

REEVALUATION REPORT

Student's Name:

REEVALUATION REPORT (RR)

School Age

Student Name: JULIE SMITH

Date of Report (mm/dd/yy): 03-15-08 Date Report Provided to Parent/Guardian/Surrogate: 03-15-08

Student Birth Date: 01-14-94 Age: 14 Grade: 8TH

Local Education Agency (LEA): PENNSYLTUCKY SCHOOL DISTRICT

School Student is Attending: VALLEY MIDDLE SCHOOL

Current Educational Program: ALTERNATIVE EDUCATION PROGRAM

County of Residence: PENNS Phone (Home): 215-555-1212

Name and Address of Parent/Guardian/Surrogate: Phone (Work): _____

JOHN & JACQUELINE SMITH
1246 HUNTSMAN LANE
PENNSYLTUCKY, PA 19000

Other Information: _____

Date IEP Team Reviewed Existing Evaluation Data: 2-22-08

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

- 1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:

Julie was initially found eligible for special education in fourth grade due to a specific learning disability, a speech/language disability and a medical diagnosis of Attention Deficit Hyperactivity Disorder. Julie was previously evaluated in June, 2004. At that time Julie's WISC-IV results were:

Verbal Comprehension Index = 84
Perceptual Reasoning Index = 104
Working Memory Index = 92
Processing Speed = 102
Full Scale IQ = 93

The Wechsler Individual Achievement Test-II scores were:

Reading Composite = 83
Math Composite = 77

Following the June, 2004 ER, Julie was provided with part-time level learning support with mainstreaming for specials, science and social studies. Julie attended ESY for Summer 2007 through agreement between the district and parents for tutoring in math and writing. For the beginning of the current 2007-08 school year, it was agreed by the IEP team including the parents that Julie would be

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fully included with itinerant learning support from her case manager. As Julie's academic and behavior performance declined in the present, 2007-08 school year, Julie's parents requested a reevaluation on December 13, 2007.

Julie also demonstrated some behavior problems as the current school year progressed. Sometimes she would talk back to her teachers when corrected. Sometimes she was too loud in the hallways and the cafeteria. When corrected she would usually comply momentarily but then when she thought she was beyond teachers' supervision, she would return to her loud, boisterous behavior. Most of her behavioral difficulties in school occurred in Math and Music classes. Both teachers assigned after school detentions at various times, early in the year for classroom misbehavior, but half of the time Julie would not attend, resulting in Saturday detentions.

On February 12, 2008, Julie attended a movie at a theater in the community. She was overheard making a threatening statement jeopardizing school safety. Julie received a ten-day in-school suspension for this threatening statement. On February 22, 2008 Julie made a threatening statement toward a teacher and was suspended out-of-school for ten days for "harassment, threatening a teacher, misbehavior and disrespect." Julie's out-of-school suspension was rescinded and she was subsequently placed on a full time basis in the Alternative Education Program which she attended at the time of this evaluation.

2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):

Julie sees an outside psychologist who noted that Julie has had several diagnoses including Asperger's Disorder, Obsessive Compulsive Disorder, ADHD, and more recently, mood disorder and depression.

In January of 2007, a letter report was received from a Dr. Miller, who reported that the parent had advised that Julie when in kindergarten made suicidal statements, and in 2nd grade was diagnosed with Attention Deficit Hyperactivity Disorder and Aspergers Syndrome. Dr. Miller assessed Julie with mood disorder and depression.

3. Aptitude and achievement tests:

4. Current classroom based assessments and local and/or state assessments:

Seventh grade PSSA results were Below Basic in Reading and Basic in Math.

5. Observations by teacher(s) and related services provider(s), when appropriate:

Julie's middle school teachers, in her regular education classes, reported that Julie needed a lot of one-to-one assistance from her teachers and her case manager. She seemed to be bored and distracted by things occurring inside and outside of school. Julie was very "social" with her peers in the middle school, but it did not always contribute positively to her school performance. Her teachers noted that she was reluctant to do assignments with extensive reading and writing requirements, but she was able to do the work with assistance. She seemed to require a lot of teacher attention but she did not consistently respond to it in a positive way.

Julie's Alternative Education Program teachers report that Julie is often sullen, argumentative and oppositional. While she is not necessarily behaviorally noncompliant, she frequently talks back and has a negative effect on the classroom climate. When she is with her peers during breaks, free time and lunch, Julie is observed to be more animated and engages in normal teenage "give and take." In the

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Alternative Education classroom, Julie has been completing her assignments but she does not participate in class discussions.

