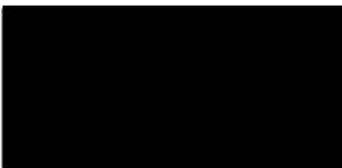


Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]



Notice of Meeting

To: [redacted] Date Sent to Participants: 12/08/2011

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education (FAPE) for your child.

You are invited to attend a meeting regarding the above student. The purpose of this meeting is to (check all that apply):

- Review Evaluation Reports
- Review Educational Progress
- Consider Transitional Services
- Reevaluation Consideration
- Eligibility Determination
- Other:

The meeting has been scheduled for: Date 12/15/2011 Time 7:30 AM
Location [redacted] Guidance conference room

The following are invited to attend and participate in the meeting:

- Parent/Guardian
- School Psychologist
- General Education Teacher
- District/Admin Designee
- Building Administrator
- Special Education Teacher

The parent/guardian/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent, the guardian 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.

If you have any questions or would like additional information or assistance to help you prepare for this meeting, please contact [redacted] at [redacted] e-mail [redacted]

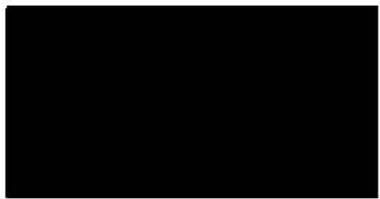
Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

ENTERED
JAN -2 2012

RECEIVED
DEC 17 2011



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



Contact Attempt Report

Notification Area: Eligibility
Meeting Date: 12/15/2011
Time: 7:30 AM
Location: [Redacted]

Guidance conference room

Method	Contact Date	Response Date	Response	Contact Name
Letter	12/08/2011	12/08/2011	Can Attend	[Redacted]
Phone	11/17/2011	11/17/2011	Did not Respond	[Redacted]
Phone	11/02/2011	11/02/2011	Did not Respond	[Redacted]
Letter	11/02/2011	11/03/2011	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"/> Review of Existing Data | <input checked="" type="checkbox"/> General Education Teacher Report |
| <input checked="" type="checkbox"/> Medical-Physical | <input checked="" type="checkbox"/> Social/Emotional/Behavioral |
| <input type="checkbox"/> Adaptive | <input type="checkbox"/> Cognitive |
| <input checked="" type="checkbox"/> Academic | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Fine Motor | <input type="checkbox"/> Gross Motor |
| <input type="checkbox"/> Vision and Mobility | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Audiology | <input checked="" type="checkbox"/> Observation |
| <input type="checkbox"/> Age Appropriate Transition Assessment | <input type="checkbox"/> Other: |

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:
It was considered not to re-evaluate [redacted] at this time.

These options were rejected because:
This was rejected as it is stated in the WAC that it is both state and federal law that student who receive special education services be evaluated at least every three years.

Any other factors that are relevant to the actions:
Please provide us with a recent statement from [redacted] medical practitioner regarding his diagnosis of ADHD etc.



Case Manager:

[redacted] School Psychologist

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. Behavior - ADHD
2. Writing
3. Communication
4. Social

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:

[redacted] Parent/Guardian/Surrogate

11-3-11
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.

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: 8 Age: 14

School District: [redacted] School: [redacted]

Evaluation Group Meeting Date: 12/15/2011 Next Three Year Reevaluation Due Date: 12/15/2014

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] is currently in the 8th grade at [redacted]. He transferred to [redacted] at the beginning of his 7th grade year (2010-2011) after attending [redacted] for 6th grade. [redacted] currently, receives specially designed instruction in the area of writing through the LRC. A file review indicates that his grade 6 Measurement of Student Progress test results were: Reading 382, not passing and Math 363, not passing. [redacted] grade 7 MSP results are: Reading 363, not passing, Math 353, not passing and Writing 6, not passing. Additionally, it was noted that his grades are suffering and he currently has 3 E's and 2 D's.

II. Eligibility Decision:

Meets Eligibility Criteria: Yes No

Identified Disability Category:

Health Impairments - Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (ii) Adversely affects a student's educational performance.

