

How To Fill Out the REED

1. Log on to eSped at www.esped.com
2. On the Application Screen, click on “**Reevaluation**”
3. Click on selected student; narrow your search by going to the campus first; if this is a new entry follow the directions for “How to Add a Student”
4. Select the **FERPA** reason “I am writing this student’s evaluation report.”
5. “**Student Information**” screen appears; information is pre-populated; add information for a new student
6. Click on “Next”; “**Reevaluation**” screen appears.
 - a. “**FIE Addendum Date**”: Insert date after additional testing requested is completed. *This date becomes the date used for Compliance and the current FIE date.*
 - b. “**Date**”: The day the REED is held.
 - c. “**Expiration Date of Previous Evaluation**”
 - d. “**Reconvene Date**”: The date you schedule to reconvene the REED when testing is recommended.
 - e. Click on “Yes”, “No”, or “N/A regarding whether the Parent/Guardian/Adult Student was in attendance
 - f. “**Parent/Guardian/Adult Student agrees to NOT convene an ARD**”: *Always click on N/A because an ARD will always be held either immediately after the REED or if testing is requested, then when the committee reconvenes after testing is completed. However, if the ARD will be out of compliance if not held after a REED that has requested testing, hold the ARD and discuss the old data.*
 - g. “**A copy of the Reevaluation Review was sent on**”: insert date a copy of the REED is sent to the parent when parent was not in attendance.
 - h. “**Comments**”: click on the note pad to insert any other pertinent data (i.e., surrogate parent, advocate, or specifics about the disability). In addition, input any other evaluation dates such as OT, PT, Speech, etc.). When testing is requested and completed, the Additional Source of Evaluation, provider, date, testing accommodation/modifications can be added in the comments notepad.
 - i. “**At the time of this reevaluation review, this student is receiving special education and related services under the following categories**”: click on the

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box (es) to the left of the disability (Primary, Secondary, Tertiary and/or Other); click on the down arrow to select the category (ies); click on the down arrow to select the code for the category (ies).

7. Click on “Next”; takes you to “**Review of Current Reevaluation Data - Language**” screen
 - a. “**Input from District**”
 - i. Click on “**Add selections**”; Language – Input from District window opens.
 - ii. Pre-populated statements are available; click on “**Add Text**” and it will appear in the rectangular window; edit from the rectangular window.
 - iii. Click on “**Close Window**” and it returns you to the previous screen
 - iv. Click on notepad. Additional information can be added. *These areas must be discussed: 1) language dominance, 2) mode of communication, 3) receptive and expressive proficiency, 4) articulation, 5) fluency, 6) voice, and 7) pragmatics. This information may be obtained from teacher rating scales, previous testing information, including speech evaluation. The Speech and Language Pathologist will input their information here on Speech Impaired students. . **Note:** for Autism students this **MUST** include data collection from TLC teachers in the area of communication and regression/recoupment.*
 - b. “**Input from Parent/Guardian/Adult Student**”
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding language and communication. *This could also include outside evaluations the parents provide to the school.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation. *(Ex. Additional evaluation was requested in the area of*

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language in the form of a full speech evaluation to be completed by a Speech and Language Pathologist. And/or Additional evaluation in the area of language will be completed by the Educational Diagnostician or LSSP to determine present levels of functioning in receptive and expressive language.)

- d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***
- e. **“Results of Additional Evaluation”**: after additional evaluation is completed, input your results here.
 - i. Click on **“Add selections”**; Language – Results of Additional Evaluation window opens.
 - ii. Pre-populated statements are available; click on **“Add Text”** and it will appear in the rectangular window; edit from the rectangular window.
 - iii. Click on **“Close Window”** and it returns you to the previous screen
 - iv. Click on notepad. Input your evaluation results.
- f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” *(This may change if additional evaluation is requested.)*
- g. **“Assessments administered”**
 - i. If additional evaluation was done, click on the arrow to “Language Assessments”. Window opens.
 - 1. If English is not the primary language, click the down arrow for “Other” and scroll and click; if language is not there, click on “New” to add.
 - 2. Indicate level of proficiency for “Receptive” and “Expressive” language.
 - 3. Click on the language the evaluation was conducted in; if “Combination”, click on rectangular box and indicate languages
 - 4. Click if a “Bilingual evaluator conducted the evaluation
 - 5. Click if an “Interpreter was used” and click on the drop arrow to “Specify language or mode of communication;”

