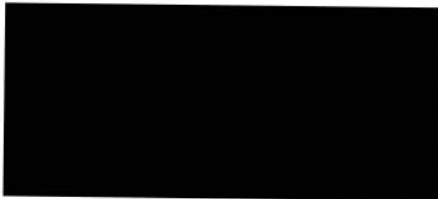


Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Evaluation Summary

Initial Reevaluation

Student Name: [redacted] Student ID No.: [redacted]

Birth Date: [redacted] Grade: 10 Age: 15

School District: [redacted] School: [redacted]

Evaluation Group Meeting Date: 09/28/2010 Next Three Year Reevaluation Due Date: 09/28/2013

Primary language of student: English Primary language at home: English

Parent(s) name(s): [redacted]

Parent interpreter needed? Yes No

Surrogate parent: No Yes If yes, name: _____

Evaluation Case Manager (Psychologist/SLP): [redacted]
Title: School Psychologist

I. Review of Existing Data

Student was reevaluated to determine:

- i. Whether he/she continues to be a special education student and continues to need special education and any necessary related services.
- ii. The present levels of performance and educational needs of the student; and
- iii. If any additions or modifications to the special education and any necessary related services are needed to enable the student to meet the measurable annual goals set out in the student's individualized education program and to participate, as appropriate, in the general curriculum.

[redacted], a 15 year-old sophomore at [redacted] High School, was seen for a special education evaluation to determine current levels of functioning, continued eligibility for special education services, and to assist in programming planning and placement pertinent to [redacted] unique needs in the educational school setting. [redacted] transferred to [redacted] High School in June 2010 and began attending school in September 2010. [redacted] is currently receiving services through the [redacted]. [redacted] attends five general education classes with a staff assistant and then receives one class period of social cognition services in the [redacted] classroom.

[redacted] initially qualified for special education services in February 1998. On My 24, 1999 he was re-evaluated to gain information regarding his progress. His recommended placement was in a preschool program with additional related services. The most recent Eligibility/IEP were developed when [redacted] was a preschool student in the [redacted] School District and reflects a general education preschool with instructional assistant support and related services. [redacted] mother reports that after attending preschool they chose to home school [redacted]. He attended [redacted] School District's [redacted] program for years.

[redacted] mother indicates that she expects [redacted] will go into the computer field after high school. She has expressed a desire for [redacted] to attend the [redacted] Skills Center - digital track. [redacted] is currently volunteering at [redacted] in [redacted] and has moderate success. [redacted] mother reports that [redacted] does well with concrete tasks, can struggle with abstract thinking and social situations, and may not be fully aware of his communication and social weaknesses.

II. Eligibility Decision:

Meets Eligibility Criteria: Yes No

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Evaluation Summary

Identified Disability Category:

Autism - A student meets the eligibility criteria for Autism if there is present a documented developmental disability, which significantly affects verbal or nonverbal communication as well as social interaction, and adversely affects the student's educational performance. This category may include students with pervasive developmental delay providing the student meets the eligibility criteria for Autism.

The effects of the disability on the student's involvement and progress in the general curriculum; or for preschool children, in appropriate activities.

Characteristics associated with [redacted] disorder of Autism negatively impact his educational success. He needs specially designed instruction in the educational setting.

III. Recommendations to IEP (Individual Education Program) committee:

- 1. Special Education services including specially designed instruction:

Area	Description
Social/ Behavioral Skills	Social skills

- 2. Related services:
Speech/Language Therapy

- 3. Supplementary Aids and Services:

IV. Assurances

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

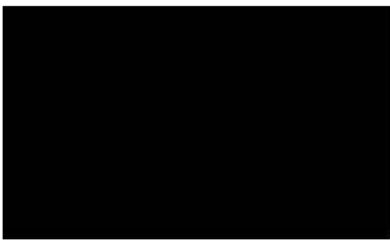
If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

Consideration of Test Bias:

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current test results.

Student ID:
WA SSID:
Date of Birth:

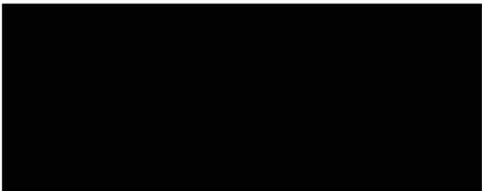


Evaluation Summary

Evaluation Team Members, signatures and conclusions:

	Dissenting Opinion
 Parent/Guardian	9/28/10 <input type="checkbox"/>
 Special Education Teacher	9/28/10 <input type="checkbox"/>
 School Psychologist	9-28-10 <input type="checkbox"/>
 Parent/Guardian	9/28/10 <input type="checkbox"/>
 Speech Language Pathologist	9/29/10 <input type="checkbox"/>
 Occupational Therapist	9/28/10 <input type="checkbox"/>
 Physical Therapist	9/28/10 <input type="checkbox"/>
 General Education Teacher	<input type="checkbox"/>
 General Education Teacher	<input type="checkbox"/>
 General Education Teacher	9/28/10 <input type="checkbox"/>

