



Snohomish School District
Special Services Department, 1601 Avenue D, Snohomish, WA 98290

lastname

Key:
DD Kinde = 800 mpw
LR Kinde = 935 mpw
Half-Day K = 955 mpw
All-Day K = 1910 mpw

IEP Revision/Parent Notification of Proposed IEP Revision (Preschool Student)

Student name: [redacted] Date of Birth: [redacted] Grade: Pre.

School: Central Date of amendment: 3/05/08

This plan amends IEP developed on: 9/17/07 Review date of IEP: 9/16/08

To: Parent/Guardian:

This form is to notify you that the following changes are being proposed with regard to the student named:

PROPOSED CHANGES				
PLACEMENT CHANGE	Current school and program:	Proposed school and program:		
TEACHER MANAGER	Current teacher manager:	Proposed teacher manager:		
PROGRAM CHANGE	<input type="checkbox"/> Adding Goals and Objectives (copy of new goals/objectives attached) <input type="checkbox"/> Deleting goals/objectives	<input type="checkbox"/> School Day reduced <input type="checkbox"/> School Day extended <input checked="" type="checkbox"/> Other (specify) <u>Add 1:1 EA 680 min/wk</u>		
CHANGE IN TIME	<input type="checkbox"/> Speech/language <input type="checkbox"/> No Change	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease	Current SLP minutes per week: _____	Proposed SLP minutes per week: _____
	<input type="checkbox"/> Occupational/Physical therapy <input type="checkbox"/> No Change	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease	Current OT/PT minutes per week: _____	Proposed OT/PT minutes per week: _____
	<input type="checkbox"/> Qualifying Areas (check areas) _____ Cognitive _____ Social _____ Adaptive _____ Vision / Hearing	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change	Current Preschool Classroom minutes per week: _____ (Excluding OT/PT/SLP)	Proposed SDI minutes per week: _____ (Excluding OT/PT/SLP)

EXPLANATION

The reason for the decision is:

[redacted] has a 1:1 EA to help with mobility

The following options to this decision, if any, were considered and rejected:

NA

Reason for rejection:

NA

The following test(s), report(s), and/or procedures were used to make this decision: NA

Please indicate your decision by checking the appropriate box below and signing this form. A copy of your safeguards is available upon request from the Special Education Services office at the above address or phone number.

I approve of the proposed changes I DO NOT approve of the proposed changes

IEP Participants Present (signatures)

Parent/Guardian _____
Student _____
General Ed. teacher _____
Other _____

District rep. _____
Spec. Ed. teacher _____
Other _____
Other _____

If the parent was contacted by phone or in person to determine a date to meet regarding IEP proposed changes but has indicated that (s)he does not want/need a further meeting and approves of the proposed changes as discussed during the phone or in person contact, indicate the decision below.

Parent was contacted on: 3/05/08 Approved—does not desire a further meeting Did not approve

Case manager/teacher manager: Andreas Ortman Date: 3-05-08



INDIVIDUALIZED EDUCATION PROGRAM
Snohomish School District, Snohomish, WA 98290



Student Name: [REDACTED] Student ID No.: [REDACTED] Birth date: [REDACTED] Age 3-11
 Grade: Developmental Preschool Adult Student: Yes No Type of IEP: Initial Review Transfer
 School Building: Central Primary Center Date of IEP meeting: 9-17-07 Date of most recent evaluation: 9.18.06
 IEP annual review date: 9-16-08 Eligibility category: 10 Three-year reevaluation due date: 9.17.09
 Parent(s) name(s): [REDACTED]
 Primary language of student: English Primary language at home: English Parent interpreter needed? Yes No
 Surrogate parent No Yes If yes, name: _____
 Primary staff contact name: Andrea Ortman Title: Developmental preschool teacher

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Results of the initial evaluation or most recent reevaluation: Based on evaluation data and decisions of the Evaluation Team this student is determined to be in need of services in the following areas: Basic Reading Reading Comprehension Math Reasoning Numerical Operations Written Expression Listening Comprehension Communication Fine Motor Gross Motor Social/Emotional Behavior Cognition Adaptive Behavior (life skills & functional academics) Other (organizational skills, etc.) Broad Reading Broad Math (BROAD AREAS CANNOT BE USED WHEN STUDENT IS QUALIFIED AS LEARNING DISABLED)

