SPECIAL EDUCATION REFERRAL/REVIEW OF EXISTING EVALUATION DATA/CONSENT FORM
INSTRUCTIONS AND INFORMATION

Review Date

- The review date is the date that the review is completed.

Section I: Demographic Information

Ethnic Code:

<table>
<thead>
<tr>
<th>OFFICIAL TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaskan Native/American Indian</td>
</tr>
<tr>
<td>Asian American</td>
</tr>
<tr>
<td>Black/ African American</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
</tr>
</tbody>
</table>

If a student is currently receiving special education:

- Provide the pertinent and most recent dates requested; previous REED, MET, initial/3 year IEP, and Notice of FAPE date.
- Indicate the area of eligibility and special education providers.

Section II: Referral Information

- Check the appropriate box to indicate whether the purpose of the review is an initial or a reevaluation.
- An initial evaluation is the first time a student is evaluated for purposes of determining eligibility for special education programs/services.
- If a student is evaluated, found not eligible through the IEPT, then referred for special education again at a later date, this should again be considered an initial referral for special education.
- If a student is receiving special education programs/services and a new area of eligibility is to be considered (ex: Speech/Language then Specific Learning Disability) this is considered a reevaluation.
- Indicate the date the referral is received.
- For three year evaluations write NA (not applicable) on the line. However, you must identify a referral date when a request has been made for a re-evaluation for a reason other than the required three year evaluation (such as parent or teacher request).
- If this is an initial referral:
  - Document how the student was referred and the reason for the referral.
  - Parents must be contacted and made aware of the concern prior to the meeting. Document who made the contact.
  - Attach documentation of general education intervention strategies that have been implemented.

Section III: Participants

- It is not a requirement that the REED be completed in a formal meeting.
- Parents must be given the opportunity to participate in the Review of Existing Evaluation Data (REED).
- Participants in a REED shall, at a minimum, include all of the following:
  - At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
  - At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
  - A representative of the public agency who-
    - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    - Is knowledgeable about the general curriculum; and
    - Is knowledgeable about the availability of resources of the public agency;
  - An individual who can interpret the instructional implications of the evaluation results (Evaluation/Data Representative), who may be a member of the team described above;
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- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child may participate, including, related services personnel as appropriate; and if appropriate, the student.

- Check the appropriate box (yes/no) to indicate whether additional general education interventions are needed.

- If no additional general education interventions are needed, proceed to section V.

- If yes, additional interventions are needed, the parent agreement and notice section will appear.
  - List the additional activities to be completed, designate a team member as a follow up person, and indicate the projected date to review progress.
  - While there is no designated timeline for this process, it should be a mutual decision with the parent. Adequate time must be allowed to investigate/address the area(s) of discussion yet be within a reasonable timeline to be determined by the team.
  - Obtain parent signature and date to indicate their agreement to allow additional general education interventions prior to the initial evaluation for special education eligibility. Parent signature also documents their understanding that if sufficient progress is made, they may be asked to withdraw the referral for an initial evaluation.

- IDEA mandates that the district provide written notice to the parent when the district proposes to initiate or change the identification or evaluation of the student; or when they refuse to initiate or change the identification or evaluation of the student.

- The parent maintains the right to request an evaluation at any time.

- You must indicate any options considered but not selected and the reason.

- Identify any other factors relevant to the district’s proposal/refusal.

- Procedural safeguards must be provided to the parent at least one time per year, and in the event of an initial referral or upon a parent request for an evaluation.

Section IV: Review of Existing Evaluation Data (REED)

- The purpose of the REED is to review existing data about the student and to ascertain what, if any, additional evaluation is needed to determine/re-determine eligibility.

- All appropriate and relevant data should be reviewed during the REED in order to assess areas relative to: appropriateness of prior instruction, medical condition and extent of general education interventions, accommodations, and support services provided.

- Current classroom based, local or state assessments, and classroom based observations must be reviewed.

- Observations by teachers and related services providers must be reviewed.

- Information and evaluations provided by the parent must be noted accordingly and a copy of evaluations provided should become part of student’s file.

- Releases of information should be obtained as appropriate for pertinent district personnel to communicate with any evaluator/agency.

- At this time, the team may determine the need to assure “appropriate instruction” through general education interventions and/or that other factors need to be addressed/investigated/attempted prior to an initial evaluation for special education. This may be due to considerations such as inconsistent school history; medical impacts; lack of evidence of appropriate instruction; lack of interventions through general education, etc.
Document the delivery mode and date the report is sent/provided to the parent.

Section V: Evaluation Plan

- Based on referral information or previous eligibility, indicate the current/suspected disability (ies).