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

[redacted] health impairment negatively impacts his ability to complete grade level work and access instruction in the

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



Evaluation Summary

general education curriculum due to delays in the area of math calculation. Additionally, his delay in comprehension and writing skills, notably sentence structure and paragraph formation and organizing ideas also affect his ability to produce grade level work as do his delays with attention, motivation, organization and responsibility.

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

1. Special Education services including specially designed instruction:

Area	Description
Written Language	Goals to develop comparative sentences and develop of paragraphs that incorporate fluency, organization etc.
Mathematics Calculation	Goals to increase his accuracy on multi digit multiplication problems, adding and subtracting fractions with like and unlike denominators, and basic algebra.
Study Skills	Goals to focus on sustained attention and focus, organization, motivation and personal responsibility to engage in and complete tasks.
Reading Comprehension	Goals to address increased comprehension of the different genre of texts.

2. Related services:

Social/Emotional

3. Supplementary Aids and Services:

Behavior Specialist

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 eligibility determination.

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



Evaluation Summary

Evaluation Team Members, signatures and conclusions:

Dissenting
Opinion
|

Parent/Guardian



Date

12/15/11

School Psychologist



Date

12/15/11

General Education Teacher



Date

12/15/11

Counselor

Assist Principal

District/Admin Designee

Date

Building Administrator



Date

12/15/11

Special Education Teacher



Date

12/15/11

Teacher

School Nurse

12/15/11

Gen Ed Teacher

12/15/11

Mon

12/15/11

██████████
Student ID: ██████████

WA SSID: ██████████

Date of Birth: ██████████

Health and Developmental History

Vision:

Good-lite vision screening Instrument lighted 10' distance chart

Hearing:

Macio Audiometer Screening Instrument Rt & Lt hearing screenings 1000,2000,4000 frequency @ 20 dbs

Review of information

Static encephalopathy/ADHD-██████████ MD dated 6-6-2002 Continuing Disability

Asthma-currently not an issue.

Educational Implications

Student currently uses Daytrona patch for ADHD, mother unsure of dosage. Student has follow up doctor appointment over Winter Break. Mom states they are going to review his medications and probably make some changes w dosage/medication type. Discussed giving student his morning medication at school, as consistency has been a concern. Student would benefit from taking his medication for ADHD consistently.

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



**Areas of Evaluation
General Education Teacher Report**

Assessment Summary:

[REDACTED] science teacher, [REDACTED], reports that his strengths are that when he is focused, he works hard and is bright and a nice kid. Also, at times, [REDACTED] can be very intuitive about science, but in general, lags behind in most concepts. [REDACTED] states that he is easily distracted and distracts others during class. When left to work independently, [REDACTED] struggles significantly to stay on task and not disrupt others. He is overly social which detracts from his focus and that of others and has difficulty completing work. He currently works more closely with [REDACTED] by checking in frequently and providing motivational support and reminders for follow through. Additionally, his social studies teacher, [REDACTED] states that he has considerable difficulty getting started, producing grade level work and maintaining attention. She currently works with him frequently 1-1 and modifies and adapts work assignments for him. A review of [REDACTED] cumulative file reveals that grade 6 MSP scores were as follows: Reading, 382, not passing and Math, 363, not passing. [REDACTED] grade 7 MSP scores were: Reading 362, not passing, Math, 352, not passing, and Writing 6, not passing. Additionally, he has poor grades (3 E's and 2 D's) and many missing assignments.

Conclusions from observations:

[REDACTED] was observed on two separate occasions. The first was in Technology class from 11:15 to 11:45 am. He appeared to have some difficulty transitioning into the class and talked with peers for a couple minutes during instruction by a substitute teacher. The class was to independently go to the class website and begin independent work. He did so, but it took him a bit longer (two minutes) than most of his other peers. After logging in, he worked quietly and consistently on approved games throughout the remainder of the period that he was observed. He did not disrupt others and exhibited appropriate behavior. The second observation was during general education math. He sat in his seat quietly; however he did not appear to be focused on instruction from the teacher. While the teacher spoke and wrote out a problem on the overhead he worked/drew something in his notebook throughout and was never observed to look up and follow along with the example. In the the 25 minutes observational period, he sat quietly and never disrupted the teacher or peers as he worked intently on something in his notebook.

