

Review of Existing Evaluation Data Meeting Agenda

Student information	
Name:	
Current Eligibility (ties)	

CURRENT IEP Team Members	
Name/Title	Name/Title

Team Resources
• Assessment Plan
• BOE Guidelines
• Guiding Questions (last pages of document)

Eligibility/ Evaluation Record Review IF SLD/ SLI- List ALL AREAS CURRENTLY ELIGIBLE		
	Primary Disability	Secondary Disability
Disability		
Most recent IEP Evaluation data that supported this information (From Enrich):		
Any inconsistencies/ concerns you have from that data?		
Other information to be aware of/ something that stuck out to you.		

Was there a previous evaluation to review?

Yes, continue on this form

No, jump to referral information section

IEP Evaluation data that supported this information (From Enrich):		
Any inconsistencies/ concerns you have from that data?		
Other information to be aware of/ something that stuck out to you.		

Referral Information:

When was this student initially referred?

What were the initial concerns?

What areas were initially evaluated?

What area(s) did the student initially qualify for?

What was the initial LRE?

Current Academic Data- KEEP IT BRIEF

Can use the questions from the [REED Guiding Questions](#) to guide your thinking

	Strengths	Concerns
Academics: <ul style="list-style-type: none">• Grades• i-Ready (or other diagnostic data),• Observations• Current Services/ Interventions• CMAS scores (if applicable)• Access scores/ MLL status		
Executive Functioning <ul style="list-style-type: none">• Processing Speed, task initiation, attention to task, task completion/follow through, organizational skills (including verbal and written organization),		
Communication <ul style="list-style-type: none">• Expressive, receptive, pragmatic		
Motor Concerns: <ul style="list-style-type: none">• Fine motor/ gross motors/ sensory		
Behavior Concerns: <ul style="list-style-type: none">• Time on task, emotional regulation,• Referrals• LiveSchool (or similar merit/ demerit system)		

<ul style="list-style-type: none"> • BESS scores (withdrawal/peer problems, isolating self from others) • Are there outside providers or outside therapy being provided? 		
Health: <ul style="list-style-type: none"> • Any known health needs • Any known diagnoses 		
Cognitive Concerns: <ul style="list-style-type: none"> • Are they already identified with ID? • Has there been a lack of overall progress through their IEP career? 		
Summary (to be added to your consent for Evaluation) Write an overall summary of areas of impact that you see from this data and your record review. This should be your justification for why new information is needed for the reevaluation.		

Proposed Eligibilities to Consider <u>BOE Guidelines</u>		
	Disability 1	Disability 2
Disability		
Areas required for checklist		
Do you need recent/ new data to support this eligibility?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY CONTACT

Contact the family about the proposed testing above and see if their concerns align with the team's concerns.

Log contact

Assessment Plan

Data type(Assessment, interview, observations, survey) / Name	Person Responsible	Due Date	Completion Status
OBSERVATIONS- 2 minimum Identify: <input type="checkbox"/> BOSS Time on Task <input type="checkbox"/> Narrative			NA ▾
Cognitive--			NA ▾
Academic			NA ▾
Communication			NA ▾
Social/ Emotional Health			NA ▾
Health			NA ▾
Motor Concerns			NA ▾

REED Guiding Questions

REED Guiding Questions	
Guiding Questions Overview	These questions are designed to help evaluate and document existing data (information) about the child in the areas of Background Information; Communication; Physical & Health; Social, Emotional, Behavioral; Cognitive; Functional Performance and Academic Achievement.
Background	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p> <ul style="list-style-type: none"> ● have any recent (or relatively recent) changes to home life, school context, medical status, or community context that need to be more closely examined? ● have experienced any significant life events (personal, familial, or societal) that need to be better understood? ● have educational performance difficulties (e.g., academic or functional difficulties) that may be related to background factors (if so, what are those difficulties and how are they related to background factors)?
Communication	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p> <ul style="list-style-type: none"> ● know more than one language? ● have difficulty understanding what is said to him/her (receptive language)? ● have difficulty expressing thoughts (expressive language)? ● have difficulty with speech, including speaking clearly (articulation), vocal quality/nasality (voice), and/or stuttering (fluency)? ● have difficulty communicating socially with others using verbal and/or non-verbal means (pragmatics)? ● have difficulty verbally communicating or is nonverbal? ● have attention difficulties that may be related to communication difficulties (e.g., “tuning out” because of poor comprehension, “acting out” because of difficulty expressing himself/herself)? ● have assistive technology needs for communication (including low-tech strategies, curriculum aids, electronic devices, etc.)? ● have other communication factors that may be impacting educational performance? ● have educational performance difficulties (e.g., academic or functional difficulties) that may be related to communication factors (if so, what are those difficulties and how are they related to communication factors)?
Physical and Health	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p> <ul style="list-style-type: none"> ● have difficulty with fine motor skills compared to other children of a similar age (e.g., difficulty opening food containers, managing clothing, unzipping backpack)? ● have difficulty with gross motor skills compared to other children of a similar age (e.g., falls down frequently, difficulty sitting in a chair, difficulty walking on uneven surfaces, difficulty using playground equipment)?