Results of the student's performance on any general state or district-wide assessment program (if applicable):

ACADEMIC OR COGNITIVE (PRE-ACADEMIC) DATA:

Academic: (Date of Evaluation - _____) Updated Academic Information as of (date) _____ if applicable:

Basic Reading: *SS =
 Reading Comp SS =
 Math Reasoning: SS =
 Numerical Operations: SS =
 Written Expression: SS =
 Listening Comprehension SS =

**Standard score data is optional, so this section may be omitted. However, narrative academic data is required in areas of qualification.*

Additional Present Levels Data in the area of Academic Functioning:

For additional present levels data in the area of academic achievement, see goals and objectives page(s).

PRESENT LEVELS DATA, CONTINUED

Strengths in terms of the general education curriculum: [REDACTED] does not participate in the general education curriculum as he is in the developmental preschool program

The student's disability adversely affect the student's involvement and progress in the general curriculum or, for preschool children, as appropriate, how the disability affects the student's participation in appropriate activities (include a statement for each area of qualification):

SOCIAL/EMOTIONAL/BEHAVIOR:

- No significant concerns at present Functional Behavior Analysis Completed? _yes _no If yes, date:
- If an area of qualification: Strengths, areas of concern and adverse educational impact:
- For additional present levels data, see goals and objectives page(s)

ADAPTIVE BEHAVIOR/LIFE SKILLS:

- No significant concerns at present
- If an area of qualification: Strengths, areas of concern and adverse educational impact:
- For additional present levels data, see goals and objectives page(s)

MOTOR SKILLS/PHYSICAL DEVELOPMENT:

- No significant concerns at present Motor Delays
- If an area of qualification: Strengths, areas of concern and adverse educational impact:
- For additional present levels data, see goals and objectives page(s)

COMMUNICATION SKILLS:

- No significant concerns at present
- If an area of qualification: Strengths, areas of concern and adverse educational impact:
- For additional present levels data, see goals and objectives page(s)

VISION/HEARING:

- No significant concerns at present Areas of Concern: [REDACTED] is legally blind. His vision impairment affects his ability to access and participate in age-appropriate activities independently.
- For additional present levels data, see goals and objectives page(s)

MEDICAL/PHYSICAL

- No known significant concerns at present Areas of Concern:

Credits Toward Graduation (grade 9 up):

JUSTIFICATION FOR SERVICE/LEAST RESTRICTIVE ENVIRONMENT: Based on most recent evaluation results and recommendations and considering any potential harmful effects on the student or on the quality of services needed, the following options were considered in order to establish a program to assist the student to attain his/her annual goals.

Service Options (more than one option may be checked)	Selected Options	Or Reasons Rejected		
		Needs More Support	Too Restrictive	Inappropriate to Needs
Educational – Preschool self-contained	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational – Resource Room support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-contained program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SLP therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OT/PT therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (explain) Vision- Pre Braille/Orientation and Mobility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION OF SPECIAL FACTORS:

Necessary related services (based on peer-reviewed research to the extent practicable) for this student to benefit from special education include: None Transportation Vision Interpreting services school nurse services Other 1:1 EA

Supplementary aids and services necessary to support this student in the general education classroom or school activities (based on peer-reviewed research to the extent practicable) include: None Assistive devices: Other

Necessary program accommodations/modifications or support for school personnel include: None Other See attached accommodations/modifications page

Physical Education: regular Specially designed instruction: explain:

Does this student's behavior impede his or her learning or that of others? Yes No If yes, indicate where in the IEP the strategies and supports are described, including positive behavioral interventions to address the problem:

Does this student require assistive technology devices and/or services? No Yes, describe (if not already identified/described on present level or goals/objectives pages:

Does the student have limited English Proficiency? Yes No If yes, describe any appropriate language needs of the student and these needs relate to the student's individualized education program:

Is the student blind or visually impaired? Yes No If yes, has the student been provided for instruction in Braille and the use of Braille? Yes; see additional details in present levels and goals/objectives pages No; explanation for recommendation that Braille is not appropriate and evaluation instruments used to come to this determination:

What are the communication needs of this student? Not an area of suspected disability See present levels page(s) and goals/objectives pages for details For students are deaf or hard of hearing, see present levels page(s) and goals and objectives pages for language and communication needs, opportunities for direct communication with peers/adults in primary language and direct instruction in primary language/mode of communication

Accommodations/Modifications

Note: An **Accommodation** is an adaptation that results in the student with a disability accomplishing the same goals and objectives as the nondisabled student and does not fundamentally alter the general education program. A **modification** is an adaptation that results in the student with a disability accomplishing different goals and objectives as nondisabled students and fundamentally alters the general education program. Include appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child.