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Medical-Physical Evaluation

Date: _____

Medical-Physical Findings:

Health and Developmental History

9-27-10

According to a records review of [REDACTED] last eligibility report in May 1999, Dr. [REDACTED] diagnosed [REDACTED] with Autism. [REDACTED] had trouble establishing eye contact during infancy and was never cuddly. Rather he was more wiggly as a child. He often slept in short spurts and had a history of ear infections as a child. He met developmental milestones within normal limits except for speech and toileting.
(School Psychologist - [REDACTED] Ed.S., NCSP)

Medical Diagnosis

Educational Implications

Student:

Vision and Hearing Screening:

Vision Test Date: 09/27/2010

Right Eye: 20/30 without correction Left Eye: 20/30 without correction

Hearing Test Date: 09/27/2010

Right Ear: passed Left Ear: passed

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



General Education Evaluation

Significant Findings:

[REDACTED] teachers indicate that he is doing fine academically. He is able to get things conceptually in class. His English teacher indicates that he has excellent memorization skills.

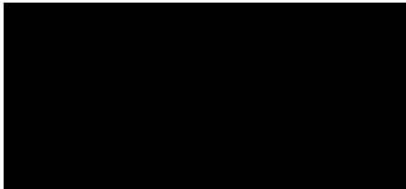
In terms of relating to his peers his teachers indicate that he is somewhat social. He is able to work in groups. He will sometimes speak at a volume louder than appropriate but the other students seem to understand [REDACTED] disability and don't say anything or give funny looks. One of the biggest issues in relationship with his peers is his lack of concept of personal space and appropriate personal hygiene (ex: picking his nose). He will at times obsess over things.

Behaviorally, [REDACTED] is not a disruption in class. He will occasionally talk when the teachers are talking or want to put his hands on equipment not intended for him, but is easily redirected.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



Social/Emotional/Adaptive Evaluation

Assessment Summary:

[REDACTED] mother and [REDACTED] completed the Gilliam Autism Rating Scale - Second Edition (GARS-2). [REDACTED] Autism Index of 91 as rated by his mother is located within the Very Likely Range of the Probability of Autism. [REDACTED] Autism Index of 81 as rated by his teacher is located within the Possibly Range of the Probability of Autism.

The area of stereotyped behaviors was rated in the very likely range by his mother and teacher. The items on the Stereotyped Behaviors subscale describe behaviors, motility disorders, and other unique and atypical behaviors. The most frequently observed behaviors identified were that he avoids establishing eye contact; stares at his hands, objects or items in the environment; rapid lunging, darting movements and walking on his toes; flapping his hands and fingers; and making high pitched sounds.

The area of communication was rated in the possibly range by his mother and in the very likely range by his teacher. The Communication subscale consists of items that describe verbal and nonverbal behaviors that are symptomatic of autism. [REDACTED] mother indicated he fails to initiate conversations with peers or adults. His teacher indicated that he frequently speaks with a flat tone, affect or dysrhythmic patterns and does not initiate conversations with peers or adults.

The area of social interaction was rated in the very likely range by his mother and in the possibly range by his teacher. The Social Interaction subscale contains items that evaluate the individual's ability to relate appropriately to people, events, and objects. His mother reports that [REDACTED] frequently resists physical contact from others and withdraws/remains aloof in social situations. His teacher reports that he frequently does certain things repetitively, ritualistically.

[REDACTED] mother reports that during the first three years of life [REDACTED] demonstrated delays in social interaction and language used in social communication. He demonstrated abnormal functioning in social interaction, language used in social communication, and did not engage in symbolic or imaginative play.

Significant Findings:

[REDACTED] does well with concrete tasks but can struggle with abstract thinking and social situations. His social limitations, stereotypical behaviors associated with Autism, and his lack of awareness of the complexity of his communication/social weaknesses may be a challenge for [REDACTED] to be successful in school and work environments.

Test Name : GILLIAM AUTISM RATING SCALE

	QUOTIENT	STANDARD SCORE	PERCENTILE		
AUTISM QUOTIENT		Parent = 91 SCIP = 81	Parent = 27 SCIP = 10		
SUBSCALES					
STEREOTYPED BEHAVIORS		Parent = 9 SCIP = 8	Parent = 37 SCIP = 25		
COMMUNICATION		Parent = 6 SCIP = 7	Parent = 9 SCIP = 16		
SOCIAL INTERACTION		Parent = 11 SCIP = 6	Parent = 63 SCIP = 9		

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Social/Emotional/Adaptive Evaluation

DEVELOPMENTAL					
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Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Cognitive Evaluation

Assessment Summary:

A review of records indicates that in May 1999, the Battelle Developmental Inventory was completed and cognitive abilities were found to be within normal limits for a child his age.