	<ul style="list-style-type: none"> have difficulty with sensory processing skills compared to other children of a similar age (e.g., strong emotional responses to sounds, doesn't notice when hurt, constantly moving or banging into things to get more input)? have medical or health problems that impact educational performance? have hearing concerns? have vision concerns? have attention difficulties that may be related to physical factors (e.g., medical conditions, sensory processing differences, difficulty sitting in a chair because of balance or strength)? have assistive technology needs related to physical factors (including low-tech strategies, curriculum aids, electronic devices, etc.)? have educational performance difficulties (e.g., academic or functional difficulties) that may be related to physical factors (if so, what are those difficulties and how are they related to physical factors)?
Social Emotional	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p> <ul style="list-style-type: none"> have difficulty getting along with others at school and at home? demonstrate behaviors in the school setting that are impeding the learning of self and/or others? demonstrate behaviors in the school setting that are impeding participation in school activities? have difficulty with social-emotional behaviors, including social skills, interpersonal interactions, and/or coping skills? have difficulty with self-concept, emotional regulation, stress response, and/or overall satisfaction to the extent that this is impacting learning? have attention difficulties that may be related to social, emotional, and/or behavioral factors (e.g., poor attention that may be related to trauma, impulsivity that may be due to emotional factors, difficulty with peer relationships because of attention difficulties)? have behaviors that the IEP doesn't completely understand and may require more specific interventions (e.g., understanding what is causing the behavior and how to support behavior change, etc.; may be answered through conducting a functional behavior assessment)? have assistive technology needs for social, emotional, and behavioral factors (including low-tech strategies, curriculum aids, electronic devices, etc.)? have educational performance difficulties (e.g., academic or functional difficulties) that may be related to social, emotional, and behavioral factors (if so, what are those difficulties and how are they related to social, emotional, and behavioral factors)?
Cognitive	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p>

	<ul style="list-style-type: none"> have differences with how he/she thinks, reasons, and/or solves problems compared to other children of a similar age (i.e., cognitive functioning)? have differences with how he/she understands and processes information (e.g., visual spatial processing, language processing, working memory, long-term storage and retrieval, fluid reasoning, processing speed, phonological awareness, attention, orthographic processing, executive functions)? have attention difficulties that may be related to cognitive factors (e.g., “tuning out” because of difficulty processing information, “acting out” because of difficulty remembering information, impulsivity because of poor executive functioning)? have assistive technology needs for cognitive factors (including low-tech strategies, curriculum aids, electronic devices, etc.)? have educational performance difficulties (e.g., academic or functional difficulties) that may be related to cognitive factors (if so, what are those difficulties and how are they related to cognitive factors)?
Academic	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p> <ul style="list-style-type: none"> have difficulty with reading (e.g., pre-literacy skills, beginning reading skills, reading fluency, reading comprehension, etc.)? have difficulty with math (e.g., early math skills like numbers, shapes, sorting, comparing, colors; counting; 1:1 correspondence; math facts; word problems; etc.)? have difficulty writing/typing (e.g., ability to copy pre-writing shapes and letters (if child can recognize letters), spelling that isn’t about the same level as reading skills, difficulty organizing thoughts through writing/typing, etc.)? have difficulty following instructions, retelling stories, etc., because he/she may not understand what people say to them? have difficulty communicating their thoughts or ideas verbally, explain their thinking, problem solve verbally, compare/contrast ideas, etc.? have attention difficulties that may be related to academic achievement (e.g., “acting out” to mask inability to do the work, “shutting down” because academic tasks are difficult, inattentive behaviors that make it more difficult to learn)? have educational performance difficulties (e.g., academic or functional difficulties) that may be related to academic achievement factors (if so, what are those difficulties and how are they related to academic achievement factors)?
Functional	<p>“Based on existing data, including concerns raised by teachers and/or parents, does the child seem to...”</p>

- have difficulties in one or more functional areas (e.g., organization, assignment completion, self-advocacy, initiation, moving through the school environment, using lockers, following schedules, transitioning between and within activities, study skills, etc.)?
- have difficulty with adaptive behavior (i.e., taking care of himself/herself at home and at school, such as toileting, managing belongings, mealtimes, dressing, money management, time, etc.)? need support with transition planning for life after high school?
- have attention difficulties that may be related to functional and/or adaptive behaviors (e.g., attention difficulties that make it difficult to move within the school setting; disorganization that make it difficult to pay attention to academic tasks)?
- have assistive technology needs for functional performance and/or adaptive behavior (including low-tech strategies, curriculum aids, electronic devices, etc.)?
- have educational performance difficulties (e.g., academic or functional difficulties) that may be related to functional performance and/or adaptive behavior factors (if so, what are those difficulties and how are they related to functional performance and/or adaptive behavior factors)?