Instructional Accommodations

List content areas for which these apply: _____

Assignments/Test/Classroom

- extra time to complete
- daily work
- exams
- copies of overheads
- assistance with note taking
- oral/taped responses
- use of scribe
- use of reader
- preferential seating
- taped texts
- work on tests/assignments

- in resource room
- schedule board
- reward chart
- slant board
- stool/flexi-ball
- fidgets
- lap pad/vest
- move-and-sit

Other: _____

Equipment/Materials

- visual aids--flashcards, pictures
- study carrel for independent work
- use of manipulatives
- interpreter
- large print materials
- Braille materials
- use of calculator
- use of word processor/computer
- augmented communication device
- other equipment (specify) _____
- tactile aids** _____

General

- frequent feedback
- immediate feedback
- minimize auditory distractions
- minimize visual distractions
- other adaptations (specify): _____

Concerns of the parents for enhancing the education of their student: _____

Instructional Modifications

List content areas for which these apply: _____

- reduce number of assignments/exams
- reduce length of assignments/exams
- shorter written instructions (1-2 steps)
- model task
- highlighted materials
- ask student to repeat instructions
- project/alternate assignments in lieu of
 - daily work
 - examinations
 - quizzes
- open book exams
- student assignment contract
- student grading contract: _____
- Other (specify): provide tactile materials during instructions and demonstration

Behavior Management Accommodations/Modifications

List areas in which these accommodations/modifications are applicable: _____

- frequent breaks
 - positive reinforcement, i.e.: _____
 - frequent reminders of classroom rules
 - supervision during transition
 - behavior contract (see attached)
 - attendance modifications
 - time out
 - in-class
 - out-of-class designation
- (specify): _____

REPORT OF STUDENT PROGRESS

EVALUATION OF STUDENT PROGRESS:

State how the student's progress toward the annual goals will be measured and the extent to which progress is sufficient to enable the student to achieve goals by the end of the year:

progress on objectives (see objectives) assessment of student work (i.e.: portfolios, data from observations, etc.)

tests other: _____

State how the parents will be regularly informed of student's progress:

report cards personal contacts (i.e.: telephone, notes, etc.) progress reports other _____

PARTICIPATION IN STATE OF DISTRICTWIDE ASSESSMENT OF STUDENT ACHIEVEMENT

(if preschool, not applicable)

WASL

WAAS

Subject area:	WASL without accommodations	WASL with accommodations	Level 2 proficient WASL	DAW without accommodations	DAW with accommodations	portfolio
Reading				Grade level:	Grade level:	
Math				Grade level:	Grade level:	
Writing				Grade level:	Grade level:	
Science				Grade level:	Grade level:	

Accommodations for WASL or DAW

Reading:
Math:
Writing:
Science:

Accommodations for other statewide tests: _____

Accommodations for districtwide tests: _____

If a student will not participate in all or part of a particular state or districtwide assessment of student achievement, explain why participation in the regular assessment is not appropriate for the student and why the alternative assessment selected by the IEP team is appropriate:

EXTENDED SCHOOL YEAR

Student is in need of services: No Yes

If yes, indicate services in summary of services matrix.

If no, the IEP team determined that extended school year services were not necessary at this time. The decision was not made based on a category of disability and did not unilaterally limit the type, amount, or duration of services. All students will be considered for ESY in the spring according to established district procedures.

POINTS TO CONSIDER:

- The term *extended school year* means special education and any related services that are necessary to provide FAPE to the special education student.
- Extended school year is beyond the normal school year, in accordance with the student's IEP, and is no cost to the parent.
- Extended school year meets the standards for provision of special education and related services.
- Determination for ESY is established through the application of established district standards.