Significant Findings:

[REDACTED] has considerable difficulty attending to instruction and assignments in the general education setting due to his attentional problems. He struggles to get started, stay on task and persevere with difficult tasks and be organized.

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



**Areas of Evaluation
 Social/Emotional/Behavioral**

Assessment Summary:

Behavioral Assessment System for Children-Second Edition- Teacher Rating Scales- Child (BASC-II TRS-A)

The BASC-II is a multimodal, multidimensional system used to evaluate the behavior and self-perceptions of children and adolescents, including positive (adaptive) as well as negative (maladaptive) behaviors. The BASC-2 components, and the information obtained from the teacher, student and parent, provide a triangulated view of the child's behavior within multiple settings. The BASC-2 assesses a wide range of distinctive dimensions that contribute to the overall functioning of the child within the realm of behavior and personality. T scores provided are standard scores with a mean of 50 and a standard deviation of 10. Clinical scaled scores at 70 and above are in a Clinically Significant range. Scores in the Clinically Significant range suggest a high level of maladjustment. Scores between 60-69 are in an At-Risk range. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring. Adaptive scaled scores 30 and below are in a Clinically Significant range. Scores between 31-40 are in an At-Risk range.

[REDACTED] general education science teacher, [REDACTED], completed the Teacher Rating Scales Report (TRS-A) regarding [REDACTED] current behavior.

Clinical Scales	T-Score	Clinical Range
Hyperactivity	49	Average
Aggression	46	Average
Conduct Problems	58	Average
EXTERNALIZING PROBLEMS	51	AVERAGE
Anxiety	66	At-Risk
Depression	64	At-Risk
Somatization	55	Average
INTERNALIZING PROBLEMS	64	AT-RISK
Attention Problems	64	At-Risk
Learning Problems	64	At-Risk
SCHOOL PROBLEMS	65	AT-RISK
Atypicality	82	Clinically Significant
Withdrawal	80	Clinically Significant
BEHAVIORAL SYMPTOMS INDEX	67	AT-RISK
Adaptive Scales		
Adaptability	27	Clinically Significant
Social Skills	36	At-Risk
Leadership	31	At-Risk
Study Skills	31	At-Risk
Functional Communication	29	At-Risk
ADAPTIVE SKILLS	28	CLINICALLY SIGNIFICANT

The TRS-A and PRS-A ratings for the Behavioral Symptoms Index (BSI) are a global indicator of functioning and overall level of maladjustment. According to [REDACTED] teacher, his overall level of functioning falls within the At-Risk range.

The composite for Externalizing Behaviors as reported on the PRS-A fell within the Average range. The teacher indicated that [REDACTED] is Average overall for all Externalizing Behaviors when compared with his same age peers. All scores fell within the range of average and means that he is not physically or verbally aggressive towards other people and/or property, is not overly restless and fidgety and does not have difficulty following rules within the school environment.

On the Internalizing Behavior Composite, [REDACTED] teacher's report indicates that he is within the range of At-Risk for the composite area of Internalizing Problems. He had T-scores elevated T-scores, respectively for the measured areas of Anxiety and Depression. Internalizing Problems such as Anxiety, Depression and Somatization constitute a specific type of emotional and behavioral problem. The term also indicates that these problems can be developed and maintained within the individual. [REDACTED] exhibits behavior that is consistent with these two areas and may appear withdrawn, sad, perhaps fear and generalized worry that is perceived as more excessive and frequent than that of his peers.

The School Problems composite fell within the range of At-Risk. [REDACTED] received At-Risk T-scores, respectively for Attention Problems and Learning Problems and indicates that his attention and focus and progress within academic areas is a concern.

