

# Review of Existing Evaluation Data Meeting Agenda

Student information	
<b>Name:</b>	Lyanna Evans
<b>Current Eligibility (ties)</b>	SLD and SED

CURRENT IEP Team Members	
Name/Title	Name/Title
Amanda- Case Manager	Barbie- Social Worker

Team Resources
<ul style="list-style-type: none"> <li>• Areas of Assessment</li> <li>• <a href="#">BOE Guidelines</a></li> <li>• </li> </ul>

CURRENT Eligibility/ Evaluation Information		
IF SLD OR SLI- List ALL AREAS ELIGIBLE		
	Primary Disability	Secondary Disability
Disability	Primary: Specific Learning Disability- Basic reading Skills, Reading Fluency Skills, written Expression	Secondary: SED: “a general pervasive mood of unhappiness” “a tendency to develop physical symptoms or fears associated with personal or school problems.
Most recent IEP Evaluation data that supported this information (From Enrich):		Maybe? Emotional Disturbance Qualification Scales EDQC 4: Lyanna has a percentile rank of 88 for Physical Symptoms and Fears Composite. This falls within At-Risk range. Her mother reports that she displays physical symptoms or fears associated

		with personal or school problems moderately more often than same-age peers. Follow up assessment may be necessary.
Any inconsistencies/ concerns you have from that data?	Her GORT was at a 34%tile. CTOPP only one score in below average range. They qualified her in 3 literacy areas, and no writing assessments were completed for eligibility.	Teacher scored her clinically significant in: anxiety, depression, learning problems and study skills. Parent: scored her only risk for internalizing problems. 4/21/2022 IEP had a CONNORS 3 write up that was not in the evaluation report. Teacher scored very elevated. ADHD is strongly indicated (84% probability) <b>NO PARENT!</b>
Other information to be aware of/ something that stuck out to you.	Assessed in math, no concerns at the time of evaluation.	Significant differences in parent and teacher report No student report
<p><b>Was there a previous evaluation to review?</b></p> <p><input type="checkbox"/> Yes, continue on this form</p> <p><input checked="" type="checkbox"/> No, jump to referral information section</p>		
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.		
<b>Referral Information:</b>		

When was this student initially referred? 1/13/2022

What were the initial concerns? Decoding and reading concerns. Not seeing growth in the pandemic.

What areas were initially evaluated? academic . social and emotional status, health

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

Primary: Specific Learning Disability- Basic reading Skills, Reading Fluency Skills, written Expression

Secondary: SED: "a general pervasive mood of unhappiness" "a tendency to develop physical symptoms or fears associated with personal or school problems.

What was the initial LRE? At least 80% of the time.

## Current Academic Data- KEEP IT BRIEF

Can use the questions from the [REED Meeting](#) template to guide thinking (below)

	Strengths	Concerns
<p><b>Academics:</b></p> <ul style="list-style-type: none"> <li>Grades, i-Ready, Observations</li> </ul>	<p>Motivated Student</p> <p>Very involved in clubs and cheer</p> <p>Participates in dance outside of school, is on a competitive team</p> <p>Leader on the cheer team and in class</p> <p>Well liked by peers.</p> <p>Given leadership opportunities in class</p> <p>Attendance</p> <p>Independent worker in class</p> <p>i-Ready reading Grade 6, 592, 49th percentile</p> <p>Iready math Grade 4, 458, 23rd percentile</p> <p>133 words read correct 4th grade orf</p>	<p>F's in science and STEM Class.</p> <p>CMSAS 2024 ELA- 3, 2024 Math- 1</p> <p>On recent CWS had some spelling mistakes; however grammar, mechanics correct.</p> <p>Current Progress monitoring falling below goal trend line</p> <ul style="list-style-type: none"> <li>TWW- 27 (btwn 10 and 25th percentile)</li> <li>CWS- 33 (btwn 10 and 25th percentile)</li> </ul>
<p><b>Executive Functioning</b></p> <ul style="list-style-type: none"> <li>Processing Speed, task initiation, attention to task, task completion/follow through, organizational skills (including verbal and written organization),</li> </ul>	<p>Very organized with material</p> <p>Given leadership jobs in class</p> <p>Completes work in most classes</p> <p>Independent worker</p>	<p>Has missing assignments in science/ STEM/ low classwork grade. Also classes where she has a rocky relationship with the teacher.</p>