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

is a 4 year old boy from . He is blind from severe injuries to his face from gunshot. He has developed English language and concepts of spatial and environmental concepts very quickly. He knows his basic body parts, at least 15 functional directions, 10 indoor environmental concepts and 10 different environmental terms.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other TOVI

By 9-25-07 will increase his spatial and environmental concepts from present levels to being able to demonstrate an understanding of spatial relationships of himself to objects and objects to each other, basic Cardinal directions, lines of direction and beginning street and block concepts as measured by teacher records on 3 different consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1. will correctly identify and place himself in front, behind, between, on the left side of, right side of, under and above an object on request.	90%	1,3	9-25-07	12-07				
2. will correctly identify and place objects in 7 given positions relative to each other. (i.e. to the right of, left of, under, above, between, in front of, behind)	90%	1,3	9-25-07	3-08				
3. will correctly turn or point to a given Cardinal direction once told which direction he is facing.	90%	3	1-05-08	6-08				
4. will correctly follow a straight line of direction taken from an object presenting a given line of direction.	4 of 5 trials	1,3	1-05-08	6-08				
5. will correctly identify 4 sides and 4 corners of a city block both on a model and on a real city block.	4 of 5 trial	1,3	1-3-08	6-08				

Student: [REDACTED]

Date: 9-25-07

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MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

[REDACTED] is a 4 year old boy from [REDACTED] who is blind due to severe injuries from gunshot to his face. He has developed the following pre-Braille writing skills over the past year: locate and identify all parts of the Perkins Braille and scribble with the Braille for 5 minutes.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other TOVI

Starting 9-25-07, [REDACTED] will increase his Braille writing skills from the present pre-Braille writing skills to a beginning Kindergarten level including oral story telling while Braille scribbling, writing his name in Braille and writing 10 letters of the Braille alphabet as measured by teacher records on 3 different consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					Progress Status Date: 12/2	Progress Status Date: 3/08	Progress Status Date: 6/08	Progress Status Date: 9/08
1. [REDACTED] will scribble write random Braille keys while verbally telling a story or information to be written in answering a question for 1 minute by 12-07 2 minutes by 3-08	4 of 5 trials	2,3	9-25-07	12-07 3-08	3	4	4	4
2. [REDACTED] will correctly write his name in Braille.	4 of 5 trials	2,	9-25-07	3-08	3	4	4	4
3. [REDACTED] will correctly write 10 letters of the Braille alphabet. - 2 by 12-07 - 5 by 3-08 - 10 by 6-08	4 of 5 trials	2,3	9-25-07	12-07 3-08 6-08	4	4	4	4

Student: ██████████

Date: 9-25-07

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MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

██████████ is a 4 year old boy from ██████████ who is blind due to severe injuries after being shot in the face. He received pre-Braille training this past year and is now able to independently complete pre-Braille reading tasks of exploring Braille/tactile children's books, correctly identify textures, identify top & bottom of Braille books and pages, identify right & left of a Braille page, track four lines of Braille with proper hand position, and locate & count 10 lines of Braille on a page.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other TOVI

Starting 9-25-07, ██████████ will go from pre-Braille reading skills to demonstrating beginning Braille reading skills of tactual discrimination of Braille configurations at a beginning Kindergarten level, including his name, 10 letters , 5 numbers and 5 contractions as measured by teacher records over 3 consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES: 4 – mastered 3 – satisfactory progress 2 – minimal progress 1 – not applicable this grading period			
					Progress Status Date: 12/07	Progress Status Date: 3/08	Progress Status Date: 6/08	Progress Status Date: 9/08
1. ██████████ will correctly identify same and different Braille configurations while tracking a line of Braille.	90%	3	9-26-07	12-07	4	4	4	4
2. ██████████ will track ___ lines of Braille in 60 seconds.	90%	3	9-26-07	3-08	3	3	3	3
3. ██████████ will correctly identify 5 Braille letters.	90%	3	11-07	3-08		4	4	4
3. ██████████ will correctly identify his name in Braille.	4 of 5 trials	1	9-26-07	3-08		4	4	4
4. ██████████ will correctly identify 10 Braille letters.	4 of 5 trials	1,3	11-07	6-08		3	3	4
6. ██████████ will correctly identify 5 Braille Numbers.	4 of 5 trials	1,3	3-08	6-08		3	3	4
7. ██████████ will correctly identify 5 Braille contractions.	4 of 5 trials	1,3	3-08	6-08			3	4

