

received, be sure to document attempts to obtain parent input. List any outside evaluations the district did not previously have a copy of, the date of the eval, who completed the eval, and if it has already been reviewed by the district, then provide a brief summary. If it will be reviewed and considered by the district then it can be included as part of the evaluation plan (below).

[H] All suspected handicapping conditions must be evaluated. All testing should be able to provide sufficient data and information on specific skills strengths and deficits to document starting points for instruction. Information provided needs to be more than just norm-referenced standard scores and/or percentiles

[I] NOTICE OF SUFFICIENT DATA

If the REED Team has determined they have gathered sufficient data, in order to:

- recommend whether the child has or continues to have a disability,
- determine the student's present levels,
- determine if the student needs or continues to need special ed and related services, or
- determine whether any additions or modifications are necessary, then ...
- Provide Notice of Sufficient Data, but be sure to include a solid description of the data collected and reviewed and why it is sufficient.
- Signed parental consent is required for initials, even if no further evaluations are needed (out-of-state transfer, Part C to Part B, private evaluation, etc)
- Parent has the right to request a reevaluation
- District must either honor or refuse the request through Notice using the Options Considered and Reason Not Selected sections.

TIMELINES for EVALUATION

Initial Timelines:

From receipt of parental consent for an evaluation, to the Notice of an offer of a Free Appropriate Public Education, or the determination of ineligibility, must not be more than 30 school days.

Reevaluation Timelines:

Must be conducted:

- At least once every 36 months, unless the parent and LEA determine that a full evaluation is not needed
- Michigan law no longer requires that continuing eligibility be determined every 36 months via a formal multidisciplinary evaluation team meeting. This is not best practice. We highly recommend the

team holding an eligibility recommendation meeting every three years. However, the REED process may never exceed the 36 month timeline

- When the district suspects that a student is no longer eligible
- Not more than once a year unless agreed upon by both the parent and district

In addition to periodic reevaluations, pursuant to 34 C.F.R. 104.35 of Section 504, a reevaluation should occur before any significant change in placement or whenever circumstances warrant. Where the School has reason to believe a student may need modifications to his/her placement or additional special education or related services to ensure the provision of a free appropriate public education (FAPE), the School should convene an IEP Team meeting or Section 504 Team meeting, as appropriate, to determine what, if any, revisions to the student's IEP (or Section 504 Plan) may need to be made as well as any appropriate steps which would could include the need to conduct a reevaluation of the student. The group conducting the evaluation must be a compliant evaluation team, as required under the IDEA or Section 504, as applicable. Should the Team determine that reevaluation is necessary, the Team should consider whether is also a need to consider additional or different disabilities.

The LEA may not agree that another evaluation is needed and so must provide Notice which includes the rationale for refusing to conduct the evaluation

Extensions may be obtained at the time of the REED or any time within the 30 school days prior to the offer of a FAPE

For initial evaluations the extension should be used only in exceptional circumstances.

An extension must be:

- mutually agreed upon
- in writing, in advance of the meeting
- measured in school days

An extension may never exceed the 36 month reevaluation timeline

Notice (FAPE) Page

Similar to the IEP Notice page, the options considered and not selected sections must be completed.

The parent must give written consent for all initial evaluations. For all other evaluations the district must make reasonable efforts to obtain parental consent. It is recommended that staff make and document at least three

attempts to obtain parent input and consent. These attempts should be spaced out. If the parent does not respond or fails to state that he or she does not consent to the district's proposed evaluation(s), the district may move forward with its proposed evaluation plan. It is recommended that before doing so, the district provides the parent with notice of its intent to proceed with conducting the evaluation(s) in the absence of any refusal or objection on the part of the parent.

The district representative (principal or special education administrator must sign the REED.

REED and ER Reminders

- Once the determination is made to proceed with an evaluation (e.g., MTSS or written parent request) the completed REED or prior written notice must be presented to the parent within 10 school days.

- The REED must have all the required IEP team members' signatures and input prior to presenting it to the parents. After the parent signs the REED it needs to be signed by the building principal or the SE administrator.
- The REED and ER should contain all the information that was collected and reviewed through the SST process. It does no good for all that work and data to be collected for determination of an evaluation for that information not to be included with the eval plan and eligibility recommendation. It is also useful information for the receiving case manager as part of the baseline for PLAAFP and goal writing.
- For initial evaluations verbal consent is not valid. You **MUST** have **WRITTEN** parent consent to proceed with the evaluation. The documented attempts to get parent consent must be logged on the REED. It is from the date the parent provides consent and the district receives the consent that the 30 school day timeline starts.
- Once you have the signed REED that **MUST** be sent to your respective school psychologist. The school psychologist must have eyes on all REEDs before evaluating.
- It is expected that the diagnostic staff have close communication and collaboration with the gen ed teacher(s) and SE case manager through the eval process.
- The evaluation results should be shared with the case manager and other relevant team members with sufficient time for the IEP paperwork to be completed. Best practice is at least 5 days prior to the IEP.
- The evaluation results should be shared with the parent prior to the IEP with sufficient time for them to have an opportunity to review the results and prepare questions.
- The initial IEP can't be implemented without written parent consent and the building administrator or SE administrator signature on the Notice page.
- If the student is determined to be ineligible for special education the Notice page must still be completed.
- It is not acceptable on the REED and ER to state "see CA-60" for information. The evaluation team should be determining the highlights from the educational record and summarizing that information for the REED and/or ER.
- The evaluation should be comprehensive and identify all the student's needs. It must be more than just norm-referenced (e.g., standard scores and percentiles) scores. It needs to provide specific and measurable baseline information from which goals can be written. This information could come from classroom observations and assessments and/or criterion-referenced assessments.
- Graphs can be used (or attached to the ER) where possible for results (e.g., BASC rating scale results).

- All evaluation results should be interpreted and summarized in a way that can be easily understood by the reader and give detailed information on the skill deficit areas. It should be sufficiently descriptive that it could be used as all or part of the PLAAFP on the IEP.

Frequency and duration indicates how often the program/service is to be provided. All IEPs will be documented in either hours in weeks or months (services).

1. When do you count resource program time in a co-taught classroom and when do you not?

There are no specific rules for when you can or can not count this time. However, there are general guidelines that the IEP team should keep in mind.

- A). Is this an area for which student shows a need for special education services? If not, then the time is not counted as special education resource program time (FTE).

Examples:

If a student is eligible as SLD in the area of math calculation, then ONLY a co-taught math class should be counted as resource program time.