

# **Special Services Building Report**

**For: April, 2021**

## **Board Meeting**

Submitted by: Maureen Stott,  
Director of Special Services

### **Special Education Activities**

- I attended the ADOS training March 18 and 19 presented by OPI. I am now certified to conduct the Autistic Diagnostic Observation Schedule (ADOS) screening. The predominant tool used to diagnosis Autism.
- Pre-K Hearing screenings will take place at K/W on April 13, 14 & 15.
- As we continue the discussion of the Procedural Safeguard as the guiding principles and rights for parents with students that have been identified as SpEd eligible, and the different categories of qualification, the next step in the process of identifying a learner with a disability is the Evaluation Report process.

Each student will go through a referral process, initiated by the teacher, problem solving team or at times parent of the child. After the referral has been turned into the Special Services Department, it is reviewed for accuracy and completeness. It is then given to the School Psychologist who will then initiate a series of assessments, based on the criteria checklists that I have been sharing with you at each board meeting this school year. Prior to any assessments being completed, the district must obtain consent to evaluate from the student's legal guardian. Once the consent to evaluate has been returned, the clock begins ticking and the district has 60 days to complete the evaluation process. Below is an example of an Evaluation Report for a fictitious student that would qualify for Special Services as a learner with a SPECIFIC LEARNING DISABILITY and in SPEECH AND LANGUAGE. After the Evaluation

Report process is completed, the clock then resets and the district has 30 days to complete and implement an Individualized Education Plan based on the findings of the Evaluation Report. Next month I will share an example of an Individual Education Plan as the grand finale of the process to qualify a student as a learner with a disability. The Evaluation Process is conducted every 3 years for most students and the Individual Education Plan process happens yearly on or before the document's anniversary date.

### **Current Student Numbers**

\*CD

\*TB

\*DB

\*OI

\*Numbers too few to disaggregate and maintain confidentiality.

- AU 12

-DD 11

-LD 43

-MD 76

-OHI 27

-SL 120

Currently in beginning the Evaluation Reporting process -22

Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

# Evaluation Report

## STUDENT INFORMATION

<b>Student's Name:</b> Qwert Yuiop	<b>Birth Date:</b> 12/13/2010	<b>Age:</b> 10	<b>Gender:</b> F	<b>Grade:</b>	<b>Evaluation Date:</b> 03/22/2021
<b>District / School:</b> Browning Public Schools	<b>Date Consent Received:</b> 03/22/2021	<input type="checkbox"/> Initial <input checked="" type="checkbox"/> Reevaluation			

## EVALUATIONS AND INFORMATION PROVIDED BY THE PARENT(S) AND/OR STUDENT

**\*\*Parent Comments:**

- Missed a load of work due to medical issues; absence has affected their getting adequate grades and progress in their academics.
- has received glasses.

**Student Comments:**

Student states that they like school, but reading and writing are very hard. Likes P.E best

**Implications for Educational Planning:**

The student may need support in math and speech and language if eligibility criteria is met.

## ASSESSMENT SUMMARIES

<b>**Classroom Based Assessments</b>	Stott, Maureen	03/22/2021
<b>Assessment Area</b>	<b>Evaluator(s)</b>	<b>Date of Eval/Observ</b>

Evaluations:

Classroom Based Assessment

**Results:**

Currently in leveled reading class student is at a 76%. They have done well with their mastery tests but is below average for their workbook and make up work. Attendance has hurt the student in this class. In a leveled math program they have earned a 70%. In both classes the student has a hard time working with other students and if given the choice will work alone. The student is quiet and often will not communicate to teacher problems or needs in the class. In written expression, test avg. to date is 55%. Absences have interfered with the student getting work completed and has failed to complete any make-up work. The student also has a hard time returning homework.

**Implications for Educational Planning:**

Teacher may want to work on developing a positive rapport with the student along with lots of praise or encouragement to get the student to complete the work. Attempt group work with specific assignments for each student to contribute to the group work. Check for understanding and encouragement for the student to participate. Student and teacher may want to arrange for getting work done at school prior to leaving for home. Teacher could also arrange for student to enter in a contract for getting homework in and discuss with parents concern about absences and attempt to reduce them.

<b>**Observations</b>	Stott, Maureen	03/22/2021
<b>Assessment Area</b>	<b>Evaluator(s)</b>	<b>Date of Eval/Observ</b>

Evaluations:

Classroom Based Observation

**Results:**

Classroom observation  
Student was finishing up a math test. The student was on task for 60% of time observed. They followed directions from the teacher and copied problems when instructed to do so. The student did get off task when teacher was lecturing but when instructed to do paper pencil tasks the student was following along.