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

[REDACTED] is a 4 year old boy from [REDACTED]. He is blind from severe injuries to his face from gunshot. He has developed English language and concepts of spatial and environmental concepts very quickly. He knows his basic body parts, at least 15 functional directions, 10 indoor environmental concepts and 10 different environmental terms.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and "as measured by") **Person Responsible:** SE Teacher SLP OT/PT Other TOVI

By 9-25-07 [REDACTED] will increase his spatial and environmental concepts from present levels to being able to demonstrate an understanding of spatial relationships of himself to objects and objects to each other, basic Cardinal directions, lines of direction and beginning street and block concepts as measured by teacher records on 3 different consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES: 4 – mastered 3 – satisfactory progress 2 – minimal progress 1 – not applicable this grading period			
					Progress Status Date: 12/5/07	Progress Status: Date: 2/08	Progress Status: Date: 4/08	Progress Status: Date: 9/1
1. [REDACTED] will correctly identify and place himself in front, behind, between, on the left side of, right side of, under and above an object on request.	90%	1,3	9-25-07	12-07	3	3	4	4
2. [REDACTED] will correctly identify and place objects in 7 given positions relative to each other. (i.e. to the right of, left of, under, above, between, in front of, behind)	90%	1,3	9-25-07	3-08	3	3	4	4
3. [REDACTED] will correctly turn or point to a given Cardinal direction once told which direction he is facing.	90%	3	1-05-08	6-08	3	3	3	3
4. [REDACTED] will correctly follow a straight line of direction taken from an object presenting a given line of direction.	4 of 5 trials	1,3	1-05-08	6-08		3	3	3
5. [REDACTED] will correctly identify 4 sides and 4 corners of a city block both on a model and on a real city block.	4 of 5 trial	1,3	1-3-08	6-08		3	3	3

Student Name: [Redacted]

Date of IEP: 9.18.06

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PARTICIPANTS IN IEP MEETING:

[Redacted]

District Representative
Andrew J. [Signature]
Special Education Teacher/Provider

District Representative
in agreement with IEP but not present at meeting
May Ann Guba - TDU1 & O&M
Special Education Provider
in agreement with IEP but not present at meeting

Parent

Person Knowledgeable about Evaluation Data

General Education Teacher
in agreement with IEP but not present at meeting

General Education Teacher

Person Knowledgeable about Placement Options

Sant Cocking
Other

Other

If participant did not attend IEP meeting, explain his/her participation in the development, review, and revision of the IEP or why participation was not appropriate:

Each service provider will be informed of his/her responsibilities related to implementing this IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP through participation in the IEP meeting and/or the receipt of a copy of the student's IEP.

Transfer of Rights:

This student will be age 17 prior to next annual IEP review: Yes No If yes, student and parents were informed of rights that will transfer to him/her on reaching age of majority.

Student Signature

Parent Signature

WRITTEN PARENTAL PERMISSION FOR PLACEMENT (mandatory for initial placement)

My rights and those of my child regarding procedural safeguards have been fully explained, I understand that my child has a disability and I know [Redacted] consent for my child to receive special education services based on his/her eligibility determination and

[Redacted]

Date 9-17-06



INDIVIDUALIZED EDUCATION PROGRAM
Snohomish School District, Snohomish, WA 98290

AM ✓

Student Name: _____ Student ID No.: _____ Birth date: _____ Age 3-11
 Grade: Developmental Preschool Adult Student: Yes No Type of IEP: Initial Review Transfer
 School Building: Central Primary Center Date of IEP meeting: 9.18.06 Date of most recent evaluation: 9.18.06
 IEP annual review date: 9.17.07 Eligibility category: 10 Three-year reevaluation due date: 9.17.09
 Parent(s) name(s): _____
 Primary language of student: English Primary language at home: English Parent interpreter needed? Yes No
 Surrogate parent No Yes If yes, name: _____
 Primary staff contact name: Andrea Ortman Title: Developmental preschool teacher

