

# NOTICE AND ELIGIBILITY DECISION REGARDING SPECIAL EDUCATION SERVICES

**Student's Name:** \_\_\_\_\_ **Date of Birth:** 12 2013

**Date this report was given or sent to parent (student @ age 19)** 02/04/2021

<b>Check One:</b> <input checked="" type="checkbox"/> <b>Initial Eligibility</b> <input type="checkbox"/> <b>Reevaluation</b>
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**Area of Assessment:** Vision

**Date:** 03/02/2020

**Assessment:** Vision Screening

**Standard Scores (Total):** Pass

**Other Scores:** \_\_\_\_\_

**Area of Assessment:** Hearing

**Date:** 03/02/2020

**Assessment:** Hearing Screening

**Standard Scores (Total):** Pass

**Other Scores:** \_\_\_\_\_

**Area of Assessment:** Intelligence

**Date:** 01/14/2021

**Assessment:** Stanford-Binet Intelligence Scales-Fifth Edition (SB5)

**Standard Scores (Total):** 89

**Other Scores:** Nonverbal IQ 93, Verbal IQ 86, Full Scale IQ 89

**Area of Assessment:** Achievement

**Date:** 01/13/2021

**Assessment:** Kaufman Test of Educational Achievement III

**Standard Scores (Total):** na

**Other Scores:** Letter/Word Recognition- 75; Reading Comprehension- 75; Reading Total-74

**Date:** 01/13/2021

**Assessment:** Young Children's Achievement Test 2

**Standard Scores (Total):** 80

**Other Scores:** General Information- 85 Math-85; Reading- 75; Writing- 90; Spoken Language- 85; Early Achievement Index- 80

**Area of Assessment:** Adaptive Behavior Rating Scale(s)

**Date:** 12/08/2020

**Assessment:** Adaptive Behavior Evaluation Scale Third Edition (ABES-3 School Version)

**Standard Scores (Total):** 96

**Other Scores:** Adaptive Behavior Quotient 96, scores of 70 or below are considered significant

**Area of Assessment:** Behavior Rating Scale(s)

Student's Name: \_\_\_\_\_

Date of Birth: 12/01/2013

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Date: 12/07/2020

Assessment: Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2 Parent)

Standard Scores (Total): 148

Other Scores: Global Executive Composite 148, scores of 130 or above are considered significant

Date: 12/07/2020

Assessment: Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2 Teacher)

Standard Scores (Total): 145

Other Scores: Global Executive Composite 145, scores of 130 or above are considered significant

Date: 12/08/2020

Assessment: Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2 Teacher)

Standard Scores (Total): 127

Other Scores: Global Executive Composite 127, scores of 130 or above are considered significant

Date: 12/08/2020

Assessment: Behavior Evaluation Scale Fourth Edition (BES-4 School Version)

Standard Scores (Total): 78

Other Scores: Age Appropriate Quotient 78, scores of 70 or below are considered significant

Area of Assessment: Observation - Structured

Date: 12/10/2020

Assessment: Observation

Standard Scores (Total): N/A

Other Scores: The teacher called \_\_\_\_\_ and two other students to her table and told them to take out their letter tiles. She instructed \_\_\_\_\_ to put his letter tiles in order and helped him turn the tiles over. She then told the students that they would be building words with the letter tiles. \_\_\_\_\_ had difficulty identifying the letter "n." He had the correct letter tile, but could not tell the letter name. The teacher prompted and guided him. She pointed to each letter of the alphabet and \_\_\_\_\_ called out each letter name. When he got to the letter n, he said "i." The teacher said, "no, that is the letter n. He was able to put the rest of the letter tiles in order. Next, the teacher said, "Show me the letter that makes the /h/ sound as in house. \_\_\_\_\_ pointed to the letter h. She then told the students to point to the letter that makes the /w/ sound. Again, \_\_\_\_\_ pointed to the correct letter. The teacher then told the students to build the word "bat" with their letter tiles. \_\_\_\_\_ spelled the word correctly. The teacher spelled a word with the tiles and asked \_\_\_\_\_ to sound out the word. \_\_\_\_\_ pronounced the letter sounds and read the word "hip." She then asked \_\_\_\_\_ what two letters say /ch/ as in chin. \_\_\_\_\_ could not tell her the sound. The teacher responded and said, "ch" says /ch/. She then told the students to build the word "chip." \_\_\_\_\_ spelled "hip", so the teacher told him to find the letter c to spell the word chip. The teacher continued with another word. \_\_\_\_\_ spelled the word "hop" correctly. The teacher said, "Very good, \_\_\_\_\_!" When they were finished with the activity, \_\_\_\_\_ cleaned up his letter tiles and the teacher explained the "must do" activity. \_\_\_\_\_ took his paper back to his desk and began cutting out the pictures.