<b>Communication</b> <ul style="list-style-type: none"> <li>Expressive, receptive pragmatic</li> </ul>	No concerns as she clearly communicates her needs.	
<b>Motor Concerns:</b> <ul style="list-style-type: none"> <li>Fine motor/ gross motors/ sensory</li> </ul>	No concerns. Has amazing handwriting and is very athletic with dance and cheer,	
<b>Behavior Concerns:</b> <ul style="list-style-type: none"> <li>Time on task, emotional regulation,</li> <li>Referrals, LiveSchool, Compass</li> <li>BESS scores (withdrawal/peer problems, isolating self from others)</li> <li>Are there outside providers or outside therapy being provided?</li> </ul>	<p>Currently has time with social worker per IEP service minutes</p> <p>Has built a relationship and meets with her consistently and willingly.</p> <p>Has begun to advocate with her for support.</p> <p>Live school Ratio 28:1, +1115 points and -40 points.</p> <p>Grown on <math>\frac{2}{3}</math> objectives on S/E goal</p>	<p>Can get off task due to social interactions with students</p> <p>At times interactions with peers can distract her within class from doing work due to needing to control her emotional regulation</p> <p>Struggles to resolve conflict with those who she feels she doesn't have a good relationship with, can get "stuck" and not move on when she feels "wronged". This has happened more often with teachers.</p> <p>Goal below the trend line: increase the coping skill she uses from one coping skill (taking a break) to 3 or more within a week long period (such as box breathing, body scans, positive self-talk, meditation/mindfulness)</p>
<b>Health:</b> <ul style="list-style-type: none"> <li>Any known health needs</li> <li>Any known diagnoses</li> </ul>	No concerns No Medical diagnosis	
<b>Cognitive Concerns:</b> <ul style="list-style-type: none"> <li>Are they already identified with ID?</li> <li>Has there been a lack of overall progress through their IEP career?</li> </ul>	No concerns at this time	
<b>Summary (to be added to your consent for Evaluation)</b>	Lyanna is really excelling in classes, while she can be off task at times, there are not significant concerns from the team with her behavior to warrant looking at SED during this	

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.	evaluation year, we believe that OHI may be a better identification for her needs and support her if eligible.
---	--

Proposed <b>Eligibilities</b> to Consider		
	Disability 1	Disability 2
Disability	SLD	OHI VS. SED
Areas required for checklist	Academic assessment Record Review Progress monitoring data in areas of concern Observations EDDT	Health Review- nurse needed Conners-4 Behavioral Data FBA/BIP (missing from elementary eval)
Do you need recent/ new data to support this eligibility?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" 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	<p>Spoke with mom and agreed that there are concerns with social emotional. Mom agreed that she is doing better with her academics.</p> <p>She is concerned about science, not the academic abilities but her frustration with the teacher and her grade in the class. Asked for support in getting classwork assignments</p>

## Assessment Plan

Data type(Assessment, interview, observations, survey) / Name	Person Responsible	Due Date	Completion Status
<b>OBSERVATIONS- 2 minimum</b> <b>Identify:</b> <input checked="" type="checkbox"/> BOSS Time on Task <input type="checkbox"/> Narrative	Amanda- BOSS (3)		In Progress ▾
Cognitive--	NA		NA ▾
Academic	Amanda- KTEA IF needed will do specific area assessment with GORT/ TOWL		Not started ▾
Communication	NA		NA ▾
Social/ Emotional Health	Emily- CONNERS/EDDT Barbie- BASC/FBA & BIP Parent/student/teacher Interviews		Not started ▾
Health	General Review- Nurse Denise		NA ▾
Motor Concerns	NA		NA ▾