**Implications for Educational Planning:**

Teacher may want to monitor student when instructing and check for understanding if student is not following along. Student is currently in a leveled math class and should continue to get math curriculum at their ability level in order to continue progressing with math curriculum.

Student Name: Qwert Yuiop

Evaluation Report Date: 03/22/2021

### ASSESSMENT SUMMARIES

Academic Achievement	Stott, Maureen	03/22/2021
<b>Assessment Area</b>	<b>Evaluator(s)</b>	<b>Date of Eval/Observ</b>

Evaluations:

Wechsler Individual Achievement Test 2nd Ed. (WIAT-II)

Results:

Wechsler Individual Achievement Test 2nd Ed. (WIAT-II)  
When assessed with the WIAT-II Tests of Achievement the following composite scores were achieved, where a score of 90-110 falls in the average range.  
Test Name: Standard Score Reading 92%tile Rank 30  
Math 67 Written Lang. 90

Implications for Educational Planning:

Student hasn't mastered all of the basic math operations such as multi-digit addition and subtracting with carrying and borrowing as well as multiplication and division. The student will benefit from a leveled math program to address these deficits in order to continue moving along the math curriculum.

Communication	Stott, Maureen	03/22/2021
<b>Assessment Area</b>	<b>Evaluator(s)</b>	<b>Date of Eval/Observ</b>

Evaluations:

Structured Photographic Articulation Test (SPAT-D II) and the Test of Early Language Development (TELD-3).

Results:

SPAT-D II: standard score was 110 which is in the average to above average range. The student does however exhibit a mild frontal lisp on /s/ and /z/ speech sounds;  
TELD-3: standard scores were 2.0 to 2.5 standard deviations below the mean. Student exhibits a moderate to severe language delay.

Implications for Educational Planning:

Student qualifies for speech services as a student with articulation and communication deficits.

Psychological	Stott, Maureen	03/22/2021
<b>Assessment Area</b>	<b>Evaluator(s)</b>	<b>Date of Eval/Observ</b>

Evaluations:

Results:  
Wechsler Intelligence Scale For Children-4th Ed. (WISC-IV)

Results:

When administered the WISC-IV the student achieved a Full Scale IQ of 100-108 falling in the Average Range. The FSIQ was derived with a 90% Confidence Interval and is derived from the combined sums of scaled scores for the following indexes: Verbal Comprehension Index (VCI, 93-105, Avg. Range), Perceptual Reasoning Index (PRI, 107-120, High Avg. Range), Working Memory Index (WMI, 95-108, Avg. Range) and Processing Speed Index (PSI, 85-100, Avg. Range).

Implications for Educational Planning:

Student has an average IQ range, but has a significant gap between achievement ability and cognition in the area of math. Student would be successful with services provided through SpEd in the area of math.

### ELIGIBILITY DETERMINATION

**Student IS eligible for special education and related services under the Individuals with Disabilities Education Act. Basis for making the determination that the student has a disability and needs special education and related services:**

Disability Criteria:

Student qualifies as a learner with a specific learning disability in math and a speech language disability focusing on articulation and communication.

Disability Criteria Checklist Attached

Student Name: Qwert Yuiop

Evaluation Report Date: 03/22/2021

### ELIGIBILITY DETERMINATION

**Why does the student need special education and related services?**

Due to a learning disability student has been unable to master basic math concepts and has fallen behind their peers. In order to continue making gains with the school's curriculum they may need accommodations and/or a program at their ability level.

**Disability Categories (check all that apply):**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Autism                                | <input type="checkbox"/> Cognitive Delay                         | <input type="checkbox"/> Deafness               |
| <input type="checkbox"/> Deaf-Blindness                        | <input type="checkbox"/> Developmental Delay                     | <input type="checkbox"/> Emotional Disturbance  |
| <input type="checkbox"/> Hearing Impairment                    | <input type="checkbox"/> Other Health Impairment**               | <input type="checkbox"/> Orthopedic Impairment* |
| <input checked="" type="checkbox"/> Speech/Language Impairment | <input checked="" type="checkbox"/> Specific Learning Disability |   |
| <input type="checkbox"/> Traumatic Brain Injury                | <input type="checkbox"/> Visual Impairment                       |   |

\* Medical report required (diagnosis of orthopedic impairment by a qualified medical practitioner)

\*\* Medical report required (medical diagnosis of chronic or acute health problem)

If this is an initial evaluation, was the student referred from Part C ?  Yes  No

Date referred: 03/22/2021

Reason the IEP was not developed and implemented by the child's third birthday:

### DOCUMENTATION - if not eligible

Student IS NOT eligible for special education and related services under the Individuals with Disabilities Education Act for the following reason(s):

- |  |   |
|--|---|
| <input type="checkbox"/> Does not meet disability criteria               | <input type="checkbox"/> Lack of instruction in reading or math |
| <input type="checkbox"/> Does not demonstrate need for special education | <input type="checkbox"/> English Learner                        |

