



Review of Existing Data Meeting (ROED)

Goal of ROED Meeting:

The goal of a ROED meeting is to determine if there is enough information to suspect that the student may have a disability and need special education services. If an evaluation is deemed necessary, the next steps will involve a comprehensive evaluation and, if the student is found eligible, the development of an Individualized Education Program (IEP) to address their specific needs.

Questions for the parent before the RED meeting:

1. Can you provide a brief overview of your child's strengths and challenges?
2. Have there been any recent changes in your child's academic performance, behavior, or social-emotional functioning?
3. Are there any previous assessments, evaluations, or interventions that have been done for your child?
4. Do you have any documentation or records related to your child's academic performance, behavior, or medical history that may be relevant for the RED meeting?
5. What accommodations, modifications, or support services are currently in place for your child at school?
6. What are your goals for your child's education and how do you envision their needs being met in the school setting?
7. Are there any specific questions or concerns you would like me to address during the RED meeting?

Questions for the special education team during the RED meeting:

1. What data sources have been reviewed for this student, including academic performance, behavior, and social-emotional functioning?
2. Based on the existing data, what specific concerns have been identified that may indicate a need for special education services?
3. Are there any areas where the student's performance or development deviates significantly from their peers or expected progress?

4. What interventions, accommodations, or modifications have been tried to address the student's identified concerns, and what have been the results of these efforts?
5. If an evaluation is recommended, what specific assessments and data collection methods will be used to determine the student's eligibility for special education services?
6. How will the evaluation process consider the student's strengths, as well as their areas of need?
7. What is the timeline for completing the evaluation and determining eligibility for special education services if the evaluation proceeds?
8. How will the parents be involved in the evaluation process, and how will they be informed of the results and any subsequent decisions about the student's education?