6. Teacher recommendations:

Julie has demonstrated a learning disability in the past because of a severe discrepancy between ability and achievement. She continues to have a relative weakness in reading comprehension and language related tasks such as vocabulary, inferential comprehension and higher level abstract reasoning. When observed in the classroom, Julie continues to resist lengthy reading assignments as well as lengthy writing assignments (including homework). Julie's off-task behaviors are due in part to her reading comprehension and verbal related weaknesses. Likewise, if Julie could improve her motivation and her time-on-task she could improve her vocabulary, comprehension and written expression which would undoubtedly result in improved academic performance. Julie has been diagnosed with ADHD and takes medication for this. There are no relevant environmental, cultural or economic disadvantage factors.

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Yes No

Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:

Yes No

Lack of appropriate instruction in math. Provide evidence:

Yes No

Limited English proficiency. Provide evidence:

II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

Based on all evaluation data reviewed, complete item 1 or item 2.

1. The IEP team determined that additional data are not needed.

Reason(s) additional data are not needed:

Conclusion: Complete section A or B or C.

- A. The student has a disability AND continues to need specially designed instruction.

i. Disability Category

Primary disability category: _____

Secondary disability category(s), if any: _____

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ii. Summary of Findings

Student's educational strengths and needs:

[Empty box for student's educational strengths and needs]

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

[Empty box for present levels of academic achievement and related developmental needs]

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

[Empty box for recommendations for consideration by the IEP team]

OR

- B. [] The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

OR

- C. [] The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

- 2. [X] The IEP team determined that there is a need for additional data.

The LEA must issue the *Permission to Reevaluate - Consent Form* and administer tests and other evaluation materials as may be needed to produce the data below.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE *DETERMINATION OF SPECIFIC LEARNING DISABILITY* COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW.

Interpretation of additional data:

The Kaufman Test of Educational Achievement-II was administered to Julie on March 3, 2008. Julie came to the testing session willingly but she was relatively uncommunicative. She made very little eye contact with the examiner. Occasionally she would answer "yes," "no" or "I don't know." The K-TEA-II was started but about two-thirds of the way through the first subtest, Julie stated that she did not feel well and did not wish to continue. When asked if she would reschedule, she said "No. Let's just skip it." The K-TEA-II was discontinued and the results were invalidated due to Julie's emotional and behavioral presentation during testing.

The Behavior Assessment System for Children-II was given to Julie's parents to complete in January,

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2008. According to the parents' ratings, Julie is at a "clinically significant" level for Depression, Conduct Problems and Anxiety. "At-Risk" levels were obtained on Attention Problems, Withdrawal and Somatization.

Julie's three Alternative Education teachers completed the BASC-II teacher form. Two of her three teachers identified Conduct Problems, Aggression, Attention Problems, Study Skills and Learning Problems as 'clinically significant.' One teacher identified depression, anxiety and social skills as "clinically significant. One teacher identified atypicality as "at-risk." One teacher rated anxiety and somatization "at-risk." One teacher rated Hyperactivity "at-risk."

Julie did not complete the BASC-II Self Report scale.

Functional assessment of behavior revealed that Julie's oppositional, argumentative and off-task behaviors have the function of escaping task demands. Antecedents for these behaviors include problems from home or on her way to school. She occasionally comes to school with a negative attitude over something a peer said to her on the bus or something that occurred within her family that morning. Other antecedents have to do with the type of assignment. If Julie thinks the assignment is easy and can be completed with little effort, she will usually do it. If she perceives an assignment as difficult she will act up negatively. The consequence for her behavior is that she earns fewer points in her behavior plan which is part of the behavior management program of the Alternative Education Program.

Conclusion: Complete section A or B or C.

A. The student has a disability AND continues to need specially designed instruction.

i. Disability Category

Primary disability category: EMOTIONAL DISTURBANCE

Secondary disability category(s), if any: SPECIFIC LEARNING DISABILITY

ii. Summary of Findings

Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

OR

B. The student does not have a disability and therefore no longer is eligible for special education.

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OR

- C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education.

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**
JOHN SMITH	PARENT		
JACQUELINE SMITH	PARENT		
SUSAN KLYMAN	SPECIAL EDUCATION SUPERVISOR		
STACY SMITH	TEACHER, 8 TH GRADE		
CHARLES KUCHARA	REGULAR EDUCATION TEACHER		
ELISSA GOE	SPECIAL EDUCATION TEACHER		

* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment and Orthopedic Impairment.

** For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Reevaluation Report*. Please submit this statement to:

MARILYN O'HARA

LEA Representative Name

Phone Number

Email Address

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Reevaluation Report* is available on the PaTTAN website at www.pattan.net. Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when reevaluating students for Specific Learning Disability. The information must be attached to and/or incorporated into Section II Item 2 of the completed *Reevaluation Report*.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:

4. The educationally relevant medical findings, if any:

5. The effects of the student's environment, culture, or economic background:

6. Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:

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7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:

9. Other data, if needed, as determined by the evaluation team:

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Mental retardation:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency: