BROWNWOOD INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION OPERATING PROCEDURES:
REVIEW OF EXISTING EVALUATION DATA

Updated 2026

Legal Framework: REVIEW OF EXISTING EVALUATION DATA

Related Resources

Broad Category: EVALUATION

BROWNWOOD ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of BROWNWOOD ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. BROWNWOOD ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act ("IDEA"), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on BROWNWOOD ISD's website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. BROWNWOOD ISD's *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. BROWNWOOD ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring BROWNWOOD ISD into compliance with the requirements of IDEA. BROWNWOOD ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. BROWNWOOD ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

What are the procedures for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and any reevaluation?

As part of an initial evaluation, if appropriate, and as part of any reevaluation, relevant members of the student's ARD committee, together with any additional relevant professional staff, if necessary, will review the student's existing evaluation data, including:

- evaluations and information provided by the student's parent or guardian;
- current classroom-based, District or State assessments, and classroom based observations of the student; and
- observations by teachers and related services providers.

On the basis of that review, as well as input from the student's parent(s) or guardian(s), the student's ARD committee will identify what additional assessment or evaluations, if any, are needed to determine:

(1) whether the student is or remains a student with a disability, including on the basis of having 1 or more additional as of yet unidentified suspected disabilities;

(2) whether the student needs or continues to need special education and related services;

(3) the educational needs of the student, including the student's present levels of academic achievement and related developmental needs; and

(4) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.[1]

The group conducting the REED may conduct the review without a formal meeting of the student's ARD committee.[2]

- BISD elects not to conduct the REED outside of a formal ARD committee meeting unless prior approval is given by the Assessment Coordinator and a review of the circumstances of the request.
- In the event this request is granted, the diagnostician/assessment personnel will ensure that parent is informed of the REED process and information is obtained and included in the REED.

If the student's ARD committee, including the parent or guardian, determine that no additional data (including in a new assessment area) are needed to determine whether the student is or continues to be a student with a disability, and to determine the student's educational needs, the District will notify the student's parents or guardians about:

- the determination and the basis for the ARD committee's determination, and
- their right to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs.[3]

Informed parental consent is not required before conducting a REED as part of an initial evaluation or a reevaluation. Likewise, informed parental consent is not needed when the District is administering a test or other evaluation that is administered to all students unless consent is required for all students.[4]

[1] 34 C.F.R. § 300.305(a)
[2] 34 C.F.R. § 300.305(b)
[3] 34 C.F.R. § 300.305
[4] 34 C.F.R. § 300.300(d); 34 C.F.R. § 300.302

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LEA Specific Information:

- A REED will be completed by the campus Diagnostician and/or service providers as requested by the ARD committee and/or parent for the areas of additional assessment requested
    - If there is not an evaluator in the ARD meeting when the evaluation is requested, the REED may be completed outside of the ARD meeting.
- All required evaluation timelines for the three-year evaluation process will be followed throughout the REED process
- The REED will be reviewed and additional assessments/evaluations will be determined
    - If additional evaluation is needed, the REED and consent paperwork will be provided and reviewed with the parent
    - If no additional evaluation is needed, the REED and Prior Written Notice will be provided and reviewed with the parent
- Assessment personnel will receive training on the evaluation and REED process

STAFF RESPONSIBLE:

District Level: Special Populations Director

Campus Level: Campus Special Education Evaluation Staff

TIMELINES:

- 45 school days from consent for completion of the FIE
- Re-evaluations will be completed by the due date or agreed upon date.
- 30 calendar days from the date of the FIE for completion of the ARD meeting

EVIDENCE OF PRACTICE:

- Training Documents
- Compliance Calendar within Student Special Education System
- Indicator Timeline Reports
- Prior evaluation reports
- Current classroom-based, District or State assessments, and classroom based observations of the student
- Observations by teachers and related services providers
- Training materials
- Telephone logs of calls made and attempted
- Records of written correspondence
- Records of visits to the parent's home or place of employment
- Notices to parents concerning the District's determination of whether additional evaluation is needed and concerning the parent's rights

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- List of qualified personnel with required licenses and certifications to administer evaluations

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