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6. Click on “Other Language” and click on drop arrow to specify
 7. Click on “Yes” or “No” if the student is limited English proficient
 8. If student is LPAC, input the “TEST” in the rectangular box; input “Results/Score in the rectangular box below Test.
 9. Click on the notepad to input “LPAC recommendation”
 10. If you want the Language and Communication tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen.
 11. **“Further Results and Interpretations for Language and Communications:”**
 - a. Click on the notepad to input more information of the “Results” of the evaluation.
 - b. Click on the notepads for “Additional Results” if needed.
 - c. Click on notepad for “Describe” to describe other pertinent findings, including how testing procedures or test selections were adapted/modified to address the student’s language needs.”
 12. When completed, click on the arrow at the top of the screen to return to previous screen.
8. Click on “Next”, “**Review of Current Reevaluation Data - Physical**” screen appears
- a. **Input from District”**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) vision, 2) hearing, 3) significant health history, 4) current medications, 5) motor functioning, and need for 6) adapted physical education. This information may be obtained from teacher rating scales, previous testing information, and other district service providers. Other district personnel (OT, PT, APE, O&M, AI, and VI) may be inputting information in this area.*
 - b. **“Input from Parent/Guardian/Adult Student**

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- i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding physical conditions, medical history, *Current or past information not provided in educational records. This could also include outside evaluations the parents provide to the school.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation. (*Ex. Additional evaluation was requested in the area of adapted physical education to be completed by an Adapted Physical Education Specialist.*)
 - d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***
 - e. “**Results of Additional Evaluation**”: after additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Input your evaluation results.
 - f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” (*This may change if additional evaluation is requested.*)
9. Click on “Next”, “**Review of Current Reevaluation Data – Emotional/Behavioral**” screen appears
- a. **Input from District**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) in school (including classroom observations and discipline records, 2) out of school behavior AS THEY interfere with*

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learning and manifestation of affective state. This information may be obtained from teacher rating scales, previous testing information, and other district service providers. Note: for Autism students this MUST include data collection from TLC teachers in the areas of social skills, behavior and regression/recoupment. Review 360 information for BAC students also needs to be included.

- b. **“Input from Parent/Guardian/Adult Student**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding emotional/behavioral data. *This could also include outside evaluations the parents provide to the school.*
- c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation. *(Ex. Additional evaluation was requested in the area of emotional/behavioral in the form of a screening for Autism and will be completed by the Educational Diagnostician or LSSP to determine whether characteristics of Autism are being exhibited in the school and home setting.)*
- d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***
- e. **“Results of Additional Evaluation”**: after additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Input your evaluation results. *LSSPs do not forget to put Diagnostic Impressions in this area.*

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- f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” (*This may change if additional evaluation is requested.*)
10. Click on “Next”, “**Review of Current Reevaluation - Sociological**” screen appears
- a. **Input from District**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) cultural and lifestyle factors, 2) educational opportunities, 3) attendance as they influence the student’s learning and behavioral pattern. This information may be obtained from teacher rating scales, previous testing information, and other district service providers.*
 - b. **“Input from Parent/Guardian/Adult Student**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding sociological data. *This could include information on the parent information form obtained prior to the REED.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation.
 - d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***
 - e. **“Results of Additional Evaluation”**: **after** additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Input your evaluation results.

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- f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” (*This may change if additional evaluation is requested.*)
11. Click on “Next”, “**Review of Current Reevaluation - Intellectual**” screen appears
- a. **Input from District**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) IQ, or CoGat or reasoning abilities/problem solving skills, and 2) adaptive behavior. This information may be obtained from the teacher and, previous testing information.*
 - b. **“Input from Parent/Guardian/Adult Student**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding intellectual functioning. *This could also include outside evaluations the parents provide to the school.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation. (*Ex. Additional evaluation was requested in the area of intelligence to determine a disabling condition and/or cognitive strengths and weaknesses and will be completed by the Educational Diagnostician or LSSP.*)
 - d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***
 - e. **“Results of Additional Evaluation”**: **after** additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”

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- ii. Click on notepad. Input your evaluation results.
- f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” (*This may change if additional evaluation is requested.*)
- g. **“Assessments administered”**
 - i. If additional evaluation was done, click on the arrow to “Intelligence/Adaptive Behavior Supplement”. Window opens.
 1. If you want the Intelligence tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen.
 2. Click on whether formal measures or informal measures were used to assess intellectual functioning.
 3. Click on notepad for “Describe pertinent findings” to input evaluation results
 4. There are two notepads for “Additional Text” if needed
 5. Click on whether formal measures or informal measures were used to assess adaptive behavior.
 - a. If you want the Adaptive behavior tests to print on your report, click on the box to the left of the report and click on the arrow which takes you to a screen to input the testing score results. After the scores have been entered, click on “Save” and then click on “Return” to take you back to the previous screen.
 - b. Click on notepad for “Describe pertinent findings” to input evaluation results
 - c. There are two notepads for “Additional Text” if needed
 6. When completed, click on the arrow at the top of the screen to return to previous screen.
 7. Click on “Yes” or “No” for the statement “This student’s level of intellectual functioning is consistent with his/her adaptive behavior.”

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- a. If “No”, click on the notepad to explain.
8. Click on the arrow “Back to Review of Current Reevaluation Data – Intellectual”; returns to previous screen.
12. Click on “Next”, “**Review of Current Reevaluation – Educational Performance Levels**” screen appears
 - a. **Input from District**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) classroom based reevaluation and observations 2) current grades, ITBS, TAKS, IPT, IRI, 3) modifications and progress toward IEP goals, 4) past and present areas of academic deficiencies. This information may be obtained from the teacher and, previous testing information. Note: for Autism students this **MUST** include data collection from TLC teachers in the area of academics and regression/recoupment.*
 - b. **“Input from Parent/Guardian/Adult Student**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding educational performance. *This could also include outside evaluations the parents provide to the school.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation.
 - d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date. **Must remain in compliance.***

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- e. **“Results of Additional Evaluation”**: after additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Input your evaluation results.
 - f. Click on “Yes” or “No” for the statement “Does the student manifest one or more disabling conditions in this area?” (*This may change if additional evaluation is requested.*)
13. Click on “Next”, “**Review of Current Reevaluation - Assistive Technology**” screen appears
- a. **Input from District**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. District information can be added. *These areas must be discussed: 1) the use and/or need of assistive technology (include both campus based and/or program based assistive technology). This information may be obtained from the teacher, previous testing information, and other district service providers. Related Service providers may also input information in this area.*
 - b. **“Input from Parent/Guardian/Adult Student**
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Fill in information that parent/guardian/adult student provides at the meeting regarding assistive technology. *This could also include outside evaluations the parents provide to the school.*
 - c. Click on the appropriate radio button on whether additional evaluation is needed or not. “Clear” is used if you click on the wrong radio button and need to change it.
 - i. If additional evaluation is requested, click on the notepad and indicate the type/nature of additional evaluation and position responsible for the evaluation.
 - d. Input the date the additional evaluation will be completed by. *The date has to be before the expiration date of the REED/Annual or 60 days from consent if you are completing a REED before the expiration date.* **Must remain in compliance.**

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- e. **“Results of Additional Evaluation”**: after additional evaluation is completed, results will be inputted here by the personnel who completed the evaluation.
 - i. At this time there are no pre-populated statements on “Add selections”
 - ii. Click on notepad. Input your evaluation results.
 - f. **“Overall Results & Recommendations:”**
 - i. Click on notepad for **“Observations”**. Information regarding formal or informal classroom observations done prior to the REED or during additional testing is inputted in this area.
 - ii. Click on notepad for **“Recommendations”**. Recommendations made during the REED or after completion of additional evaluation is inputted in this area.
 - iii. Click on notepad for **“Summary”**. Summarize findings of the REED.
14. Click on “Next”, **“Consent and/or Assurance of Parental Agreement”** screen appears
- a. Parent or Adult Student will initial the first statement if **no additional evaluation** is requested.
 - b. Parent or Adult Student will initial the second and third statements if **evaluation was requested** by the committee or parent made the request.
 - i. Click on the notepad and input the area(s) additional evaluation is requested.
 - ii. Input the name and position of the evaluator; input the date by when the testing will be completed.
 - iii. Click on “Yes” or “No” after asking the parent if he/she waives the required five school day waiting period. If “No”, click on the notepad and explain.
 - iv. Input the “reconvene” date and the “time”.
 - c. Type in “Name” and use the drop arrow for “Position”; do this prior to printing it for the REED.
 - d. **Print this page prior to the meeting for the parent/adult student to be able to initial and for committee members to sign.**
15. Click on “Next”, **“Summary of Special Education Status/Eligibility”** screen appears
- a. **To Be Completed ONLY when a New Evaluation Is Not Required or when a New Evaluation Has Been Completed.**
 - b. Click on the appropriate radio button on whether the student DOES NOT or DOES manifest any disabling conditions.

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- c. Click on the appropriate radio button on whether the student DOES NOT or DOES need special education and related services.
 - d. Click on the appropriate radio button on whether the student IS NOT or IS eligible to receive special education and related services.
 - e. If the student is eligible to continue to receive special education and related services, click on the eligibility category (ies).
 - f. Input the due date for the student's next reevaluation.
 - g. Type in "Name" and use the drop arrow for "Position" of team members. Print for members to sign.
16. Click on "Next", "**Assurances/Evaluators**" screen appears
- a. Read Assurances to the parent
 - b. Click on the box to the left of "Print Assurances" for it to print.
17. Use the drop arrows for "Name of Evaluator" and "Position"

NOTES:

- After the REED is completed, ARCHIVE the REED even if additional evaluation is requested. Once additional evaluation is completed, you will again archive the REED.
- Clicking "Next" and "Previous" automatically saves; however, if you skip screens, SAVE or you will use the data you inputted.
- Create the report and REVIEW before printing to assure nothing was missed.
- eSped now has blank charts available.