Additional Data Needed and Evaluation Plan

- On the basis of the review and input from the student’s parent, identify what additional data, if any, are needed to determine:
  - Whether the student has or continues to have a disability.
  - The student’s present level of academic performance and related developmental needs.
  - Whether the student needs or continues to need special education and related services.
  - Whether any additions or modifications to special education and related services are needed to meet IEP goals and participate in general education.

- If you check the first box under “Additional Data Needed and Evaluation Plan” you must also check the remaining boxes. However, boxes two through four may be checked individually as appropriate.

- Based on the review, indicate the assessment area in the first column that requires additional data. In the second column, identify the specific data needed and how it will be obtained. The second column constitutes the evaluation plan for the student.

- The identification of additional data needed establishes the appropriate evaluation for each student. Thus it is expected that all identified data will be obtained during the evaluation process.

- In describing additional data needed, the team does not need to identify the specific tests or evaluation materials to produce the data needed. It is only necessary to identify the types of data needed or the nature of the evaluation(s) i.e. academic testing, social history, gross motor evaluation, intellectual assessment.

Notice of Sufficient Data

- If, based on the review of the data and input from the parent, the team decides that no additional data is needed to determine that the student is/continues to be a student with a disability who has special education and program needs, indicate so by checking the first box. Then, complete the statement by providing the rule # and title of the student’s current disability. You must also state a reason on the line provided.

- If, based on the review of the data and input from the parent, the team decides that no additional data is needed to determine that the student is not/is no longer a student with a disability who has special education and program needs, indicate so by checking the second box. Then, complete the statement by providing the rule # and title of the corresponding disability on the line. You must also state a reason on the line provided.

Disabilities by rule #:

- 340.1705 Cognitive Impairment
- 340.1706 Emotional Impairment
- 340.1707 Hearing Impairment
- 340.1708 Visual Impairment
- 340.1709 Physical Impairment
- 340.1709a Other Health Impairment
- 340.1710 Speech & Language Impairment
- 340.1711 Early Childhood Devel. Delay
- 340.1713 Specific Learning Disability
- 340.1714 Severe Multiple Impairment
- 340.1715 Autism Spectrum Disorder
- 340.1716 Traumatic Brain Injury
- 340.1717 Deaf-blindness

- If based on the review of data, and input from the parent, the team determines that no additional data is needed to determine that the student no longer needs special education services, check the third box and...
document the service title on the appropriate line.

340.1745 Speech and Language Services
340.1701c (a) Related Services

Section VI: Notice for the Provision of Identification/Evaluation

- IDEA mandates that the district provide written notice to the parent when the district proposes to initiate or change the identification or evaluation of the student; or when they refuse to initiate or change the identification or evaluation of the student.
- The evaluation plan in section V describes the action proposed/refused.
- The parent maintains the right to request an evaluation at any time, regardless of the recommended evaluation plan documented in section V.
- You must indicate any options considered but not selected and the reason.
- Identify any other factors relevant to the district’s proposal/refusal.
- Document by whom and when parent input was obtained and the content of the document was explained.
- Indicate the format of the REED.
- Procedural safeguards must be provided to the parent at least one time per year, and in the event of an initial referral or upon a parent request for an evaluation.

Section VII: Parent Commitment

- Document that the parent has received a copy of the procedural safeguards, the suggested list of parent organizations and that they understand the content of the notice by having them check the boxes provided.
- If the results of the REED indicate that there is sufficient data and no additional data is needed, and the parent agrees, then have the parent check the box to indicate their awareness of the right to request on evaluation, and sign and date to document their agreement to the plan.
- If this is an initial referral or if the results of the REED indicate that additional data/assessments are needed, request that the parent indicate their consent/refusal to provide consent by checking the appropriate box then signing and dating the form.
- The parent may decide and sign at the time of the REED or choose to consider the recommendations. If the parent chooses to consider the recommendations, it is suggested that a two (2) week timeline be set for return of the signed form. The parent should be given a copy of the Referral/REED/Consent form to take home, (not the original) and the Procedural Safeguards.
- If the parent refuses to provide consent, he/she should state the reason for the denial. These cases should be brought to the attention of the administrator.
- Per IDEA informed parental consent is not required to be obtained for reevaluation IF the agency can demonstrate that reasonable measures have been taken to obtain such consent and the student’s parent has failed to respond. Records of attempts to contact parents must be maintained.

District Personnel Use only

- Document the delivery mode and date the report is sent/provided to the parent.
- Upon receipt of the parent consent/refusal, document the district personnel and date to which it was received.