Discussion:

Recommendation for accommodation or referral for other services as appropriate:

### RECOMMENDATIONS FOR CONSIDERATION BY THE IEP TEAM:

**Special Education Services**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Adapted Physical Education | <input checked="" type="checkbox"/> Math             | <input checked="" type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Assistive Technology       | <input type="checkbox"/> Reading                     | <input type="checkbox"/> Transition                 |
| <input type="checkbox"/> Braille Instruction        | <input type="checkbox"/> Self-Help/Independence      | <input type="checkbox"/> Travel Training            |
| <input type="checkbox"/> Career/Vocational          | <input type="checkbox"/> Sensory-Motor               | <input type="checkbox"/> Written Expression         |
| <input type="checkbox"/> Communication              | <input type="checkbox"/> Social/Emotional/Behavioral |   |

**Related Services**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Assistive Technology            | <input type="checkbox"/> Orientation and Mobility       | <input type="checkbox"/> School Health/Nurse Services |
| <input type="checkbox"/> Audiology                       | <input type="checkbox"/> Parent Counseling and Training | <input type="checkbox"/> Social Work in Schools       |
| <input type="checkbox"/> Counseling                      | <input type="checkbox"/> Physical Therapy               | <input type="checkbox"/> Speech/Language              |
| <input type="checkbox"/> Early Identification/Assessment | <input type="checkbox"/> Psychological                  | <input type="checkbox"/> Therapeutic Recreation       |
| <input type="checkbox"/> Medical (diagnostic)            | <input type="checkbox"/> Recreation                     | <input type="checkbox"/> Transportation               |
| <input type="checkbox"/> Occupational Therapy            | <input type="checkbox"/> Rehabilitation Counseling      | <input type="checkbox"/> Other:                       |



Student Name: <u>Qwert Yuiop</u>	Evaluation Report Date: <u>03/22/2021</u>
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The following persons, as indicated by their signatures, have participated in the development of this Evaluation Report. The public agency shall give the parent a copy of the child's Evaluation Report at no cost to the parent.

Parent	Date	Parent	Date
Student	Date	Speech/Language Pathologist	Date
Administrator or Designee	Date	Signature/Position	Date
Regular Education Teacher	Date	Signature/Position	Date
Special Education Teacher	Date	Signature/Position	Date
School Psychologist	Date	Signature/Position	Date

**Prior Written Notice (34 CFR 300.503)**

**Action(s) Proposed or Refused**

- Initiation or change in the evaluation of the student.
- Initiation or change in the identification of the student.

Description of the specific proposed or refused action(s):  Additional Documentation attached

Student has progressed significantly and was referred for a reassessment. Based upon the results we are recommending that services be provided through an individual education program (IEP) that will be written addressing the skill areas affected by the disability.

Explanation of why the district proposed or refused to take the action(s):  Additional Documentation attached

An evaluation process is required to determine if Student is a child with a disability requiring special education services and, if eligible, an individual education program addressing the skill areas affected by the disability will be written. It has been determined that the student will qualify for special services in math and speech and language.

Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal:  Additional Documentation attached

The assessments used to make this determination were the Wechsler Individual Achievement Test 2nd Ed. (WIAT-II), Structured Photographic Articulation Test (SPAT-D II) and the Test of Early Language Development (TELD-3). and the Wechsler Intelligence Scale For Children-4th Ed. (WISC-IV)

Description of any other options the district considered and the reasons why those options were rejected:  Additional Documentation attached

There are no other options that have been considered by the IEP team. Neither the parent, nor the LEA personnel participating in the meeting, presented any other options that need to be considered.

Description of other factors relevant to the district's proposal or refusal to take the action:  Additional Documentation attached

There are no other factors, outside of those listed above, that have been considered by the IEP team. Neither the parent, nor the LEA personnel participating in the meeting, presented any other factors that need to be considered.

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Parent Information & Training Center at 1-877-870-1190.

**EVALUATION REPORT NOTES**

Team met to review evaluation data and make determination if student is eligible for support services.  
 Student:  
 -is within Average Range in both Reading and Written Language in the Academic Achievement Tests.  
 - is within low Range in Language Acquisition in the Speech and Language Testings, which qualifies for a disability in this area.  
 -is within the Average Range in the Intelligence Scale Score of 100-108.

Student Name: Qwert Yuiop

Evaluation Report Date: 03/22/2021

**EVALUATION REPORT NOTES**

- is in the low range in the Mathematics Test with a score of 67% which qualifies for a Learning Disability in this subject area (two standard deviations from a score of 100).
- Parents & Team agree for an Individualized Education Plan for Mathematics and Speech/ Language.





