Local Education Agency (LEA) Name

LEA Address

REVIEW OF EXISTING EVALUATION DATA (REED) Documentation Form

|  |  |  |
| --- | --- | --- |
| Child’s Name: Click or tap here to enter text. | | |
| Date of Birth: Click or tap here to enter text. | Grade: Click or tap here to enter text. | Child ID#: Click or tap here to enter text. |
| Parent/Guardian Name: Click or tap here to enter text. | | |
| Mailing Address: Click or tap here to enter text. | | |
| City, State, Zip Code: Click or tap here to enter text. | | |
| Phone Number: Click or tap here to enter text. | | |
| Language of Instruction: Click or tap here to enter text. | | |
| Primary Home Language: Click or tap here to enter text. | | |

Date REED Process Initiated: Click or tap here to enter text.

Date REED Process Completed: Click or tap here to enter text.

**Initial Evaluation  Reevaluation (Due date):** Click or tap here to enter text.

**\*Special Request**

\*If special request, describe here:

Click or tap here to enter text.

**Previously Identified Disability(ies):**

Autism Hearing Impairment, including Deafness  Other Health Impairment

Deaf-Blindness  Intellectual Disability  Specific Learning Disability

Developmental Delay  Multiple Disability Speech or Language Impairment

Emotional Disturbance  Orthopedic Impairment  Traumatic Brain Injury

Visual Impairment, including Blindness

None

SECTION I: REVIEW OF EXISTING EVALUATION DATA

Upon completion of this review, the LEA needs to determine if additional data (such as interviews/observations, informal assessment data, and/or formal assessment data) is needed to determine:

* + - 1. Whether the child has a disability (for initial evaluations) or continues to have a disability (for reevaluations);
      2. The educational needs of the child;
      3. The present levels of academic achievement and related developmental needs of the child;
      4. Whether the child needs or continues to need special education and related services; and/or
      5. 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 Individualized Education Program (IEP) and to participate, as appropriate, in the general education curriculum.

**NOTE**: The REED process may be conducted without a meeting. The REED form can be a “walking document,” with participation by team members via telephone, in person, through electronic collaboration or email, etc. A “walking document” means that there does not need to be a meeting to gather data, complete the document, or obtain signatures. In other words, there is no requirement that there be a formal meeting to initiate or complete the REED process. Signatures on the form represent participation in the process, even if a meeting was not held.

**Background Information**

Summary of Existing Data

*Summarize all existing data related to the child’s history, including existing information regarding the child’s living situation, the kind of experiences the child has had in their family related to educational performance, etc. This should include cultural or linguistic factors relevant to the child, early developmental history, family circumstances, etc.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers (if applicable), outside agencies (as appropriate), etc. Include formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to Background Information

Does this child’s background information suggest that the child’s history is a factor contributing to their educational performance/difficulties?

**No**. The background information suggest that the child’s history is not a contributing factor for their educational performance/difficulties, so no additional data is needed in this area.

**Yes**. The background information suggests that the child’s history (developmental,

experiential, social, familial, medical, etc.) may be a contributing factor to their educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how the child’s history contributes to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs more information about the child’s history and how it contributes to the child’s educational performance/difficulties.

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why the history is* ***not*** *a contributing factor to the child’s educational performance/difficulties OR*
* *Clear summary of how the history may be contributing to the educational performance/difficulties AND*
  + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *A summary of the questions that need to be answered and the type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve these unanswered questions.*

**Communication**

Summary of Existing Data

*Summarize all existing data related to communication, including existing information regarding the child’s ability to speak clearly, understand what is being said, communicate information, use language socially, communicate verbally and non-verbally, etc.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.)*

Determination of Need for Additional Data Related to Communication Factors

Do the existing data suggest that communication is a factor contributing to the child’s educational performance/difficulties?

**No**. The existing data suggest that communication factors are not contributing to the child’s educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that communication factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how communication factors are contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about communication factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why communication factors are* ***not*** *contributing to the child’s educational performance/difficulties OR*
* *Clear summary of how communication factors may be contributing to the child’s educational performance/difficulties AND*
  + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Physical**

Summary of Existing Data

*Summarize all existing data related to the physical domain, including existing information regarding the child’s physical abilities, including how their body works (motor skills or sensory processing abilities), their vision, their hearing, and their overall health, etc.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to the Physical Factors

Do the existing data suggest that physical abilities are contributing to the child’s educational performance/difficulties?

**No**. The existing data suggest that physical factors are not contributing to the child’s educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that physical factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how physical factors are contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about physical factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why physical factors are* ***not*** *contributing to the child’s educational performance/difficulties OR*
* *Clear summary of how physical factors may be contributing to the child’s educational performance/difficulties AND*
  + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Social, Emotional, and Behavioral**

Summary of Existing Data

*Summarize all existing data related to social, emotional, and behavioral factors of the child, including existing information regarding the child’s relationships with others, behaviors in the educational setting, coping skills, etc.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to Social, Emotional, and Behavioral Factors

Do the existing data suggest that social, emotional, and/or behavioral factors are contributing to the child’s educational performance/difficulties?

**No**. The existing data suggest that social, emotional, and/or behavioral factors are not contributing to the child’s educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that social, emotional, and/or behavioral factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how social, emotional, and/or behavioral factors contribute to the child’s s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about social, emotional, and/or behavioral factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why social, emotional, and behavioral factors are* ***not*** *contributing to the child’s educational performance/difficulties*

*OR*

* *Clear summary of how social, emotional, and behavioral factors may be contributing to the child’s educational performance/difficulties*

*AND*

* + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Cognitive Factors**

Summary of Existing Data

*Summarize all existing data related to cognitive factors of the child, including existing information regarding the child’s thinking, reasoning, problem solving, and processing of information.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related Cognitive Factors

Do the existing data suggest that cognitive factors are contributing to the child’s educational performance/difficulties?

**No**. The existing data suggest that cognitive factors are not contributing to the child’s educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that cognitive factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how cognitive factors contribute to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about cognitive factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals. Include a summary of the type of information required in the box below.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why cognitive factors are* ***not*** *contributing to the child’s educational performance/difficulties*

*OR*

* *Clear summary of how cognitive factors may be contributing to the child’s educational performance/difficulties*

*AND*

* + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Functional Performance and Adaptive Behavior Factors**

Summary of Existing Data

*Summarize all existing data related to the functional performance and adaptive behavior skills of the child, including existing information regarding the child’s practical, social, and conceptual adaptive behavior skills, as well as performance with every day activities in the educational environment.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to Functional Performance and Adaptive Behaviors Factors

Do the existing data suggest that functional performance and/or adaptive behavior factors are contributing to his/her educational performance/difficulties?

**No**. The existing data suggest that functional performance and adaptive behavior factors are not contributing to the child’s educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that functional performance and adaptive behavior factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how functional performance and adaptive behavior factors contribute to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about functional performance and adaptive behaviors factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals. Include a summary of the type of information required in the box below.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why functional performance and adaptive behavior factors are* ***not*** *contributing to the child’s educational performance/difficulties*

*OR*

* *Clear summary of how functional performance and adaptive behavior factors may be contributing to the child’s educational performance/difficulties*

*AND*

* + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Academic Achievement Factors**

Summary of Existing Data

*Summarize all existing data related to the academic achievement skills of the child, including in relation to how the child is involved in and progressing in the general curriculum. For preschool children, this includes school-readiness skills and participation in developmentally appropriate activities. For children who are transitioning from Part C to Part B, this area may include concepts such as shape identification, matching, sorting, scribbling, book orientation, etc.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers, outside agencies (as appropriate), etc. Include a summary of formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to Academic Achievement Factors

Do the existing data suggest that academic achievement factors are contributing to the child’s educational performance/difficulties?

**No**. The child does not demonstrate any “Academic Achievement Factors” (as documented above), so the existing information suggests that academic achievement factors are not contributing to his/her educational performance/difficulties. No additional data are needed in this area.

**Yes**. The existing data suggest that academic achievement factors may be contributing to the child’s educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how academic achievement factors contribute to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs additional data about academic achievement factors and how they contribute to the child’s educational performance/difficulties. *This additional data may include formal or informal assessment data, interviews, observations, etc., conducted/collected by a variety of professionals. Include a summary of the type of information required in the box below.*

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why academic achievement factors are* ***not*** *contributing to the child’s educational performance/difficulties*

*OR*

* *Clear summary of how academic achievement factors may be contributing to the child’s educational performance/difficulties*

*AND*

* + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *The type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve any unanswered questions and the most appropriate team member(s) to gather these data (e.g., teacher, related service provider, evaluation specialist, etc.) based on the type of data needed and the nature of the unresolved questions.*

**Other Information**

Summary of Existing Data

*Summarize all existing data related any areas not already addressed, as relevant for this child.*

*This should include information from the child’s parents, the child (as appropriate), teachers (general education and special education), related service providers (if applicable), outside agencies (as appropriate), etc. Include formal assessment data, informal assessment data, and observations/interviews/extant information. Within this section, be thoughtful about presenting the information in an organized, cohesive way (e.g., chronologically, by area, etc.).*

Determination of Need for Additional Data Related to Other Information

Does this child’s information suggest that there are other factors contributing to their educational performance/difficulties?

**No**. The existing information suggests that the child doesn’t have other factors that may be contributing to their educational performance/difficulties, so no additional data are needed in this area.

**Yes**. The existing information suggests that the child may have other factors that may be contributing to their educational performance/difficulties.

The EDT/IEP team **has adequate data** to describe how other information about the child contributes to the child’s educational performance/difficulties.

The EDT/IEP team **has unanswered questions** and needs more information about the child and how other factors may contribute to the child’s educational performance/difficulties.