The Weschsler Intelligence Scales for Children - Fourth Edition (WISC-IV) was administered in two settings on 9-14-10 and 9-21-10. [REDACTED] WISC-IV Full Scale IQ (FSIQ) could not be interpreted because he demonstrated too much variability in his performance across the four indexes that make up this score, namely, the Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed Indexes. However, because [REDACTED] performance on the Verbal Comprehension (104) and Perceptual Reasoning (123) Indexes was similar (within 23 points), these indexes can be combined to yield a General Ability Index (GAI). The GAI differs from the FSIQ in that it is not influenced directly by [REDACTED] performance on working memory and processing-speed tasks.

[REDACTED] earned a GAI of 115, classifying his general level of intellectual ability in the High Average Range. The chances are good (95%) that [REDACTED] true GAI is somewhere within the range of 109-121. His GAI is ranked at the 84th percentile, indicating that he scored higher than 84% of other children of the same age in the standardization sample.

[REDACTED] scored in the Average Range (Standard Score: 90-109) on the Verbal Comprehension Index (VCI). The VCI represents [REDACTED] ability to reason with previously learned information. This ability develops largely as a function of both formal and informal educational opportunities and experiences and is highly dependent on exposure to mainstream culture. [REDACTED] skill was assessed by tasks that required him to define words (Vocabulary), draw conceptual similarities between words (Similarities), and answer questions involving knowledge of general principles and social situations.

[REDACTED] scored in the Superior Range (Standard Score: 120-129) on the Perceptual Reasoning Index (PRI). The PRI measures visual processing, perceptual reasoning, and organization. This was assessed by tasks that required him to analyze abstract figures visually, construct them from their component parts and demonstrate an ability to handle spatial relationships through recreating a series of modeled or pictured designs using blocks (Block Design); demonstrating visual logic and reasoning by identifying missing portions of an incomplete visual matrix from one of five responses (Matrix Reasoning); and to select one picture from each of two or three rows of pictures to form a group with a common characteristic (Picture Concepts).

[REDACTED] scored in the Superior Range on the Working Memory Index (WMI). The WMI measures attention, concentration, and short-term memory. Short-term memory is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. This was assessed by tasks that required him to simultaneously track, reorder, and then orally repeat a series of letters/numbers (mental double tracking) by listening to a sequence of letters and numbers and repeat the numbers in ascending order, followed by the letters in alphabetical order (Letter-Number Sequence) and to repeat numbers verbatim or in reverse order as presented by the examiner (Digit Span).

[REDACTED] scored in the Below Average Range (Standard Score: 80-89) on the Processing Speed Index (PSI). The PSI measures speed of mental and graphomotor processing and the ability to perform tasks fluently and rapidly. The tasks require visual perception, visual-motor coordination, visual scanning ability, and concentration. This was assessed through tasks that demonstrate visual-motor speed, visual memory, and an ability to learn nonverbal material through copying symbols that were paired with numbers according to a key (Coding) and through identifying the presence or absence of a target symbol in a row of symbols (Symbol Search). [REDACTED] performed better on the Symbol Search subtest than he did on the Coding subtest.

Conclusions from observations:

[REDACTED] came willingly with the examiner. [REDACTED] was friendly and talkative and rapport was quickly established. [REDACTED] appeared to be enjoying himself throughout the testing. He changed positions in his chair throughout the testing. During tasks involving pictures or objects, [REDACTED] sat forward in his chair with his feet on the floor. However, when the task involved listening and responding verbally he would lean in his chair, sitting sideways with his arm crossed and feet hanging off the arm of the chair. Although he had such a relaxed body posture, he was focused and put forth full effort on all the tasks. On tasks that he got really excited about he would flap his hands next to his face. [REDACTED] appeared quite confident with all his answers.

Significant Findings:

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]



Cognitive Evaluation

[REDACTED] overall cognitive abilities were found to be in the high average range. His verbal abilities utilizing reasoning, comprehension, and conceptualization fell in the average range. [REDACTED] would be expected to perform comparable to peers on tasks such as categorical thinking, verbal expression, cause and effect relationships, and language development. [REDACTED] spatial reasoning, visual reasoning and organization skills are high when compared to the average student his age. [REDACTED] working memory, which measures attention, concentration, and short-term memory, were found to be in the high average range. His ability to perform tasks fluently and rapidly were in the low average range indicating that he may take slightly longer to complete classroom tasks requiring copying down information from text or the board.

