

**WORKSHEET FOR CONSIDERATION OF EXISTING
DATA TO DETERMINE IF ADDITIONAL ASSESSMENTS
OR EVALUATION MATERIALS ARE NEEDED**
Form EW-1 (Rev. 7/06)

Stevens Point SCHOOL DISTRICT

Name of student Heather Jones

(Note: If a meeting is held to consider existing data and this form is used as documentation of that meeting, complete I-3, "Evaluation Report and IEP Cover Sheet" and sections I and II below. If no meeting is held, this form is used to document the input and decision of the IEP team participants. Complete sections I, II, III, and IV and the name of the person completing the form).

I. List of information/reviewed:

Heather's cumulative file indicated that she has attended Lincoln School since Kindergarten. Her previous teachers commented that Heather was a very social child. She often missed important information, because her attention had been focused on other events in the classroom, rather than focusing on the targeted information. Her academic achievement levels were described as average to below average.

II. Action to be taken as a result of review of considering the existing information/data:

- Additional assessments or other evaluation materials are needed
- No additional assessments or other evaluation materials are needed

III. Documentation of parent involvement (*including dates and method*) and their input:

IEP Meeting April 7th, 2003

Mrs. Jones was involved in meeting and providing information on Heather's medical history, and home life. Heather's mother reported that Heather has not experienced any major negative medical problems. She had the typical childhood illnesses, e.g., otitis media, strept throat, etc. Her mother states that her growth parameters are in the 75th percentile for both her height and weight. Ms. Jones also reports that Heather's development milestones have been achieved as expected for any typically developing child. Heather is involved in dance lessons on the weekend. She occasionally likes to devise songs on the family's portable keyboard. She plays with neighborhood children as long as she has her mother's permission. They live in a home, which they rent. On weekends, Heather and her mother do activities together. Her mother is employed as a paralegal assistant, while her father is employed as an accountant. Her parents have been divorced since September 2002. 'Also, she visits her father's home approximately one time per month. Heather reports that she loves both parents, but that she is especially close to her mother. Heather's mother has been informed of the tests the district will administer to Heather and has given her consent for the testing.

- IV. List of other IEP team participants involved and their input (*including dates*):
IEP Meeting April 7, 2003
Kally Samuelson- LEA
Julia Weinberg- Special Education Administrator
Patty Caro- Special Education Teacher
Mrs. Haas- Regular Education Teacher
Renee Dutschek- Regular Education Teacher
Alyssia Bohl- Special Education Teacher
Hannah Stewart- Special Education Teacher, Title One Teacher
Alyssa Kressel- District Personnel

All were present at IEP Meeting with Heather's mother. Mrs. Haas reported that Heather is having significant difficulty with her beginning reading skills, spelling, and writing skills. Hannah Stewart, Title One Teacher, reported slow and steady progress in the acquisition of beginning sound-letter association and reading of two-letter words. Renee Dutschek, previous teacher, commented that Heather was a very social child. She often missed important information, because her attention had been focused on other events in the classroom, rather than focusing on the targeted information. Her academic achievement levels were described as average to below average. Patty Caro will administer the tests to Heather.

Worksheet completed by: Alyssa Kressel