

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: K Age: 7

School: [REDACTED]

Evaluation Group Meeting Date: 04/25/2012 Next Three Year Reevaluation Due Date: 04/25/2015

Primary language of student: Spanish Primary language at home: Spanish

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

Parent interpreter needed? Yes No

Surrogate parent: No Yes If yes, name: _____

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

Title: Sch Psychologist

I. Review of Existing Data:

Date and reason for special education referral:

02/09/2012 - From [REDACTED], kindergarten teacher: "[REDACTED] was placed in kindergarten at age 7 1/2 years. He did not attend school much of his kindergarten year. As far as we know he did not attend 1st grade. He came to [REDACTED] in mid January. He began (a day or two) in 2nd grade. Was moved his 2nd grade year to 1st grade and ultimately to K. He knows minimal school skills. He is not learning at an adequate pace, even in K. I am also concerned with his maturity compared to the 5/6 year olds in class.

Description of specific strategies and interventions used to date and the effectiveness of each on student achievement and/or adjustment:

1. Strategy - ([REDACTED] has not been in school, and was placed in kindergarten, although his age would be typical for second grade).

Results -

Academic or pre-academic record information:

Reading -

Math -

Written Language -

Significant Findings:

General Background

[REDACTED] is a kindergarten student at [REDACTED]. He was referred by his teacher, [REDACTED]. [REDACTED] wrote: "[REDACTED] came to [REDACTED] in mid January. [REDACTED] was placed in kindergarten at age 7 1/2 years. He did not attend school

MAY 09 2012

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much of his kindergarten year. He knows minimal school skills. He is not learning at an adequate pace, even in K. I am concerned with his maturity compared to other 5 and 6 year olds in class.

Cognitive

[REDACTED] school psychologist, gave [REDACTED] the Wechsler Intelligence Scale for Children (WISC-IV) on March 28, 2012. [REDACTED] general intellectual ability is within the average range. He obtained a Full Scale score of 87, or 19th percentile (19% of people his age nationwide had lower scores). But this Full Scale score is not interpretable because of two widely divergent processing speed tests, which are used in part to generate the Full Scale score. The best estimate of [REDACTED] general ability is the General Ability Index (GAI) which was 89, or 23rd percentile. There is a 90% chance if tested again in the near future that [REDACTED] GAI score will be between 84 and 95.

[REDACTED] specific abilities are evenly developed, but there were some strengths and weaknesses specific to single tests. He scored exceptionally well on Coding, a Processing Speed test (99th percentile). He was able to sustain attention to a task for two minutes, completing each item quickly and accurately. However, on the other Processing Speed test, Symbol Search, [REDACTED] scored much lower (16th percentile). There were no obvious reasons for the difference – [REDACTED] appeared to understand the task on both tests. The best summary statement is that [REDACTED] is capable of sustaining attention to a task and doing quick and accurate work.

[REDACTED] overall Verbal Reasoning is likely to be around the 35th percentile. Although [REDACTED] had average scores on other Verbal Comprehension tests (37th percentile), he scored at the 5th percentile on Similarities. This test requires students to tell how two things are alike. Some kindergarteners have difficulty, not because of verbal reasoning, but because they don't have a concept of "same" or "alike". [REDACTED] showed understanding of "same", but personalized his responses to four items [How are a dog and a cow alike? "The both hate the rain"]. Piaget described these students as thinking at a "preoperational" level – they don't have a stable abstract concept that they can consistently apply (a concept like "animal" or "mammal"), and tend to be distracted by superficial perception, or by personalizing the concept. There are qualitative leaps from preoperational thinking to concrete operational thinking during kindergarten and first grade. [REDACTED] did much better on a less verbal categorical reasoning test (Picture Concepts 63rd percentile). It's likely that [REDACTED] will have made a similar leap with verbal conceptual reasoning over the next year.

[REDACTED] had a specific ability weakness in Working Memory (71, or 3rd percentile). Short-term memory is concerned with the number of bits of information that can be held in immediate consciousness; working memory is a special type of short-term memory that describes a student's capacity to form work on items in immediate awareness. It's important because it's a bottleneck through which new information must pass, including information gotten through listening or reading. [REDACTED] working memory may not be as low as it appears from the overall score – his worse score was on Digit Span Forward (3rd percentile), which is a test of short-term memory but not working memory, while he scored at the 16th percentile on Digit Span Backward, and the 9th percentile on Letter Number Sequencing. Working memory also seemed to be a problem with other tests – with longer verbal items, he seemed to forget earlier parts of a sentence. Most differences in working memory among children and among adults appears to be related to the degree to which the person uses active memory strategies, such as rehearsal (repeating items to oneself), or chunking. [REDACTED] could not state what he was doing to remember the items. This is also an area for [REDACTED] that is likely to have qualitative growth over the next year or two.

Math

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] math skills are in the below average range relative to same-age peers, but are average with relation to same-grade peers (66, within the 1st percentile, or late kindergarten). He was able to write numerals to dictation, and was successful with three of five addition number sentences involving addends and sums under 10. He did worse at basic Calculation (59, 1st percentile) than at Math problem solving (78, or 7th percentile). He is able to count by ones, but not by twos. He understands concepts like "last", "middle", "largest" and "smallest". He confuses arithmetic symbols, confusing a plus sign and an equal sign. He was successful with single-step story problems involving addition and subtraction and with picture clues. He is able to tell time on an analog clock to the nearest hour. He is unable to successfully count the value of coins. He confuses dimes and quarters, nickels and dimes.

Social/Behavior

This area was not formally assessed for this evaluation.

[REDACTED] was friendly and cooperative throughout testing. He did not make spontaneous conversation easily. He worked hard throughout, even on items that were difficult for him.

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Written Language

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[REDACTED] writing skills are quite low relative to same-age peers, but average for same grade peers (65, within the 1st percentile, or late kindergarten). He was successful in writing his first name ([REDACTED]), and was able to write the word "cat", successfully completing one sentence with a missing word. On three additional items missing a single word or two-word phrase, he was unsuccessful. He was unable to write any complete sentences on his own.

Other

II. Eligibility Decision:

Meets Eligibility Criteria: Yes No

Identified Disability Category:

Specific Learning Disabilities - Student meets eligibility for specific learning disability by demonstrating a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which prevents the student from achieving commensurate with his or her age and ability levels in one or more of the following areas listed, when provided with learning experiences appropriate to the student's age and ability levels.

- A. Oral expression
- B. Listening comprehension
- C. Written expression
- D. Basic reading skill
- E. Reading fluency skills.
- F. Reading comprehension
- G. Mathematics calculations
- H. Mathematics problem solving.

If SLD, then choose one: RTI Discrepancy

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

[REDACTED] deficits in reading, math, and writing interfere with his progress in those subjects. He is unlikely to be able to learn through reading, or express himself in writing, without specially designed instruction in those areas.

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

1. Special Education services including specially designed instruction:

Area	Description
READING	Build phonic decoding; build repertoire of words automatically recognized; build vocabulary. As these are mastered, build fluency and comprehension strategies.
MATH	Calculation (addition facts past 10, subtraction facts) Problem Solving (coin values; story problems - single step
WRITTEN LANGUAGE	words to dictation descriptive sentences

2. Related services:

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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.

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Evaluation Summary

Evaluation Team Members, signatures and conclusions:

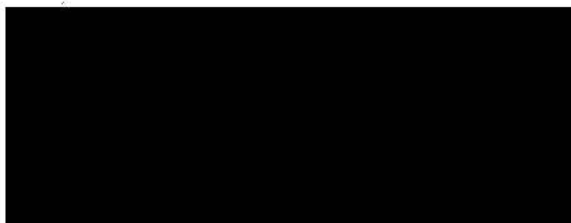
Dissenting
Opinion

	Date	Dissenting Opinion
[redacted] /	04/26/12	<input type="checkbox"/>
Psychologist	4/26/12	<input type="checkbox"/>
Teacher-Special Education-	4-26/12	<input type="checkbox"/>
General Education/Teacher	4/26/12	<input type="checkbox"/>
Parent	4/26/12	<input type="checkbox"/>

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Cognitive Evaluation

Significant Findings:

[REDACTED] school psychologist, gave [REDACTED] the Wechsler Intelligence Scale for Children (WISC-IV) on March 28, 2012. [REDACTED] general intellectual ability is within the average range. He obtained a Full Scale score of 87, or 19th percentile (19% of people his age nationwide had lower scores). But this Full Scale score is not interpretable because of two widely divergent processing speed tests, which are used in part to generate the Full Scale score. The best estimate of [REDACTED] general ability is the General Ability Index (GAI) which was 89, or 23rd percentile. There is a 90% chance if tested again in the near future that [REDACTED] GAI score will be between 84 and 95.

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

Intellectual ability was assessed on the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) on [REDACTED], with the following results reported at the 95% confidence level. The IQ score has a mean of 100 and a standard deviation of 15. Performance ranges for IQ scores are: 69 and below = Extremely Low; 70-79 = Borderline; 80-89 = Low Average; 90-109 = Average; 110-119 = High Average; 120-129 = Superior; 130 and above = Very Superior)

	IQ Score	Category	Range	Percentile	Scaled Score
Full Score	87	Low Average	83 - 92	19th	

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Cognitive Evaluation

Composite Scores	GAI = 89 (FS not interpretable)	GAI - Low average to Average	84 - 95	23rd	
Verbal Comprehension	87	Low Average	82 - 93	19th	
Perceptual Reasoning	92	Average	86 - 99	30th	
Working Memory	71	Below Average	67 - 80	3rd	
Processing Speed	112 (uninterpretable)	High Average	103 - 118	79th	
Block Design				25th	8
Similarities				5th	5
Digit Span				3rd	4
Picture Concepts				63rd	11
Coding				99th	17
Vocabulary				37th	9
Letter-Number Sequencing				9th	6
Matrix Reasoning				16th	7
Comprehension				37th	9
Symbol Search				16th	7
(Picture Completion)					
(Cancellation)					
(Information)					
(Arithmetic)					
(Word Reasoning)					

Student ID: [REDACTED]

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Math Evaluation

Significant Findings:

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] math skills are in the below average range relative to same-age peers, but are average with relation to same-grade peers (66, within the 1st percentile, or late kindergarten). He was able to write numerals to dictation, and was successful with three of five addition number sentences involving addends and sums under 10. He did worse at basic Calculation (59, 1st percentile) than at Math problem solving (78, or 7th percentile). He is able to count by ones, but not by twos. He understands concepts like "last", "middle", "largest" and "smallest". He confuses arithmetic symbols, confusing a plus sign and an equal sign. He was successful with single-step story problems involving addition and subtraction and with picture clues. He is able to tell time on an analog clock to the nearest hour. He is unable to successfully count the value of coins. He confuses dimes and quarters, nickels and dimes.

Test Name : Woodcock Johnson (Math) -3rd Edition Test of Academic Achievement

	Age Equivalent	Standard Score	Percentile	Criterion Score	Qualifies?
Math Calculation Skills		61	1st	76	Yes
Calculation		59	1st	NA	NA
Math Fluency		70	2nd	NA	NA
Math Reasoning		63	1st	76	Yes
Applied Problems		78	7th	NA	NA
Quantitative Concepts		55	1st	NA	NA

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Written Language Evaluation

Significant Findings:

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] writing skills are quite low relative to same-age peers, but average for same grade peers (65, within the 1st percentile, or late kindergarten). He was successful in writing his first name ([REDACTED]), and was able to write the word "cat", successfully completing one sentence with a missing word. On three additional items missing a single word or two-word phrase, he was unsuccessful. He was unable to write any complete sentences on his own.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]



Other Evaluation

Assessment Summary:

[REDACTED] home language is Spanish, and is getting ELL service, currently at the Advanced Level. His verbal reasoning in English is around the 37th percentile (average range). Although his home language is Spanish, this would not appear to account for his delays in reading, writing, and math.

[REDACTED] has only had 79 days of schooling - it might be argued that his deficits in math and writing are the result of environmental deprivation. He might be expected to have the same level of academic development as other students on the 79th day of kindergarten (K.4), and this would be consistent with his math calculation (K.8), math reasoning (K.4), and written expression scores (K.9). His Reading skills are, however, much further behind (Basic Reading <K.0). If his current deficits are due to lack of instruction, they should show rapid growth with specially designed instruction, and if this occurs, he should be exited from special education. There should be a re-evaluation within the year to determine if he continues to need specially designed instruction in reading, writing, and math.

It is arguably more harmful for [REDACTED] continue to be placed in kindergarten than it would be for him to be placed with same age peers. But he also needs remediation of deficit academic skills. The decision that a disability is present is tentative, and should be re-evaluated within one year.

Student ID: [REDACTED]
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LD Addendum

Student's Name: [REDACTED] Date: 03/28/2012

Summary of Deliberations

I. Is there a severe discrepancy between achievement and ability which is not correctable without Special Education and related Services? Yes No If yes, describe results

Test Name: Woodcock-Johnson Third Edition Normative Update (WJ-III NU) Tests of Achievement

Date: 03/28/2012 Administered by: [REDACTED] School Psychologist

This student does not achieve commensurate with his/her age and ability levels in one or more of the following areas when provided with learning experiences appropriate for the student's age and ability levels:

Tests	Percentile Rank	Standard Score	Criterion Score	Discrepancy
Oral Expression				
Listening Comprehension				
Written Expression	1st	65	76	Y
Basic Reading Skill	1st	46	76	Y
Reading Fluency Skills				
Reading Comprehension	1st	64	76	Y
Mathematical Calculation	1st	61	76	Y
Mathematical Problem Solving				

This severe discrepancy between ability and achievement is not primarily the result of visual, hearing, or motor disability; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantages.

II. Does this student have a specific learning disability? Yes No

Basis for making the determination:

severe ability-achievement discrepancy in basic reading skills, reading comprehension, written expression, calculation, and math reasoning.

III. Any educationally relevant medical findings: (See eligibility summary on medical-physical findings)

[REDACTED] has myopia and high astigmatism - his vision is corrected to 20/40 (R) and 20/30 (L). He passed hearing screening.

IV. Relevant behavior noted during the observation and the relationship of that behavior to the student's academic functioning:

[REDACTED] was engaged throughout individual testing including items that were difficult for him. There are no concerns about [REDACTED] behavior.

Date of observation: 03/28/2012

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LD Addendum

V. What are the effects of any environmental, cultural, or economic disadvantage as determined by the team?

See "Other" in Evaluation section.

VI. Professional Judgment:

↑

Student ID: [REDACTED]

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Evaluation Instruments

Academic Tests		
Woodcock Johnson (Reading) - 3rd Edition Test of Academic Achievement	Woodcock Johnson (Written Language) -3rd Edition Test of Academic Achievement	
Behavior Ratings		
Adaptive Behavior Scale-School, Edition 2	Brown ADD Scale – Parent Report Teacher Report	CBC-Caretaker, PreSchool Form
CBC-Parent	CBC-Parent, PreSchool Form Ages 2-3	CBC-Teacher
CBC-Youth Report	Conner's Rating Scale-Parent, Third Edition	Multidimensional Anxiety Scale for Children(MASC)
Preschool & Kindergarten Behavior Scales-II	Scales of Independent Behavior Revised-Interview Edition	Supplemental Problem Behavior Subscales
Vineland Adaptive Behavior Scale-Classroom, Second Edition	Vineland Adaptive Behavior Scales-Interview Edition, Second Edition	
Developmental Tests		
Vineland, Second Edition		
Intellectual Tests		
Bracken School Readiness Assessment, Third Edition	Developmental Assessment of Young Children	Developmental Assessment of Young Children - Cognitive
Differential Abilities Scales (DAS)-School Age	Test of Nonverbal Intelligence-Third Edition(TONI-3)	Wechsler Adult Intelligence Scale - Fourth (WAIS)
Wechsler Adult Intelligence Scale Third Edition (WAIS-III) on	X Wechsler Intelligence Scale for Children-4th (WISC-IV)	Wechsler Preschool and Primary Scale of Intelligence-3rd Edition (WPPSI3/4-7), Fourth Edition
Wechsler Preschool and Primary Scale of Intelligence-3rd Edition (WPPSI3/2-3), Ages 2:6 - 3:11	Wide Range Assessment of Memory and Learning	X Woodcock Johnson (Math) -3rd Edition Test of Academic Achievement
Woodcock Johnson Psycho-Educational Battery-Revised (Date:), Third Edition	Woodcock Johnson -Third Edition, Test of Cognitive Abilities	
Motor Tests		
Bruininks-Oseretsky Test of Motor Proficiency (BOT 2)	Bruininks-Oseretsky Test of Motor Proficiency (BOT 2)	Developmental Test of Visual Perception Second Edition
Developmental Test of Visual-Motor Integration, Fifth Edition	Motor-Free Visual Perception Test 3 (MVPT-3)	Peabody Developmental Motor Scales, Second Edition
Peabody Developmental Motor Scales, Second Edition	Sensory Profile School Companion	Sensory Profile School Companion
Sensory Profile-SP	Sensory Profile-SP	Short Sensory Profile-SSP
Short Sensory Profile-SSP	Test of Visual-Perceptual Skills-TVPS	
Preschool Instruments		
Preschool Language Scale-4		
Speech Language Test		
Arizona Articulation Proficiency Scale-3 (AAPS-3)	Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF 4) Age 5-8	Clinical Evaluation of Language Fundamentals-4 (CELF 4) Ages 9-21
Comprehensive Assessment of Spoken Language (CASL) 3-6	Comprehensive Assessment of Spoken Language (CASL) 7-21	Comprehensive Receptive and Expressive Vocabulary Test (CREVT-2)

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Evaluation Instruments

Development Assessment of Young Children (DAYC)	Expressive One-Word Picture Vocabulary Test (EOWPVT 2000)	Expressive Vocabulary Test 2 (EVT2)
Goldman Fristoe 2	Language Processing Test 3 Elementary (LPT 3)	Listening Comprehension Test 2
Oral and Written Scales (OWLS)	Peabody Picture Vocabulary Test, Fourth Edition (PPVT-IV)	Photo Articulation Test (PAT-3)
Preschool Language Scale-4	Receptive One-Word Picture Vocabulary Test (ROWPVT 2000)	ROSSETTI
Structured Photographic Expressive Language Test-Preschool (SPELT-3)	Stuttering Severity Instrument - 4 (SSI-4)	Test for Auditory Comprehension of Language 3 (TACL-3)
Test of Early Language Development-3	Test of Language Development - Intermediate: Fourth Edition (TOLD - I:4)	Test of Narrative Language (TNL)
Test of Oral Language Development (TOLD-P:4)	Test of Problem Solving 2 Adolescent TOPS 2	Test of Problem Solving 3 Elementary TOPS 3
The Word Test 2 Adolescent	The Word Test 2 Elementary	Title = Clinical Evaluation of Language Fundamentals Preschool 2 (CELF Preschool 2)

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Prior Written Notice

To: [redacted] Date: 04/25/2012
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:

[redacted] is eligible for special education due to a Specific Learning Disability affecting reading, writing, and math.

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

There is a severe ability-achievement discrepancy in basic reading skills, reading comprehension, calculation, math problem solving, and written expression

Description of any other options considered and rejected:

We considered the possibility that no disability was present.

The reasons we rejected those options were:

[redacted] has severe delays in reading, writing, and math skills.

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:

This evaluation is based on interviews with [redacted] parent and with his teacher, observations of [redacted] during individual testing, and the results of individual testing using the WISC-IV and WJ-III

Any other factors that are relevant to the action:

It's possible that [redacted] delays in math and writing are due to missing instruction. It's less likely that missing instruction is a cause of his deficits in reading. He should be re-evaluated within the next year - rapid growth would indicate the deficits would be likely due to lack of instruction

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] Sch Psychologist at [redacted]

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