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Results of the initial evaluation or most recent reevaluation: Based on evaluation data and decisions of the Evaluation Team this student is determined to be in need of services in the following areas: Basic Reading Reading Comprehension Math Reasoning Numerical Operations Written Expression Listening Comprehension Communication Fine Motor Gross Motor Social/Emotional Behavior Cognition Adaptive Behavior (life skills & functional academics) Other (organizational skills, etc.) Broad Reading Broad Math (BROAD AREAS CANNOT BE USED WHEN STUDENT IS QUALIFIED AS LEARNING DISABLED)

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Academic: (Date of Evaluation - _____) Updated Academic Information as of (date) _____ if applicable:

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 Math Reasoning: SS =
 Numerical Operations: SS =
 Written Expression: SS =
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PRESENT LEVELS DATA, CONTINUED

Strengths in terms of the general education curriculum: [REDACTED] does not participate in the general education curriculum as he is in the developmental preschool program

The student's disability adversely affect the student's involvement and progress in the general curriculum or, for preschool children, as appropriate, how the disability affects the student's participation in appropriate activities (include a statement for each area of qualification):

SOCIAL/EMOTIONAL/BEHAVIOR:

- No significant concerns at present Functional Behavior Analysis Completed? _yes _no If yes, date:
 If an area of qualification: Strengths, areas of concern and adverse educational impact:
 For additional present levels data, see goals and objectives page(s)

ADAPTIVE BEHAVIOR/LIFE SKILLS:

- No significant concerns at present
 If an area of qualification: Strengths, areas of concern and adverse educational impact:
 For additional present levels data, see goals and objectives page(s)

MOTOR SKILLS/PHYSICAL DEVELOPMENT:

- No significant concerns at present Motor Delays
 If an area of qualification: Strengths, areas of concern and adverse educational impact:
 For additional present levels data, see goals and objectives page(s)

COMMUNICATION SKILLS:

- No significant concerns at present
 If an area of qualification: Strengths, areas of concern and adverse educational impact:
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VISION/HEARING:

- No significant concerns at present Areas of Concern: [REDACTED] is legally blind. His vision impairment affects his ability to access and participate in age-appropriate activities independently.
 For additional present levels data, see goals and objectives page(s)

MEDICAL/PHYSICAL

- No known significant concerns at present Areas of Concern:

Credits Toward Graduation (grade 9 up):

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		Needs More Support	Too Restrictive	Inappropriate to Needs
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Educational – Resource Room support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-contained program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SLP therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OT/PT therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (explain) Vision- Pre Braille/Orientation and Mobility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION OF SPECIAL FACTORS:

Necessary related services (based on peer-reviewed research to the extent practicable) for this student to benefit from special education include: None
 Transportation Vision Interpreting services school nurse services Other 1:1 EA

Supplementary aids and services necessary to support this student in the general education classroom or school activities (based on peer-reviewed research to the extent practicable) include: None Assistive devices: Other

Necessary program accommodations/modifications or support for school personnel include: None Other See attached accommodations/modifications page

Physical Education: regular Specially designed instruction; explain:

Does this student's behavior impede his or her learning or that of others? Yes No If yes, indicate where in the IEP the strategies and supports are described, including positive behavioral interventions to address the problem:

Does this student require assistive technology devices and/or services? No Yes, describe (if not already identified/described on present level or goals/objectives pages:

Does the student have limited English Proficiency? Yes No If yes, describe any appropriate language needs of the student and these needs relate to the student's individualized education program:

Is the student blind or visually impaired? Yes No If yes, has the student been provided for instruction in Braille and the use of Braille? Yes; see additional details in present levels and goals/objectives pages No; explanation for recommendation that Braille is not appropriate and evaluation instruments used to come to this determination:

What are the communication needs of this student? Not an area of suspected disability See present levels page(s) and goals/objectives pages for details
 For students are deaf or hard of hearing, see present levels page(s) and goals and objectives pages for language and communication needs, opportunities for direct communication with peers/adults in primary language and direct instruction in primary language/mode of communicatio

Accommodations/Modifications

Note: An **Accommodation** is an adaptation that results in the student with a disability accomplishing the same goals and objectives as the nondisabled student and does not fundamentally alter the general education program. A **modification** is an adaptation that results in the student with a disability accomplishing different goals and objectives as nondisabled students and fundamentally alters the general education program. Include appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child.