Area of Assessment: Environmental, Cultural, Language, and Economic Concerns Checklist

Date: 12/04/2020

Assessment: Environmental, Cultural, and/or Economic Concerns Checklist

Standard Scores (Total): N/A

Other Scores: The student receives other services such as Title I, Migrant, 504, EL, etc

Area of Assessment: Documentation of Appropriate Instruction - Prong I

**Student's Name:** \_\_\_\_\_**Date of Birth:** 12/ 2013**Date:** 12/15/2020**Assessment:** Prong 1**Standard Scores (Total):** N/A

**Other Scores:** The student has participated in a scientifically research based reading program. The student has participated in a scientifically research based math program. The student has received standards based instruction by a highly qualified teacher. The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs. The student has participated in small group instruction.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong II**Date:** 12/17/2020**Assessment:** Prong 2**Standard Scores (Total):** N/A

**Other Scores:** The following assessments have been given at reasonable intervals. The results of the assessments have been provided to the parent. Assessments from PST: Letters/sounds- 11/18/19 11%, 12/6/19 20%, 1/31/20 13%, 2/19/20 86%, sight words: 2/19/20 33%, 11/20/20 50%, 12/10/20 60%, phonics: 2/6/20 0%, 11/12/20 100%, 11/20/20 93%, 12/10/20 100%, 12/10/20 73%, segmentation: 11/12/20 60%, 11/20/20 80%

**Area of Assessment:** Documentation/Evidence/Statement of Adverse Affect of Educational Performance**Date:** 12/15/2020**Assessment:** OHI/OI Impact Statement**Standard Scores (Total):** N/A

**Other Scores:** Deficits in preacademics/academic functioning, adaptive behavior, social/emotional development, motor or communication skills as a result of the health impairment. Areas where the deficit impacts learning and education: Process/Learning- does not understand what is being asked of him, frequently has a blank stare when told directions, frequent prompts needed to stay on task or complete work, not a self-starter, directions have to be repeated and steps broken down

**Area of Assessment:** Work Samples**Date:** 12/15/2020**Assessment:** Work Samples**Standard Scores (Total):** N/A

**Other Scores:** sight words 1/20, 0/20, spelling test 1/15, 0/15, high frequency words (test read aloud to him) 0/5, 0/5, phonics 2/5, shape identification 0/5

**Area of Assessment:** Record Review**Date:** 11/30/2020**Assessment:** Grades**Standard Scores (Total):** N/A

**Other Scores:** 1st Quarter: Reading- Does not meet expectations: phonics, handwriting, spelling, high frequency words, grammar, Math- does not meet expectations: compare numbers, read/write/count to 120, organize/interpret data, subtract numbers to 20

**Area of Assessment:** Documentation of Accommodations/Interventions Implemented

**Student's Name:** \_\_\_\_\_**Date of Birth:** 12/1 2013**Date:** 01/22/2021**Assessment:** PST Information**Standard Scores (Total):** N/A

**Other Scores:** Tier III interventions in reading started in November 2019. Intervention: working in small group with interventionist to improve pre-literacy skills and basic reading skills. Assessments: Letters/sounds- 11%, 20%, 13%, 86%, sight words: 33%, 50%, 60%, phonics: 0%, 100%, 93%, 100%, 73%, segmentation: 60%, 80%.

Tier III interventions in behavior started in November 2020: using a behavior chart to increase following directions and completing work. Weekly data (percentage of days with appropriate behavior each week): Week 1- 80%, Week 2- 80%, Week 3- 60%, Week 4-100%, Week 5- 80%, Week 6- 60%, Week 7- 80%

**Final Completion Date of ALL Evaluations:** 01/22/2021

Student's Name: \_\_\_\_\_

Date of Birth: 12 2013

**SLD ONLY SECTION – For each option checked below, include documentation of a specific learning disability in the assessment section of this report and in the box below briefly summarize data supporting your selection(s).**

☐ **Option 1: Response(s) to Intervention.**

☐ **Option 2: Pattern of strengths and weaknesses.**

**Data summary for option 1 and/or option 2:**

☒ **Option 3: Severe Discrepancy (SD) Documentation.**

IQ score: 89

Predicted Achievement (PA) score: 93

**Obtained Achievement (OA) score(s)  
determined one of two ways:**

One Achievement Test  
Total test score \_\_\_\_\_

**OR**

Two Composites OR Two Subtests 75 74

Scores from two different achievement tests that measure the same deficit skill area (i.e., Composite Reading scores from two different tests; Subtest Calculation scores from two different tests)

PA	<u>93</u>	-	OA	<u>75</u>	=	SD	<u>18</u>
PA	<u>93</u>	-	OA	<u>74</u>	=	SD	<u>19</u>
(SD must be 16 Points or greater for all ages)							

**Severe discrepancy (SD) between ability and achievement:** ☒ **YES** ☐ **NO**

**Complete for all students suspected of SLD, regardless of option(s) chosen above.**

1. For educationally relevant behaviors noted during the classroom observation(s) and educationally relevant medical findings (if any), please refer to page(s) 2 of this report.

2. Student behavior or difficulty that affects his/her academic functioning:

Deficits in reading impede academic functioning. Behavior concerns (inattention) also impede academic functioning, as noted in behavior rating scales and observation.

3. The following factors have been ruled out as the primary cause of the impairment (all must be considered and checked to qualify for SLD):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Environmental/Cultural/Economic Concerns | <input checked="" type="checkbox"/> Visual/Hearing Disabilities |
| <input checked="" type="checkbox"/> Intellectual Disability                  | <input checked="" type="checkbox"/> Emotional Disability        |
|  | <input checked="" type="checkbox"/> Motor Disabilities          |

Student's Name: \_\_\_\_\_

Date of Birth: 12/ 2013

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**ELIGIBILITY DECISION****Complete for all students:**

Was a lack of appropriate instruction in math and/or reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965) or limited English proficiency the determining factor in the decision? (See documentation included in this report.)

☐ YES ☒ NO☒ YES ☐ NO Does the student meet AAC criteria for the suspected area(s) of disability?☒ YES ☐ NO Does the disability have an adverse affect on educational performance?☒ YES ☐ NO Does the student need specially designed instruction in order to access and participate in the general education curriculum?**ELIGIBLE:** ☒ YES ☐ NO**AREA OF DISABILITY:** Specific Learning Disability

If the selected area of disability is Multiple Disabilities, list at least two disability areas for which the student is eligible.

Explanation (if needed):

**DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THEY WERE REJECTED**

After careful consideration of the available data, continuing pre-referral interventions was considered but rejected because \_\_\_\_\_ meets the criteria for exceptional education services and demonstrates a need for specialized instruction. The child meets criteria for Specific Learning Disability and Other Health Impairment. The committee has determined that SLD is the area of disability that has the most adverse effect at this time.

**CHECK ONE:**Eligibility Committee ☒IEP Team ☐

I AGREE with the conclusions written in this report

**Position****Signature****Date**

Parent

Parent

General Education Teacher

Special Education Teacher

LEA Representative

Someone Who Can Interpret The Instructional Implications Of The Evaluation Results

Student

Other

I DO NOT AGREE with the conclusions written in this report. The attached statement represents my conclusions in this area.

**Position****Signature****Date**

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Name: \_\_\_\_\_

Telephone \_\_\_\_\_

Signature of Education Agency Official