



Monroe County ISD Guidance: REED and Consent to Evaluation



The Monroe County Intermediate School District does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, height, weight, marital status or familial status in its programs, activities or in employment. The following person has been designated to handle inquiries regarding the non-discrimination policies: Elizabeth J. Taylor, Assistant Superintendent for Human Resources and Legal Counsel, 1101 S. Raisinville Road, Monroe Michigan 48161; Telephone: 734.322.2640.

1. What are the purposes for the REED process to be used in Monroe County schools?

A: Purposes to use the REED process

- Initial Eligibility
- Re-evaluation/Re-determination
- Questioning eligibility (possible decertification or change in eligibility)
- Adding or removing a service
- When an assessment will be conducted (AT or FBA)

2. Who are the required members of the REED (evaluation team)?

IDEA regulations (§ 300.305) state that the IEP team must complete the REED. The IEP team (and therefore the REED team) is defined as follows: § 300.321 IEP Team. (a) General. The public agency must ensure that the IEP Team for each child with a disability includes—

- (1) The parents of the child;
- (2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- (4) A representative of the public agency who—(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (ii) Is knowledgeable about the general education curriculum; and (iii) Is knowledgeable about the availability of resources of the public agency.
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
- (6) At the discretion of the parent or the agency other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) Whenever appropriate, the child with a disability.

3. Does the REED have to occur in a formal meeting?

No Formal Meeting Required – The REED requires full participation by all required team members, but it is not required that the REED be completed in a formal meeting. Members may meet individually or in small groups to review existing data in their area of expertise. If a formal meeting is scheduled, then you MUST invite parents and document your attempts to do so. Regardless of whether the meeting is formal or informal, you must also document all

attempts to gather parent input into the REED process in the Contact Log in PowerSchool Special Education.

4. Are participants required to sign in on the REED document?

Not necessarily, however, participants feel actively involved when they initial or sign a form indicating their participation. The person responsible for the REED form should indicate who participated by checking the box and entering the person’s name. Document how the person participated by indicating the method, i.e., by phone, personal communication, and include the information gathered in the REED and Evaluation Plan document (*PowerSchool Special Education*).

5. When is parent consent required on a REED?

When the district is proposing an initial evaluation plan or a re-evaluation plan that requires additional data to make a decision about eligibility, programs, and/or services, parent consent to the plan is required. The parent must consent to the initial evaluation plan and any subsequent instance when additional data is needed to determine eligibility.

A: CONSENT

I, as parent/guardian/student, **1)** have received a copy of the *Special Education Parent Handbook*, **2)** understand the contents of this plan, **3)** understand that I may request a comprehensive evaluation related to the disability of my child and: (*Select one*)

- ☒ I **consent** to the proposed evaluation plan.
- ☐ I **do not consent** to the proposed evaluation plan.
- ☐ **No response to requests to obtain parent consent**

6. What happens when we cannot get parent consent?

If the parent/guardian refuses consent to the plan for further assessment, such refusal does not release the LEA from the requirement to conduct a reevaluation. LEAs must document the attempts to obtain consent and LEAs may proceed to complete the reevaluation based on the data they have available to them. If the data is not sufficient to determine eligibility, then the LEA may find the student ineligible based on the current data available. The only other signature required is an administrative signature on the REED’s Notice page. Be sure to document all attempts to contact the parent clearly in the [Contact Logs](#) and Notice.

- ☒ **No response to requests to obtain parent consent**

DISTRICT SIGNATURES

District Superintendent Designee:

(ID) [lookup](#)

District Contact Person:

(ID) [lookup](#)

OFFICE USE ONLY

IDEA 300.300(c)(2) – The informed parental consent described in paragraph (c)(1) of this section need not be obtained if the public agency can demonstrate that -

1. (i) It made reasonable efforts to obtain such consent; and,
2. (ii) The child's parent has failed to respond.

Date of Contact		Method of Contact	Result of Contact	Who made the Contact
Contact:	01/16/2011	Phone	Confirmed and reviewed parent	Shawna Dippman (ID) lookup /non- lookup

7. What if a parent does not respond to attempts to obtain a “review of input from the parent”?

If no input was provided by the parent, the person responsible for the REED form must document a minimum of three efforts to obtain parent input in the [Contact Logs](#) in the student profile (*PowerSchool Special Education*), along with documentation in the “Evaluations and input provided by parents/guardians” portion of the REED, and the REED Notice page.