Test Name : Wechsler Intelligence Scale for Children, 4th (WISC-IV) revised

The Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) is an individually-administered, comprehensive clinical instrument for assessing the intelligence of children ages 6 years 0 months through 16 years 11 months (6:0-16:11). The WISC-IV provides composite scores that represent intellectual functioning in specific cognitive domains (i.e., Verbal Comprehension Index, Perceptual Reasoning Index, Working Memory Index and Processing Speed Index), as well as providing a composite score that represents a child's general intellectual ability (i.e., Full Scale IQ).

	IQ Score	Category	Range	Percentile	Scaled Scores
Full Score	115	High Average	110-119	84	
Composite Scores					
Verbal Comprehension	104	Average	99-108	61	
Perceptual Reasoning	123	Superior	115-128	94	
Working Memory	129	Superior	120-133	97	
Processing Speed	88	Low Average	82-97	21	
Block Design					13
Similarities					11
Digit Span					15
Picture Concepts					14
Coding					4
Vocabulary					11
Letter-Number Sequencing					15
Maxtrix Reasoning					14
Comprehension					11
Symbol Search					12
(Picture Completion)					
(Cancellation)					
(Information)					
(Arithmetic)					
(Word Reasoning)					

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Academic Evaluation

Assessment Summary:

[REDACTED] was administered the Wechsler Individual Achievement Test - Third Edition (WIAT-III). Testing completed in two sessions: 9-17-10 and 9-20-10.

Conclusions from observations:

[REDACTED] worked hard on all tasks and seemed to enjoy the testing process. He reads orally with expression and he particularly seemed to enjoy the math portions of the test.

Significant Findings:

When compared to others of his age, [REDACTED] academic achievement is in the average range for Basic Reading Skills and Math Fluency. He scored in the above average range for Reading Comprehension and Fluency, Written Expression, and Mathematics (calculation).

[REDACTED] Basic Reading standard score of 112 falls in the Above Average Range. The Basic Reading Composite is comprised of the subtests Word Reading and Pseudoword Decoding. On these tasks, [REDACTED] was asked to read aloud a list of increasingly difficult words (Word Reading) and read aloud a list of increasingly difficult nonsense words (Pseudoword Decoding).

[REDACTED] Reading Comprehension and Fluency standard score of 119 fell in the Above Average Range. The Reading Comprehension and Fluency Composite is comprised of the Reading Comprehension and Oral Reading Fluency Subtests. The Reading Comprehension subtest required [REDACTED] to read passages, aloud or silently with no time limit, and then answer open-ended questions about each one. The Oral Reading Fluency subtest required him to read passages aloud and then orally respond to comprehension questions.

[REDACTED] Total Reading standard score of 118 fell in the Above Average Range. The Total Reading Composite is comprised of all four reading subtests (Word Reading, Pseudoword Decoding, Reading Comprehension, and Oral Reading Fluency).

The Written Expression standard score of 130 fell in the Above Average Range. The Written Expression Composite is comprised of the subtests Spelling, Sentence Composition, and Essay composition. The Sentence Composition subtest required [REDACTED] to combine information from two or three sentences into single sentences that mean the same thing and then asked to write meaningful sentences that use specific words. On the Essay Composition subtest, [REDACTED] was given 10 minutes to write an essay on a given prompt. On the 10 minute write, [REDACTED] wrote a total of 120 words with a correct word sequence (cws) of 127 and 2 errors.

[REDACTED] Mathematics standard score of 130 fell in the Above Average Range. The Mathematics Composite is comprised of the Math Problem Solving and Numerical Operations subtests. On the Math Problem Solving subtest, [REDACTED] was asked to solve math problems related to basic skills, everyday applications, geometry, and algebra. The Numerical Operations subtest [REDACTED] was given written math problems in basic skills, basic operations with integers, geometry, algebra, and calculus and was asked to solve with no time limit.

[REDACTED] Math Fluency standard score of 98 fell in the Average Range. The Math Fluency Composite is comprised of the Addition, Subtraction, and Multiplication Math Fluency subtests. These subtests required [REDACTED] to solve written problems (addition, subtraction, or multiplication) within a 60-second time limit.

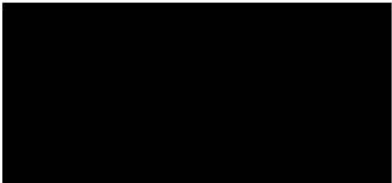
Test Name : Wechsler Individual Achievement Test - Third Edition (WIAT-III)

	Standard Score	Percentile	Interpretation	Other	
SUBTEST					

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



Academic Evaluation

Listening Comprehension				
Early Reading Skills				
Reading Comprehension	122	93	Average	
Math Problem Solving	131	98	Average	
Alphabet Writing Fluency				
Sentence Composition	134	99	Superior	
Word Reading	110	75	Average	
Essay Composition	108	70	Average	
Pseudoword Decoding	114	82	Average	
Numerical Operations	124	95	Above Average	
Oral Expression				
Oral Reading Fluency	110	75	Average	
Spelling	127	96	Above Average	
Math Fluency - Addition	93	32	Average	
Math Fluency - Subtraction	109	73	Average	
Math Fluency - Multiplication	91	27	Average	
COMPOSITE				
Oral Language				
Total Reading				
Basic Reading				
Reading Comp & Fluency				
Written Expression				
Mathematics				
Math Fluency				

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Communication Evaluation

Assessment Summary:

[REDACTED] was assessed in the area of receptive, expressive, and pragmatic language as part of an evaluation to determine eligibility and appropriate placement.

