

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

☐ Initial ☒ Reevaluation

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

Birth Date: [REDACTED] Grade: 06 Age: 12

School District: [REDACTED] School: [REDACTED]

Evaluation Group Meeting Date: 05/24/2011 Next Three Year Reevaluation Due Date: 06/20/2014

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: [REDACTED]

Evaluation Case Manager (Psychologist/SLP): [REDACTED]

Title: Psychologist

I. Review of Existing Data

Student was reevaluated to determine:

- Whether he/she continues to be a special education student and continues to need special education and any necessary related services.
- The present levels of performance and educational needs of the student; and
- 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.

Significant Findings:

General Background

[REDACTED] was made eligible for special education in May 2008. Concerns at that time included slow learning gains in all academic areas, peer aggression, attention issues, and taking other student's property. Assessment results found "severe, persistent, frequent and enduring behavioral problems." Deafness in all academic areas was also noted. [REDACTED] social history includes an extended stay in foster care during which mother states [REDACTED] was abused.

[REDACTED] is currently a 6th grade student at [REDACTED] Middle School where he is in a self-contained classroom focused on students with behavioral and/or emotional needs. He lives in [REDACTED] with his mother, his younger sister, and newborn twin siblings.

Math

[REDACTED] currently receives specially designed instruction (SDI) in math computation. Classroom data indicates that [REDACTED] is able to perform simple computational problems with support, but not independently. Brigance testing indicates that [REDACTED] is working at a 4th grade level in math.

Social/Behavior

[REDACTED] current special education teacher was given the Behavior Assessment for Children, 2nd Edition, to help assess [REDACTED] social/emotional skills in the classroom setting. Areas rated as clinically significant included

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Evaluation Summary

hyperactivity, conduct problems, anxiety, depression, learning problems, school problems, withdrawal, externalizing behaviors, and the overall behavioral symptoms index.

According to his current special education teacher, [REDACTED] behavior has been rapidly declining. At the beginning of the 2nd semester, he was in the self-contained unit all day. Because his behavior was so good and he was picked on by the other boys all day, he was put into mostly regular classes and that lasted for about 6 weeks. Now, because of his behaviors in those classrooms (leaving class w/out permission, skipping, and refusing to comply w/teacher requests to stay in seat, do work, etc) he is back in the self-contained classroom for 5 out of 8 classes.

In the classroom, [REDACTED] has currently been leaving the classroom when he is upset or annoyed. An aide from the special education classroom usually follows him. [REDACTED] mother feels that he needs more accountability and that he is leaving the classroom as a means of work-avoidance. He is doing this the most in his math class, which is a long 2-hour block. His current grades are all 70% or higher with the exception of math, which he is currently receiving a 68%, or a D.

[REDACTED] has had numerous office referrals and suspensions during his 6th grade year at [REDACTED]. These incidences include two incidences of fighting, two incidences of disobedience, one incidence of inappropriate conduct, one incident of disruptive conduct, and one incident of theft.

[REDACTED] mother reports that [REDACTED] is very smart but "needs accountability" at school. He sees an outside counselor and has a diagnosis of ADHD. He occasionally sees a counselor at school via [REDACTED] as well. Lately [REDACTED] has been running off after school and not coming home until 10:00 pm. Mother reported that [REDACTED] is not currently taking any medication for his ADHD.

Written Language

[REDACTED] currently receives SDI in written language. His special education teacher reports that [REDACTED] attempts to avoid writing tasks in the classroom and "struggles with the use of detail and imagination." He can write more in-depth material if he has someone working 1:1 with him to ask questions and also do the physical writing for him. Brigance testing indicates that [REDACTED] can write 2-3 simple sentences with no punctuation.

II. Eligibility Decision:

Meets Eligibility Criteria: ☒ Yes ☐ No

Identified Disability Category:

Emotional Behavioral Disability - Emotionally behaviorally disabled students are those who exhibit one or more of the following characteristics over a long period of time and which, to a marked degree, adversely affect their own educational performance:

- A. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- C. Inappropriate types of behavior or feelings under normal circumstances.
- D. A general pervasive mood of unhappiness or depression.
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

The student's current behaviors can be distinguished between common disciplinary problem behaviors and serious behavioral disabilities. Common discipline problem behavior (e.g. truancy, smoking, breaking school conduct rules) may exist in conjunction with serious behavior disabilities, but can not be used as the sole criteria for recommending special education and services.

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

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WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Evaluation Summary

[REDACTED] disability impedes him from accessing the general education curriculum.