Input from the parent requires the opportunity for meaningful participation through such means as interviews, phone discussions, participation at a face-to-face meeting, or questionnaires.

Other examples of parent input include developmental history, parent perception of the student's possible disability, information about the student's learning, and parent input on the student's educational experiences.

8. In using the REED for a 3-year reevaluation, with sufficient data that eligibility is not in question, where is the date and signature to signify this is now the MET?

Typically, the parent signs the REED indicating they agree to the proposed evaluation plan. However, if there is no evaluation plan needed because sufficient data is available to determine eligibility, no parent signature is required. This decision is very important and should be considered on an individual basis. The dates are driven by the Notice section of each document. The new MET date will populate in the next document.

NOTICE OF SUFFICIENT DATA

Based on the review of the data and input from the parent, it was determined that no additional data is needed to determine whether the student is or continues to be a student with a disability or to determine the child’s educational needs.

State reason:

Please be informed that it is the right of the parent to request an assessment from the district to determine whether the child continues to be a child with a disability, and to determine the child’s educational needs.

Follow with an IEP team meeting.

9. When completing the Evaluation Review, should names be included when reviewing teacher and/or related service provides(s) observations?

It is important to note the role of the individual providing input (e.g. classroom teacher, school social worker, speech therapist etc.) than providing the individual’s name.

Establishing Initial Eligibility

10. What is the timeline when a request for initial evaluation is received?

Within 10 school days of receipt of a written request for an initial evaluation of a student suspected of having a disability, and before any formal evaluation designed to determine eligibility for special education programs and services, the public agency shall provide the parent with written notice, and when necessary shall request written consent to evaluate.

After completing the Full and Comprehensive Evaluation Plan, obtain written consent and provide Notice. Parents are provided a copy of the [Parent Handbook](#).

11. When does the initial evaluation need to be completed?

The time from the receipt of parental consent for an evaluation to the notice of an offer of a free appropriate public education or the determination of ineligibility shall not be more than 30 school days. This timeline begins upon receipt of the signed parental consent by the public agency requesting the consent. This timeline may be extended if agreed to by the parent and public agency. Any extension to this timeline shall be both in writing and measured in school days (use Agreement to Extend Evaluation Timeline in PowerSchool Special Education).

Special Education

Search Communication Reporting Administration Service Capture

My Home Page > Group: Wager Group Student: sample, sample (SAMPLE)

Profile Documents Events

By Year: (All) By Category: (All) More...

Documents for sample sample (SAMPLE)

Create New Document: (Select...) Go

- Documents for 20
- Letters and Notices
 - Invitation to Attend IEP Team Meeting
 - Prior Written Notice
 - Consent to Invite Community Agencies
 - Invitation To Attend a Meeting
- Eligibility
 - Consent for Initial Special Education Evaluation
 - Eligibility Recommendation
 - Agreement to Extend Evaluation Timeline
 - REED And Consent To Evaluate
- Student Plans
 - Transfer of Student with Student Plans

The 30-school-day timeline begins on the date the district receives the signed Parental Consent to Evaluate. That date is day 0 of the 30-school-day timeline. Districts should date-stamp or otherwise note the date of receipt.

- The 30-school-day timeline ends on the date the district completes the initial IEP. The date of completion of the IEP is the date on which the district offers a FAPE for the student to the parent. The offer of a FAPE will include a notice that is compliant with federal regulations and state rule.
- If the parent and district agree, the timeline for completion of the initial evaluation and IEP may be extended beyond 30 school days.
- If agreed upon, an extension must be
 - o Individualized
 - o Limited and within reason
 - o In writing
 - o Counted in school days

If a concern arises or new information emerges during the REED process either:

- A new REED should be completed, adding in the additional data needed and new parental consent obtained. If the new assessments can be conducted during the initial evaluation timeline, that is the best-case scenario, or;
- Extend the Initial Evaluation timeline using the Agreement to Extend Evaluation Timeline in PowerSchool Special Education.
- You could choose to hold the initial IEP from the original timeline and amend the IEP when the new evaluation is complete.