Conclusions from observations:

[REDACTED] was cooperative throughout testing. Throughout testing [REDACTED] was noted to flap his hands. He states that he flaps his hands when he is excited and paces or moves his legs when he is anxious. [REDACTED] presents with a flat vocal intonation.

Significant Findings:

[REDACTED] receptive and expressive language skills were assessed using the Oral and Written Language Scale (OWLS). The OWLS is a comprehensive test of receptive and expressive language for children and young adults. The Listening Comprehension Scale provides a measure of receptive language in which the examinee responds by pointing to or calling out the number of a picture. The Oral Expression Scale measures expressive language in which the examinee answers a question, completes a sentence, or generates one or more sentences. [REDACTED] test scores on this assessment were as follows: SS=92, %tile=30, SD= .05. These scores indicate that [REDACTED] receptive and expressive language skills are commensurate with his same aged peers. It was noted during testing that when given figurative language questions, [REDACTED] most often chose the literal meanings versus the figurative meaning when answering.

[REDACTED] pragmatic (social) language was assessed using the Social Language Development Test - Adolescent. The subtests of this assessment consist of question-answering tasks, interpretation of photographs, and verbal explanations. A description of each subtest is as follows:

Making Inferences

The student infers what someone in a picture is thinking by imagining herself being the person in the picture and stating a relevant thought from that character's perspective (first person). The comment must relate to the character's age, any context clues, and the emotional intensity of the character's expression and posture. The student then states the relevant visual clues suggesting the character's thought. Pretend you are this girl. What are you thinking? What do you see that tells you what she's thinking? [REDACTED] scores on this subtest were SS=68, %tile= 2.

Interpreting Social Language

Questions tap a variety of skills that reflect how people communicate. For some of the items, the student demonstrates an action and tells an appropriate reason or use for that action. Show me a posture that sends a message and Why would you use that posture? For other items, the student gives an example or definition. What is hogging a conversation? Finally, for some of the items, the student interprets an idiom used in a short vignette. You're barking up the wrong tree. [REDACTED] scores on this subtest were SS= 76, %tile=6.

Problem Solving (Stating and Justifying Solutions)

The student imagines being in a problem situation with a friend. He proposes an appropriate, logical solution and justifies why that solution would be a good one. Your friend calls you all the time and talks and talks. The problem is, it's hard for you to end the conversation. What would be a good way to solve this problem? Why is that a good solution? [REDACTED] scores on this subtest were SS=60, %tile= <1.

Social Interaction

The student assumes the perspective of a main character in a situation with a peer, considers the perspective of the peer, and makes a comment or does something to support the peer. The response should support the situation and avoid comments that are negative, unsupportive, or passive. A close friend tells you, "My mom has cancer." What do you say to your friend? [REDACTED] scores on this subtest were SS= 73, %tile=4.

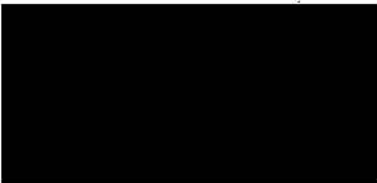
Interpreting Ironic Statements

The student listens to a situation on an audio CD and shows an understanding of the dialogue, including idioms, and interprets its irony and sarcasm. [REDACTED] scores on this subtest were SS= 74, %tile = 4.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



Communication Evaluation

[REDACTED] overall test scores on the Social Language Development Test Adolescent were SS= 64, %tile =1. These scores are significantly below those of his same age peers. [REDACTED] teacher reports that [REDACTED] frequently speaks with a flat tone, and does not initiate conversations with peers or adults. She further reports that he avoids establishing eye contact; stares at his hands, objects or items in the environment; demonstrates rapid lunging and darting movements and walks on his toes. He also exhibits the behaviors of flapping his hands and fingers; and making high pitched sounds.

Results of this evaluation revealed that while [REDACTED] receptive and expressive language skills were found to be commensurate with his peers, [REDACTED] pragmatic (social) language skills were found to be significantly below those of his peers. His pragmatic language difficulties negatively impact his ability to understand figurative language, problem solve, express himself clearly and effectively, and effectively interact with others. It is recommended that he receive language therapy from a Speech Language Pathologist to increase his pragmatic language skills.