*Explanation of Determination of Need for Additional Data*

*Provide detailed explanation of the answer to the question above. Explain one of the following:*

* *Clear summary of why the EDT has determined that other factors are* ***not*** *a contributing factor to the child’s educational performance/difficulties OR*
* *Clear summary of what other factors may be contributing to the educational performance/difficulties AND*
  + *A summary explaining why there are no unanswered questions at this time, so no additional data are needed OR*
  + *A summary of the questions that need to be answered and the type of information (e.g., parent interview, teacher questionnaire, etc.) that is needed to resolve these unanswered questions.*

Section II: Current Disability(ies) Under Consideration

Based on the review of existing evaluation data, including formal, informal, and extant information, the following eligibility categories should be discussed to determine which one, if any, best describe the child’s disability (if any):

*Note: This should include the child’s current eligibility category, if any.*

Autism Hearing Impairment, including Deafness  Other Health Impairment

Deaf-Blindness  Intellectual Disability  Specific Learning Disability

Developmental Delay  Multiple Disability Speech or Language Impairment

Emotional Disturbance  Orthopedic Impairment  Traumatic Brain Injury

Visual Impairment, including Blindness

None

Section III: Summary of Need for Additional Data

**YES, AS REFLECTED ABOVE, THERE IS A NEED FOR ADDITIONAL DATA**

The additional data specified above are needed in order to determine any of the following:

1. Whether the child has a disability (for initial evaluations) or continues to have a disability (for reevaluations);
2. The educational needs of the child;
3. The present levels of academic achievement and related developmental needs of the child;
4. Whether the child continues to need special education and related services; and/or
5. 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 IEP and to participate, as appropriate, in the general education curriculum.

NOTE:If the EDT has determined that there is a need for additional data (formal, informal, and/or extant), the LEA will gather any evaluation data necessary to complete a full and individual evaluation of the child consistent with NM TEAM (2021) to make an appropriate eligibility determination decision. Prior to gathering the data, the LEA must provide prior written notice to the parent and obtain written parental consent. The Eligibility Determination Team meeting will be scheduled upon completion of this full and individual evaluation.

**NO, AS REFLECTED ABOVE, THERE IS NOT A NEED FOR ADDITIONAL DATA:**

On the basis of the above review, the LEA determined that no additional data are needed to determine any of the following:

1. Whether the child has a disability (for initial evaluations) or continues to have a disability (for reevaluations);

2. The educational needs of the child;

3. The present levels of academic achievement and related developmental needs of the child;

4. Whether the child continues to need special education and related services; and/or

5. 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 IEP and to participate, as appropriate, in the general education curriculum.

NOTE:If the EDT has determined there is no need for additional data, an EDT meeting will be scheduled to determine continued eligibility for special education and related services. Because there is not a need for additional data, the date of EDT decision becomes the new evaluation date.

PARENT NOTICE: **If the Eligibility Determination Team (EDT) determines that no additional data are needed to determine whether your child continues to be a child with a disability, the local education agency (LEA) must notify you of its determination and the reasons for it, and of your right to request an evaluation to determine whether your child continues to be a child with a disability.**

1. The LEA has explained the reasons for its determination that additional data are not needed to determine whether my child continues to be a child with a disability and to determine my child’s educational needs.

**YES  NO**

1. I understand my right to request an evaluation (i.e., gathering additional formal, informal, and/or extant evaluation data)to determine whether my child continues to be a child with a disability and to determine my child’s educational needs.

**YES  NO**

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Signature of Parent, Guardian, or Adult Student Date

*To obtain a copy of your parental rights as a parent of a child with a disability under IDEA, please visit* [*https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Eng-Procedural-Safeguards-12-23-2020.pdf*](https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Eng-Procedural-Safeguards-12-23-2020.pdf)

*A copy of these parental rights in Spanish can be found at* [*https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Span-Procedural-Safeguards-12-23-2-20.pdf*](https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Span-Procedural-Safeguards-12-23-2-20.pdf)

Review of Existing Evaluation Data Process Participants

|  |  |  |
| --- | --- | --- |
| **Title/Name** | **Date** | **Signature** |
| Click or tap here to enter text.  Parent/Guardian | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Parent/Guardian | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Child | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Special Education Teacher | Click or tap to enter a date. |  |
| Click or tap here to enter text.  General Education Teacher | Click or tap to enter a date. |  |
| Click or tap here to enter text.  District Representative | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Person Interpreting Evaluation Results | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Educational Diagnostician | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Speech Language Pathologist | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Occupational Therapist | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Physical Therapist | Click or tap to enter a date. |  |
| Click or tap here to enter text.  School Psychologist | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Social Worker | Click or tap to enter a date. |  |
| Click or tap here to enter text.  Other | Click or tap to enter a date. |  |
| Click or tap here to enter text. | Click or tap to enter a date. |  |
| Click or tap here to enter text. | Click or tap to enter a date. |  |
| Click or tap here to enter text. | Click or tap to enter a date. |  |

*Required members of the EDT, as described in IDEA (2004), are parent(s), special education teacher, general education teacher, district representative, and an individual who can interpret evaluation results (this is not necessarily an additional member of the team).*

*Team members who are serving in more than one role (e.g., district representative and person interpreting evaluation results) should sign in all applicable places.*