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

1. Special Education services including specially designed instruction:

Area	Description
MATH	[REDACTED] currently receives specially designed instruction (SDI) in math computation. Classroom data indicates that [REDACTED] is able to perform simple computational problems with support, but not independently. Brigance testing indicates that [REDACTED] is working at a 4th grade level in math.
WRITTEN LANGUAGE	[REDACTED] currently receives SDI in written language. His special education teacher reports that [REDACTED] attempts to avoid writing tasks in the classroom and "struggles with the use of detail and imagination." He can write more in-depth material if he has someone working 1:1 with him to ask questions and also do the physical writing for him. Brigance testing indicates that [REDACTED] can write 2-3 simple sentences with no punctuation.
SOCIAL/BEHAVIOR	[REDACTED] requires SDI for behavior/social skills. Focus should be on emotional regulation as well as self management behaviors.

2. Related services:

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: [redacted]
Date of Birth: [redacted]

Evaluation Summary

Evaluation Team Members, signatures and conclusions:

Dissenting
Opinion
|

General Education Teacher

Date

discussed w/ parent via phone conference

5/27/11

Parent/Guardian

Date

Special Education Teacher

Date

[redacted]

5/27/11

School Psychologist

Date

[redacted]

5/26/11

Administrator/Designee

Date

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

Prior Written Notice

To: [REDACTED]
Re: Student's Name: [REDACTED]

Date: 06/24/2011

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:

The reason we are proposing or refusing to take action is:
[REDACTED] continues to qualify for special education.

Description of any other options considered and rejected:
Not qualifying [REDACTED] for special education.

The reasons we rejected those options were:
[REDACTED] meets qualifying criteria for a student with an emotional/behavioral disorder.

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:
May include: Questionnaires, observation, record review, standardized measures

Any other factors that are relevant to the action:

The action will be initiated on: 06/24/2011

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:

at [REDACTED]

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

Student Health Services Health Assessment

Student [REDACTED] # [REDACTED]
Birth Date [REDACTED] Grade 06 Room

Observational Data

Observation Date 04/29/2011

Setting - [REDACTED]

Behavior - Alert, attentive, follows direction well

Tests Administered/Data Gathered

Test Date 04/29/2011

Instrument/Procedure and Results

	Vision screening using 10 foot chart	Vision screening with glasses
	Result	
	R 20/20	L 20/20 Both 20/20 Normal

Hearing screening

	Right ear	Left ear	
1000 Hz	20	20	Normal
2000 Hz	20	20	
4000 Hz	20	20	

Neurological screening

Normal BP 90/60 Pulse 72/bpm

Height/Percentile 0 Feet 61.25 Inches / 75 % Normal

Weight/Percentile 110 lbs / 81 % Normal

BMI 82 %

Dental screening

Normal

Examiner

[REDACTED] RN BSN

Analysis, summary and recommendations:**Summary**

██████████ is a 12 year, 3 month old Male. ██████████ has a health concern severity code 'D' - The student is in EBD class.

Prenatal and developmental histories are significant for ██████████ was born premature and he was fine per mom.

Past health history is significant for Mom stated student has been seeing a counselor once a week outside school related to anxiety.

Current health concerns include Anxiety disorder - generalized, Vision-Unspecified Disorder, ADHD - Attention Deficit Hyperactivity Disorder.

Student was last seen for a well child exam on 04/11.

Student was last seen for a well child dental exam on: mom stated she will make appointment.

Recommendations

██████████ should return to his healthcare provider for routine well child examination. ██████████ should return to his dentist for well child dental dental care. He should wear his eyeglasses at school at all times that will help his learning. For school attendance from September 08, 2010 to May 06, 2011, he had 54 authorized absences, 80 excused absences, 74 unexcused absences, and 38 lates. He should attend his classes regularly and on time to maintain his academic performances.

Analysis

██████████ has the following health care problems that will affect his educational program: ADHD, Anxiety, and Vision-Unspecified Disorder.

██████████ is in EBD class.

Position

School Nurse

Date

5/6/2011

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Notice of Eligibility Meeting

Date: 05/19/2011

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 05/24/2011

Time 3:40 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:

General Education Teacher

Parent/Guardian

Special Education Teacher

School Psychologist

Administrator/Designee

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]

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Contact Attempt Report

Notification Area: Eligibility

Meeting Date: 05/24/2011

Time: 3:40 PM

Location: [REDACTED]

Method	Contact Date	Response Date	Response	Parent
Phone	05/19/2011	05/19/2011	Can not Attend - Permission to proceed	[REDACTED]