Test Name : Oral and Written Scales (OWLS)

	Std. Score X=100,SD=15	Percentile	Qualifying Score		
Total Test:	NA	NA	NA Written Language Scale was not administered		
Oral Composite	92	30			
Listening Comprehension	93	32			
Oral Expression	93	32			

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Fine Motor Evaluation

Assessment Summary:

[REDACTED] is a 15-year-old student referred for assessment of fine motor coordination as related to use of school tools and the mechanical aspects of written communication as part of a special education re-evaluation. [REDACTED] was originally assessed by occupational therapy in 5/24/99 in the [REDACTED] School District with concerns noted in eye-hand coordination and pre-writing skills. Until recently, he has been home schooled through the [REDACTED] in the [REDACTED] School District. This evaluation was completed by therapist's observation of functional school tool use, writing and keyboarding samples, review of available records, and student interview.

[REDACTED] demonstrates adequate fine motor coordination and visual-motor skills to use most school tools required at his age and grade and he is able to access his educational program. Handwriting is readable and functional for shorter amounts of written work, particularly when [REDACTED] gives good efforts towards printing. When using keyboarding as an additional accommodative strategy to handwriting, he demonstrates performance at a level comparable to his peers for the mechanics component of written communication.

Conclusions from observations:

[REDACTED] participated in all activities that were asked of him and gave good efforts. Results are believed to accurately reflect his fine motor abilities and areas of need.

Significant Findings:

Fine motor coordination/ Use of school tools:

[REDACTED] is using a functional tripod type of grasp to hold pencils and school tools. He demonstrates he is able to use a ruler to connect points, use a stapler, accurately color within a small area, place paper clips, remove and replace pen caps, use an eraser, place rubber-bands around an object, can retrieve and replace items from his backpack, and use a tape dispenser. He demonstrates adequate in-hand manipulation and can flip a pencil from the eraser-end to the lead-end without difficulty. When using scissors, he is able to cut out a 3-inch circle, remaining on the cutting line. [REDACTED] is using his left hand appropriately to assist with skills that require two hands, such as when supporting or turning paper. Overall fine motor coordination and dexterity skills are adequate and do not interfere significantly with his ability to participate using school tools within his educational program.

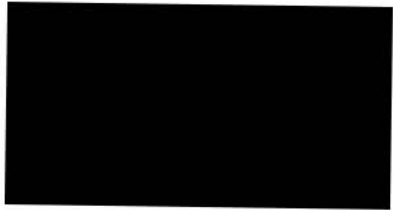
Handwriting/Keyboarding:

[REDACTED] is able to print from copy a 15-word, 64-character sentence in about one-minute using standard width notebook paper. Although he tends to use somewhat heavy pencil pressure, all letters and words formed are easily identifiable and readable at first glance with appropriate spacing and sizing. Using keyboarding he is able to copy the same sentence, using a touch-type method, in about 20-seconds or at a rate of about 45 words-per-minutes, including spaces. [REDACTED] indicates he uses a Net-book at home. Although [REDACTED] is able to handwrite, keyboarding at this time appears to be a more efficient means for written communication and it is recommended he have access to a computer with word processing software and/or a portable keyboarding device as an additional strategy, particularly for greater amounts of written work.

Sensory Motor:

[REDACTED] reports he has had issues in the past regarding difficulty with noises, particularly with fire drills. He states he is currently "doing alright, and there are no where as near as many noises at [REDACTED]" He indicates the building period bells and alerts or the crowds are not bothersome. Occupational therapy is always available in the [REDACTED] School District to support staff or programs regarding sensory-motor needs of students.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Gross Motor Evaluation

Assessment Summary:

[REDACTED] was observed in class and walking about the school during his day. He walks easily between classes pulling a backpack. He appears well grounded with appropriate balance responses. He can use the stairs, doors, and enters his classes without concern.

Conclusions from observations:

[REDACTED] acted appropriately when observed by the Physical Therapist.

Significant Findings:

[REDACTED] can access all physical aspects of his educational environment without any assistance. He is independent in walking, doors, stairs, balance and pulls a backpack. His teachers report no physical accommodation concerns.

Physical Therapy is not indicated at this time. [REDACTED], RPT

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Age Appropriate Transition Assessment

Needs

[REDACTED] needs a higher level of support than others his age, primarily because of his limited social communication skills. He qualifies for services in communication and social/behavior. [REDACTED] needs assistance with understanding appropriate public behavior and peer interactions.

Strengths

[REDACTED] identified that he is smart, even tempered, friendly, and honest. [REDACTED] teachers indicate that he is smart and has excellent memorization skills. He does well with concrete tasks. [REDACTED] complies with teachers' directions and assignments and is easily redirected when needed.

