisions related to service delivery in the least restrictive environment.
 - Assessments to inform decisions related to a non-disciplinary change of placement or consideration of a more restrictive setting.
- Determine the student's present level of academic achievement and functional performance, including the student's strengths and needs. This may include (but is not limited to):

- Assessments to inform decisions about changes in the student's academic skills and needs.
 - Assessments to inform discussions about changes in the student's behavioral or social-emotional status.
 - Assessments to inform discussions about the student's medical or health status.
 - Assessments to inform decisions relative to new areas of need.
 - Assessments to inform the setting of annual goals/STOs.
- Determine whether any additions or modifications to the IEP are needed. This may include (but is not limited to):
 - Assessments to inform decisions about adding, dropping, or changing certain supplementary aids or supports.
 - Assessments to inform decisions about establishing or updating a Behavior Intervention Plan.
 - Assessments to inform decisions about establishing or changing an individual health care plan.
 - Assessments to inform decisions about setting appropriate annual goals or short-term objectives.
 - Assessments to inform decisions about adding or dropping a related service or changing frequency/duration of services.
 - Assessments to inform decisions about increasing/decreasing special education program time.
 - Assessments to inform decisions about changing the student's educational placement.
 - Assessments to inform decisions about postsecondary transition goals or course of study.

The individuals responsible for ensuring timely and thorough considerations by the team relative to the REED are the building teacher consultant, school psychologist and the special education administrator.

6. Provide the parent with prior written notice of the results of the REED which documents:

	<ul style="list-style-type: none"> • Whether the district proposes or refuses to evaluate the student. • If the district is proposing any evaluation, a description of the assessments that are planned, and a request for the parent’s written consent for that evaluation. • If no additional assessments are proposed to determine/redetermine eligibility, a statement regarding why that decision was made as well as a statement that the parent has a right to request an evaluation. • A description of the data, reports, or evaluations that serve as a foundation for the district’s proposal or refusal. • A description of any other factors relevant to the district’s proposal or refusal. • Information about how the parent may obtain a copy of the procedural safeguards under IDEA. • Contact information for organizations that can help the parent understand the procedural safeguards. <p>The individuals responsible for ensuring the timely provision of prior written notice, including the timely request for parental consent for evaluation, are the building teacher consultant, school psychologist and the special education administrator.</p> <p>7. Within 30 school days of receipt of written parent consent to evaluate the district will complete the evaluation pursuant to the REED/consent.</p> <p>The individuals responsible for ensuring the timely completion of the evaluation as described in the REED, are the building teacher consultant, school psychologist and the special education administrator.</p>
<p>What forms are necessary to implement this procedure?</p>	<ul style="list-style-type: none"> • Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.) • Complete copy of the student’s records
<p>How, when and by whom will this procedure be</p>	<p>Compliance with this procedure is maintained and reviewed by each local district office of special education. Reports and state reporting fields (i.e. initial component of special education, IEP timeliness, etc.) are available for each</p>

<p>consistently documented?</p>	<p>student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Documentation of the 10-day timeline from request for evaluation to REED/prior written notice will be supervised by the special education administrator.</p> <p>Documentation of the 30 school-day timeline from parental consent to offer of a FAPE, including documentation of a full and individualized evaluation, will be supervised by the special education administrator.</p> <p>The schedule for review of documentation of these procedures will be monthly based on a random sample.</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and at scheduled professional development.</p>