Using the REED for Termination of Eligibility §300.305(e):

12. What happens when a parent refuses to sign a REED to test for decertification or discontinuation of services/programs?

An LEA must evaluate a student with a disability before determining the student is no longer a student with a disability or in need of special education services or programs.

Guidance:

The IEP team must conduct a REED to determine what additional information is needed to determine the student is no longer a student with a disability or no longer in need of special education services and programs. If the REED indicates a need for additional assessment, the identified assessments must be completed prior to the IEP meeting where the determination of eligibility will be made... §300.304 through §300.311. If the district is not able to obtain parent consent, they may proceed with the evaluation if they can demonstrate (document) reasonable measures were taken to obtain the consent and the student's parent failed to respond. **Notice is Required.**

Whether the student has or continues to have a disability.

- Evaluation and Eligibility Recommendation is required if you are decertifying or changing eligibility. The evaluation team determines what type of additional assessment data is needed.

Whether the student needs or continues to need special education and related services.

- Evaluation and Eligibility Recommendation is required UNLESS the IEP team is ONLY dropping or adding a service (in this case the REED can identify no additional data is needed if there is enough current and relevant data to support).

13. What is the Process for Transfer/New Enrollment Student Placements?

- Complete New Student Form on the MCISD website to add student to your caseload in PowerSchool.
 - [New Student Demographic Form](#)

Student Moves in from another school district in Monroe County- Complete the Transfer of Student with Disability document (PowerSchool for Special Education); NO changes necessary to the IEP; no evaluation needed.

Select Option A: The provisions of the current **Michigan IEP** will be fully implemented by the school district.

Student Moves in from a Michigan school district outside of Monroe County

Select Option B: An IEP Team meeting will be held, and Notice provided within 30 school days. Until then, this student will be supported with the provisions listed above.

Make every attempt to obtain records from the prior school of attendance. If you **do not** receive records within **10 school days** follow the process for an Initial Evaluation.

- Complete a Review of Existing Evaluation Data and Consent to Evaluate (REED found in PowerSchool for Special education) complete Notice (use flyout to access)
 - Evaluation needs: Documentation is insufficient and requires additional steps, team proposes to determine FAPE, complete evaluation and follow procedures below within 30 school days
- Eligibility Recommendation
- Reports (Uploaded to Eligibility Recommendation in PowerSchool for Special Education)
- Medical opinion statement from MCISD website (as needed and uploaded to PowerSchool for Special Education)

Any enrolling student to the district with expired eligibility and/or IEP must have an expedited REED, Evaluation, and IEP.

Student moves in from a state other than Michigan. Considered Initial to Michigan. Requires Review of Existing Evaluation Data and Consent to Evaluate (Always check the box for initial eligibility when coming from out of state), Eligibility Recommendation, Invitation to IEP, IEP team meeting held within 30 school days.

Select Option B: An IEP Team meeting will be held, and Notice provided within 30 school days. Until then, this student will be supported with the provisions listed above.

- Complete a Review of Existing Evaluation Data and Consent to Evaluate (REED) and Notice (use flyout to access) to complete an expedited Initial Evaluation.
 - Sufficient data: REED documentation supports Michigan eligibility.
 - Evaluation needs: Documentation is insufficient to support Michigan eligibility and requires additional steps, complete evaluation and follow the procedures below within 30 school days.
- Provide Parent Handbook and Procedural Safeguards.
 - [Parent Information Handbook](#)
 - [Procedural Safeguards - MDE](#)
 - Document in PowerSchool Special Education contact log.
- Eligibility Recommendation (PowerSchool for Special Education).
- Reports (Uploaded to Eligibility Recommendation in PowerSchool for Special Education).
- Medical opinion statement as needed and uploaded to PowerSchool.

Sec. 300.304 Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with §300.301(d)(2) and (e), to ensure prompt completion of full evaluations.

MARSE R 340.1721b Timelines. Rule 21b. For students with an individualized education program in effect at a previous public agency who transfer public agencies within the same school year, the new public agency shall immediately provide a free appropriate public education. A decision regarding implementation of an individualized education program in accordance with 4 CFR §300.323 shall be made within 30 school days of enrollment.