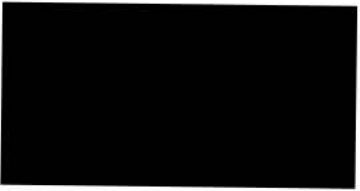
Preferences

[REDACTED] reports that he would enjoy serving others or selling. He likes to work with and fix machines, put things together, handle and sort things, and make things. [REDACTED] indicated that he prefers jobs that are indoors and is not interested in working outdoors.

Interests

[REDACTED] expressed a high interest in the prospect of being a computer technician and working in the computer field. He indicated as a second and third choice being an airplane pilot or a train engineer. Although [REDACTED] indicated a desire to be a computer technician, he does not plan on post high school education.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Prior Written Notice

To: [redacted] Date: 09/27/2010
Re: Student's Name: [redacted]

PURPOSE: As a parent/guardian of a special education child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. proposing refusing to 2. initiate change continue discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. Referral Initial Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement Other:

Description of the proposed or refused action:

An evaluation has been completed for [redacted] and results were shared in a meeting. Based on the findings of the evaluation, [redacted] continues to qualify for special education services under the category of Autism.

The reason we are proposing or refusing to take action is:

Evaluation results meet eligibility criteria indicating that [redacted] has a disability that requires specially designed instruction.

Description of any other options considered and rejected:

Discontinuing special education services.

The reasons we rejected those options were:

[redacted] continues to demonstrate a need for specially designed instruction in the areas of communication and social/behavior.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

Standardized assessments (WISC-IV, WIAT-III, GARS-2), student interview, parent input, teacher input, records review

Any other factors that are relevant to the action:

None notes.

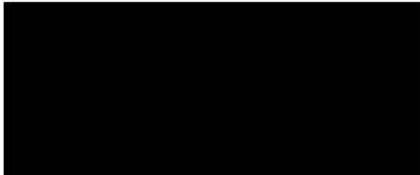
The action will be initiated on: 09/27/2010

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

[redacted] at [redacted]

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Notice of Meeting

Date: 09/15/2010
Student's Name: [redacted]
Student No: [redacted] Date of Birth: [redacted]

Dear [redacted]

We have completed the assessments necessary to decide if your child is eligible for special education or Section 504 services. We have scheduled a meeting to discuss the results of these assessments. The meeting has been scheduled for: Date 09/28/2010
Time 2:25 PM Location [redacted]

The eligibility committee is composed of a team of qualified professionals involved with your child, and you, as the child's parent(s). The eligibility committee may also include the following: your child's school principal, teacher, school psychologist, special education representative, related services staff, as appropriate, or other persons significant to your child's education. The following are invited to attend and participate in the eligibility meeting:

- [redacted] Parent/Guardian
- [redacted] Special Education Teacher
- [redacted] School Psychologist
- [redacted] Parent/Guardian
- [redacted] Speech Language Pathologist
- [redacted] Occupational Therapist
- [redacted] Physical Therapist
- [redacted] General Education Teacher
- [redacted] General Education Teacher
- [redacted] General Education Teacher

The parent/adult student or school division may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate as a member of the evaluation group. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

After the discussion, the eligibility committee will determine whether your child is eligible for special education and related services, Section 504 determination, or whether some other plan in regular education would be more appropriate.

If your child is eligible for services, a meeting will be scheduled with you to develop an Individualized Education Program (IEP) or Section 504 plan. Your participation will be required for your child to receive the services described in the plan.

You are also welcome to contact me at [redacted] for additional information regarding this process.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Notice of Meeting

Date: 09/15/2010

Student's Name: [REDACTED]

Student No: [REDACTED]

Date of Birth: [REDACTED]

Dear [REDACTED],

We have completed the assessments necessary to decide if your child is eligible for special education or Section 504 services. We have scheduled a meeting to discuss the results of these assessments. The meeting has been scheduled for: Date 09/28/2010
Time 2:25 PM Location [REDACTED]

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- [REDACTED] Special Education Teacher
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- [REDACTED] Parent/Guardian
- [REDACTED] Speech Language Pathologist
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- [REDACTED] Physical Therapist
- [REDACTED] General Education Teacher
- [REDACTED] General Education Teacher
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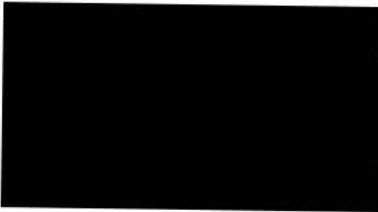
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You are also welcome to contact me at [REDACTED] for additional information regarding this process.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Notice of Meeting

Date: 09/22/2010
Student's Name: [redacted]
Student No: [redacted] Date of Birth: [redacted]

Dear [redacted],

We have completed the assessments necessary to decide if your child is eligible for special education or Section 504 services. We have scheduled a meeting to discuss the results of these assessments. The meeting has been scheduled for: Date 09/28/2010
Time 2:25 PM Location [redacted]

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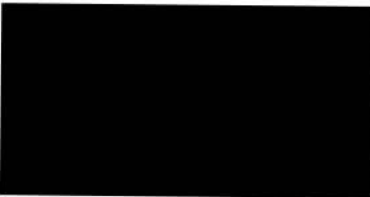
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You are also welcome to contact me at [redacted] for additional information regarding this process.