The Behavioral Symptoms Index reflects the overall level of problem behavior. [REDACTED] behavior at school falls within the range considered At-Risk. The subtest areas of Atypicality was in the range of Clinically Significant and suggests that his behavior is perceived as odd or strange; and the subtest area of Withdrawal and was also within

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Areas of Evaluation Social/Emotional/Behavioral

the range considered Clinically Significant and indicates that he has a tendency to exhibit a lack of interest in participating in activities and avoidance of others.

Lastly, [REDACTED] overall level of Adaptive Skills at school as reported by his teacher places him within the Clinically Significant range on the composite range. Adaptive Skills are a type of behavior that is used to adjust to another type of behavior or situation and allows an individual to substitute an unconstructive or damaging behavior to one that is more constructive and useful. Four of five subtest areas were within the range of At-Risk; with the exception of adaptability, which he was rated as Clinically Significant. This means that he has difficulty with transitions and changes in routine that require him to be flexible. He was At-Risk for Social Skills which pertains to his ability to use commonly agreed upon social norms such as compliments and greeting etc.; Leadership, or the ability to be personally responsible and independent; and Study Skills and Functional Communication and indicates that his achievement motivation, organizational skills, personal responsibility, and the manner in which he can think about his thinking (metacognition), and his ability to effectively communicate his ideas and obtaining necessary information are difficult for him.

The Self-Report of Personality for Adolescents (SRP- A) ratings provides information about the child's self perception of feelings, functioning and overall level of maladjustment. The Emotional Symptoms Index (ESI) is a global indicator of the child's self-perception of functioning and overall level of maladjustment.

Attitude to School 54 Average
Attitude to Teachers 54 Average
Sensation Seeking 56 Average
SCHOOL PROBLEMS 56 AVERAGE
Atypicality 43 Average
Locus of Control 48 Average
Social Stress 51 Average
Anxiety 41 Average
Depression 46 Average
Sense of Inadequacy 42 Average
Somatization 49 Average
INTERNALIZING PROBLEMS 45 AVERAGE
Attention to Problems 60 At-Risk
Hyperactivity 60 At-Risk
INATTENTION/HYPERACTIVITY 61 AT-RISK
EMOTIONAL SYMPTOMS INDEX 43 AVERAGE
Relations with Parents 36 At-Risk
Interpersonal Relations 53 Average
Self-Esteem 57 Average
Self-Reliance 53 Average
PERSONAL ADJUSTMENT 50 AVERAGE

The T-scores derived from the responses are norm-referenced and standardized to allow a comparison of the individual to a varied population of same age peers. According to [REDACTED] self-report, he indicated that his perception of his Attitude to School is Average. He perceives school in a positive way and also feels that his teachers are supportive of him. His Attitude to Teachers was Average. [REDACTED] rating also indicates that he is average for Sensation Seeking, which refers to a need for sensory input from the environment. In addition, his ratings indicate that he perceives himself as similar to his peers, and does not feel isolated and that others do not understand or relate to him; which is Average. Locus of Control pertains to taking control of self and situations and accepting responsibility for outcomes related to self. He received a standard score which is Average and indicates that he sees himself as instrumental in taking and accepting control of himself, his behavior and situations. [REDACTED] also indicated that he does not experience Social Stress out of the ordinary, as his score was in the Average range. This also indicates that he feels connected and in-tune with his peers. He reported that he is not experiencing feelings consistent with Anxiety, Depression and Sense of Inadequacy with Average T-scores respectively. Lastly, he had a T-score which is in the Average range for Somatization, which refers to psychological stress manifesting itself as physical symptoms. [REDACTED] had an overall T-score that is Average for Internalizing Problems.

He rated himself as AT-Risk for both Attention Problems and Hyperactivity. The composites scores for Inattention/Hyperactivity also within the range At-Risk. Thus, he feels that compared to his same age peers he is more restless and fidgety and has more difficulty paying attention and focusing. [REDACTED] views his relationship to his parent(s), as At-Risk. He perceives his Interpersonal Relationships within the range of Average. Likewise, he rated himself as Average in the areas of Self-Esteem and Self-Reliance, respectively. His overall Personal Adjustment

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



Areas of Evaluation
Social/Emotional/Behavioral

composite is within the range of Average and indicates that he has an Average perception of himself and his abilities as compared to his same age peers.

Significant Findings:

Overall, this re-evaluation indicates that [REDACTED] had considerable difficulty maintaining focus and attention that is expected for his age. This, and his delays in managing impulses and his motivational, organizational, meta-cognition (thinking about his thinking) and taking personal responsibility warrant specially designed instruction at this time. Additionally, he would benefit from from Social/Emotional support through related services, as well as the Behavior Specialist as a supplementary service at this time.

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



Areas of Evaluation Academic

Assessment Summary:

The Woodcock-Johnson III is a norm-referenced individually administered achievement test. The WJ-III is a comprehensive assessment that contains multiple tests designed to measure broad academic achievement in reading, writing, mathematics, and academic knowledge. The WJ-III yields standard scores that compare the assessed individual's academic achievement to that of same age peers in a national sample.

The results of this test have a standard score mean of 100 and standard deviation of 15 and are presented below.

CLUSTERS and Subtests	Standard Score	Percentile	Classification
BASIC READING SKILLS	96	39	AVERAGE
Letter-Word Identification	95	37	Average
Word Attack	97	42	Average
READING COMPREHENSION	94	34	AVERAGE
Passage Comprehension	88	21	Low Average
Reading Vocabulary	101	53	Average
Reading Fluency	99	47	Average
MATH CALCULATION SKILLS	69	2	VERY LOW
Calculation	73	4	Low
Math Fluency	71	3	Low
MATH REASONING	94	34	AVERAGE
Applied Problems	94	34	Average
Quantitative Concepts	94	34	Average
WRITTEN EXPRESSION	77	6	LOW
Writing Fluency	71	3	Low
Writing Samples	90	25	Average

*Standard Score Mean = 100 Standard Deviation = 15

When compared to others at his age level, [REDACTED] fluency with academic tasks is in the low average range and his ability to apply academic skills is also in the low average range. Specifically, in the academic area of reading, he received a standard score of 96 for Basic Reading Skills. This is average when compared to his same age peers.

He read multisyllabic words with various vowel and consonant blend with relative ease. When he came upon a word he did not immediately know and/or recognize, he generally would exert effort to sound it out. Additionally, he was able to read nonsense words with various consonant and vowel blends within the range of average as well and indicates that his decoding skills are solidly average. The Broad Reading cluster provides a comprehensive measure of reading achievement that includes decoding, reading speed, and the ability to comprehend connected discourse while reading. He earned a standard score of 93. One of the subtests that make up this cluster is Reading Fluency. He was able to read 63 short sentences and determine whether the statement was true or false without errors within a three minute period. His standard score on this subtest was 99, which is average and suggests that he is not expending an inordinate amount of energy to decode and read words in text at his grade level. The next area of reading that was measured was Reading Comprehension. His composite standard score was 94, which is average. This is made up of two subtests; Reading Vocabulary measures the student's ability to understand single words and their ability to find a synonym, antonym and analogies. [REDACTED] earned a standard score of 101 which is average. The Passage Comprehension subtest, which measures the student's ability to read a phrase and comprehend and synthesize the meaning and identify a word for the omitted key word that makes sense, was considerably lower. He earned a standard score of 88 which is low average. This indicates that his ability to comprehend and synthesize what he is reading in text is not as developed as his comprehension at the single word level. Also, he was in a distraction free environment for this testing, which is very different than that of the reality of the classroom. Therefore, it is recommended that he receive specially designed instruction for Reading Comprehension to support him with the increased amount and variety of text he is responsible to read as part of his academic learning.

In the area of math, [REDACTED] performance was low on Math Calculation Skills with a standard score of 69 and is low when compared to his same age peers. On the Calculation subtest, he was able to complete correctly addition and subtraction problems to the hundreds place with regrouping, calculate 1 simple multiplication fact and 1 basic division problem. He was unable to correctly solve multi digit multiplication problems, long division, add or subtract fraction with like denominators, or solve a basic algebraic equation. He performed tasks that measured his ability to recall basic facts with automaticity. On the Math Fluency subtest, he completed correctly 50 of 52 simple arithmetic facts within a three minute time period. He earned a standard score of 71 which is well below average/low when compared to his same age peers. This indicates that he processes math more slowly than that of most of his

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

Areas of Evaluation Academic

peers. Math Reasoning is a cluster that is a measure of mathematical knowledge and reasoning that specifically measures problem solving, analysis, reasoning and vocabulary and the student's ability to apply the foundational math facts and knowledge to math problems. [REDACTED] standard score for this cluster was 94, which is average when compared to his same age peers. A lot of this information is incidental, or picked up through attention within the classroom environment and is conceptual in nature. This score reveals that [REDACTED] has acquired the basic knowledge and concepts of math and applying it to practical situations. The Applied Problems subtest measures the student's ability to analyze and solve math problems. To solve the problem, the student is required to listen to the problem, recognize the procedure to be followed, and then perform relatively basic calculations. He received a score of 94, which is average. The Quantitative Concepts subtest measures knowledge of mathematical concepts, symbols, and vocabulary. This subtest requires the student to count, identify numbers, shapes, and sequences, in addition, the application of mathematical knowledge of terms and formulas. He earned a standard score of 94, which is average when compared to his same age peers. He was able to correctly identify amounts/quantities of an object and was able to identify the procedure and correctly solve for the answer on problems that were administered orally with visual cues. He also was able to solve story problems with several steps, compute sums of money and tell time, and count forwards and backwards on an analog clock.

The Written Expression cluster measures meaningful written expression and fluency. [REDACTED] received a standard score of 77 which is well below average/low. The Writing Fluency subtest measures skills in formulating and writing simple sentences quickly. He earned a standard score of 71, which is also low. He was given seven minutes to write as many sentences as he could, using the provided words. He was able to write 13 basic sentences correctly; however, he made 5 mistakes in the form of misspelled prompt words and omissions of articles so the sentence was grammatically incorrect. Also, he did not use punctuation or capital letters at the beginning of the sentences consistently. The Writing Samples subtest measures skill in writing responses to a variety of demands. The student must produce written sentences that are evaluated with respect to the quality of the expression. The level of difficulty increases with the progression of items; in level of vocabulary, grammatical complexities, and level of concept abstraction. He received a standard score of 90 which is average. The quality of his work was inconsistent. He wrote incomplete, grammatically incorrect sentences when he was required to fill in a portion of an existing paragraph. Other times, when he was given a prompt to write a complex sentence, his sentences were mostly grammatically correct, although sometimes they lacked necessary information from the prompt. He could write a compound sentence with correct punctuation, a basic topic sentence and declarative sentence. He needs ongoing instruction with comparative sentences and paragraph formation.

Significant Findings:

It is evident from this assessment, that [REDACTED] health impairment continues to impact his ability to progress within the general education curriculum and is currently negatively impacted to the extent that he is unable to access the general education curriculum in the areas of reading comprehension, math calculation skills and written expression. It is recommended that [REDACTED] receive specially designed instruction to address delays in the areas of math calculation skills and written expression/language.

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



Prior Written Notice

To: [redacted] Date: 12/13/2011
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 Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement Other:

Description of the proposed or refused action:

Based on the re-evaluation, [redacted] continues to be eligible for specially designed instruction as a student with a Health Impairment. He will receive SDI for Reading Comprehension, Written Language, Math Calculation, and Study Skill. He will have Social/Emotional as a related service and the Behavior Specialist as a supplementary aid and serv

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

He demonstrates a need for the above services based on this assessment.

Description of any other options considered and rejected:

Not providing the above named services.

The reasons we rejected those options were:

This was rejected because he clearly demonstrates the need.

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 assessment, observation, teacher and parent input, general education data and anecdotal data.

Any other factors that are relevant to the action:

None at this time.

The action will be initiated on: _____

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.