A: Key points to remember

- When questioning multiple eligibility categories, document one REED with all necessary information.
- When questioning multiple eligibility categories, follow the REED with a corresponding Eligibility Recommendation for each eligibility category evaluated followed by the IEP and RMS sheet.
- When sufficient data is determined, you must always follow a REED with an IEP and RMS sheet.

REED Process

1. School psychologist will inform IEP team members with a reminder email a minimum of 45 school days prior to a student's three-year re-evaluation date. Schedule a meeting or conference call to determine what information the team has or what they may need.
2. School psychologist will activate the REED document in PowerSchool Special Education and notify IEP team members that the REED is available.
3. Teacher and support staff will enter their information in the REED or email their written observations and data to the school psychologist. Written observations and data should be sent in the format that staff members would like them to appear in the REED.
4. The IEP team will determine:
 - a. if the team has sufficient data to determine eligibility or
 - b. if additional data is needed to determine eligibility. The school psychologist will then complete the final sections of the REED.
5. If it is determined that the team has sufficient data:
 - a. The school psychologist will give a copy of the REED to the caseload teacher to review at the student's three-year reevaluation and IEP.
 - b. Provide the parent with a copy of a completed Notice for Provision of Services and Programs document.
 - c. Follow with an IEP.
6. If it is determined that additional data is needed to update student records or it is an initial evaluation or for the purposes of decertification:
 - a. School psychologist or caseload teacher will obtain "Consent for Evaluation" from the parent/guardian and provide the parent with a copy of a completed Notice for Provision of Services and Programs.
 - b. The school psychologist will coordinate follow through on the evaluation plan. All must be completed prior to the student's three-year reevaluation date and within 30 days of the date of consent documented on the REED.
 - c. Follow with a MET(s), IEP and RMS sheet.
7. If it is determined that additional data is needed, but the team is not questioning eligibility:
 - a. The IEP team should determine what assessments they need to update present level information.
 - b. The school psychologist will give a copy of the REED to the caseload teacher to review the student's three-year reevaluation IEP.
 - c. The team should obtain consent to evaluate from the parent and provide a completed copy of the Notice and Procedural Safeguards to the parent.
 - d. Upon completion of assessments, the results should be addressed through an Amendment or new IEP.

8. The school psychologist will finalize the REED document within 7 days of the IEP meeting date.
9. Caseload teacher is responsible for placing all original documents in the student's CA-60. Use the Special Education Documentation Checklist to verify all documents are complete and ready for placement in the student CA60.

Appendix A

Timelines

Activity	Timeline
Public Awareness School districts must inform the public about the available special education programs and services and how to access those programs and services. This is part of the district's Child Find responsibility.	Annually; Ongoing
Request for Initial Evaluation When a child is suspected of having a disability, a written request for an initial evaluation is submitted to school district personnel.	Anytime
Parental Consent to Evaluate When a request for an initial evaluation is received, the district must request parental consent to evaluate a child suspected of having a disability.	Within 10 school days Counted from the date the district receives the request.
Evaluation A Multidisciplinary Evaluation Team (MET) conducts the initial evaluation.	Within 30 school days* Counted from the date the district receives the Parental Consent to Evaluate to the offer of a FAPE (the time to complete the Evaluation is days). *If the parent and the district agree, the timeline for initial activities may be extended beyond 30 school days.

Activity	Timeline
Individualized Education Program (IEP) The IEP Team is convened to determine eligibility or ineligibility. If eligible, the team develops the child's IEP. The IEP is completed when the district makes an offer of a Free Appropriate Public Education (FAPE) to the child's parent.	Within 30 school days* Counted from the date the district receives the Parental Consent to Evaluate to the offer of a FAPE (the time to complete the Evaluation is days). *If the parent and the district agree, the timeline for initial activities may be extended beyond 30 school days.
Notice to Parent of Intent to Implement The public agency provides written notice to the parent about where and when the district intends to implement the IEP.	Within 7 school days Counted from the date of the IEP meeting
Parental Consent for Provision of Programs and Services Parent consent is required before special education programs and services are provided to a child for the first time.	Within 10 school days Counted from the date the district initiates delivery of the Notice to Parent of Intent to Implement.
Implementation The district implements the child's IEP.	Within 15 school days* Counted from the date of the Notice to Parent of Intent to Implement. *If the parent and district agree, the timeline for implementing the IEP can be extended.