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Notice of Meeting

Date: 09/22/2010
Student's Name: [redacted]
Student No: [redacted] Date of Birth: [redacted]

Dear [redacted]

We have completed the assessments necessary to decide if your child is eligible for special education or Section 504 services. We have scheduled a meeting to discuss the results of these assessments. The meeting has been scheduled for: Date 09/28/2010
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- [redacted] General Education Teacher
- [redacted] General Education Teacher

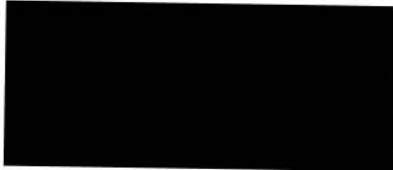
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You are also welcome to contact me at [redacted] for additional information regarding this process.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

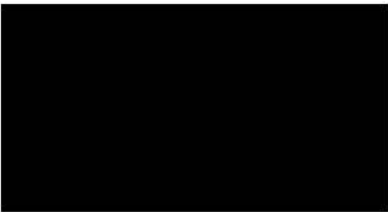


Contact Attempt Report

Notification Area: Eligibility
Meeting Date: 09/28/2010
Time: 2:25 PM
Location: [REDACTED]

Method	Contact Date	Response Date	Response	Parent
Letter	09/22/2010	09/22/2010	Did not Respond	[REDACTED]
Letter	09/22/2010	09/22/2010	Did not Respond	[REDACTED]
Letter	09/15/2010	09/15/2010	Can Attend	[REDACTED]
Letter	09/15/2010	09/15/2010	Can Attend	[REDACTED]
Phone	09/15/2010	09/15/2010	Can Attend	[REDACTED]
Phone	09/15/2010	09/15/2010	Can Attend	[REDACTED]

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Reevaluation Notification / Consent

Dear Parent(s)/Guardian(s),

We are notifying you that your child, [REDACTED], requires a re-evaluation. The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate as a member of the IEP team.

The re-evaluation will include assessment in the following areas:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Medical-Physical | <input checked="" type="checkbox"/> General Education |
| <input checked="" type="checkbox"/> Social/Emotional/Adaptive | <input checked="" type="checkbox"/> Cognitive |
| <input checked="" type="checkbox"/> Academic | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Fine Motor | <input checked="" type="checkbox"/> Gross Motor |
| <input type="checkbox"/> Vision and Mobility | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Observation | <input checked="" type="checkbox"/> Age Appropriate Transition Assessment |
| <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Review of Existing Data |

When the assessments are completed, an eligibility/IEP meeting will be held. You will be notified of this meeting in a timely manner so that you may attend.

The decision to refuse/recommend an evaluation of your child was based on the following:

- It has been three years since the last reevaluation. State law requires students be reevaluated every three years to determine continued eligibility, need for special education, related services, and to determine the appropriateness of the services being provided.
- It has been requested by _____ because _____
- Other: _____

Description of any other options considered and rejected:

We considered not completing a special education evaluation at this time.

These options were rejected because:

A special education evaluation is needed at this time in order to obtain current information so the team can develop an appropriate program for [REDACTED]

Any other factors that are relevant to the actions:

[REDACTED] most recent special education evaluation was on 5/24/1999. He has been attending a home-school based program, and his special education paperwork has not been updated since 1999. [REDACTED] is entering [REDACTED] in the Fall 2010. His special education paperwork needs to be updated at this time.

Case Manager: [REDACTED]

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Reevaluation Notification / Consent

Parental Response

I understand that I have the opportunity to participate in the consideration of the areas to be assessed. I would suggest the following areas of need be considered in assessing my child:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

TO PARENTS/GUARDIANS: In order to proceed with this reevaluation and recommend the most appropriate educational program for your child, we request your permission to conduct an individual evaluation.

It should also be understood that all information collected during this evaluation will be kept confidential and will be used only by authorized school personnel pursuant of the *Family Educational Rights and Privacy Act*.

This evaluation should be completed within 35 school days after the parent has given written consent for an evaluation.

I have also been provided the *Notice of Procedural Safeguards for Special Education Students and Their Families* that summarize protections for students who may require special education.

- I give consent for my child to be evaluated.
- I refuse consent for my child to be evaluated.

Comments:

Parent/Guardian/Surrogate

6-4-2010
Date

Please return this form to [redacted] at Special Services.

Consent Disclaimer

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations or reevaluations. The district does not need your consent for a reevaluation when the district has made reasonable measures to obtain your consent for tests administered for reevaluation and you have failed to respond to these requests.