Instructional Accommodations

List content areas for which these apply: _____

Assignments/Test/Classroom

- extra time to complete
- daily work
- exams
- copies of overheads
- assistance with note taking
- oral/taped responses
- use of scribe
- use of reader
- preferential seating
- taped texts
- work on tests/assignments

- _____ in resource room
- schedule board
- reward chart
- slant board
- stool/flexi-ball
- fidgets
- lap pad/vest
- move-and-sit

Other: _____

Concerns of the parents for enhancing the education of their student: _____

Equipment/Materials

- visual aids--flashcards, pictures
- study carrel for independent work
- use of manipulatives
- interpreter
- large print materials
- Braille materials
- use of calculator
- use of word processor/computer
- augmented communication device
- other equipment (specify): _____
- tactile aids** _____

General

- frequent feedback
- immediate feedback
- minimize auditory distractions
- minimize visual distractions
- other adaptations (specify): _____

Instructional Modifications

List content areas for which these apply: _____

- reduce number of assignments/exams
- reduce length of assignments/exams
- shorter written instructions (1-2 steps)
- model task
- highlighted materials
- ask student to repeat instructions
- project/alternate assignments in lieu of
 - daily work
 - examinations
 - quizzes
- open book exams
- student assignment contract
- student grading contract: _____
- Other (specify): provide tactile materials during instructions and demonstration

Behavior Management Accommodations/Modifications

List areas in which these accommodations/modifications are applicable: _____

- frequent breaks
- positive reinforcement, i.e.: _____
- frequent reminders of classroom rules
- supervision during transition
- behavior contract (see attached)
- attendance modifications
- time out
- in-class
- out-of-class designation
- (specify): _____

REPORT OF STUDENT PROGRESS

EVALUATION OF STUDENT PROGRESS:
 State how the student's progress toward the annual goals will be measured and the extent to which progress is sufficient to enable the student to achieve goals by the end of the year: progress on objectives (see objectives) assessment of student work (i.e.: portfolios, data from observations, etc.)
 tests other: _____

State how the parents will be regularly informed of student's progress:
 report cards personal contacts (i.e.: telephone, notes, etc.) progress reports other _____

PARTICIPATION IN STATE OF DISTRICTWIDE ASSESSMENT OF STUDENT ACHIEVEMENT
 (if preschool, not applicable)

Subject area:	WASL			WAAS		
	WASL without accommodations	WASL with accommodations	Level 2 proficient WASL	DAW without accommodations	DAW with accommodations	portfolio
Reading				Grade level:	Grade level:	
Math				Grade level:	Grade level:	
Writing				Grade level:	Grade level:	
Science				Grade level:	Grade level:	

Accommodations for WASL or DAW

Reading:
 Math:
 Writing:
 Science:

Accommodations for other statewide tests: _____

Accommodations for districtwide tests: _____

If a student will not participate in all or part of a particular state or districtwide assessment of student achievement, explain why participation in the regular assessment is not appropriate for the student and why the alternative assessment selected by the IEP team is appropriate:

EXTENDED SCHOOL YEAR

Student is in need of services: No Yes

If yes, indicate services in summary of services matrix.
 If no, the IEP team determined that extended school year services were not necessary at this time. The decision was not made based on a category of disability and did not unilaterally limit the type, amount, or duration of services. All students will be considered for ESY in the spring according to established district procedures.

- POINTS TO CONSIDER:**
- The term *extended school year* means special education and any related services that are necessary to provide FAPE to the special education student.
 - Extended school year is beyond the normal school year, in accordance with the student's IEP, and is no cost to the parent.
 - Extended school year meets the standards for provision of special education and related services.
 - Determination for ESY is established through the application of established district standards.

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL: Orientation & Mobility

[REDACTED] has had no formal Orientation & Mobility training. He has been in this country for 4 months, learning English as a second language. When observed at his foster home, he demonstrated good basic body awareness and the ability to discriminate environmental differences. He needs training in basic understanding and language of spatial and environmental concepts needed for independent travel.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Orientation & Mobility Instructor

[REDACTED] will go from not having had Orientation & Mobility training in spatial and environmental concepts as of 9-18-06 to demonstrating understanding of 10 body positioning directions, 10 object positional directions and 10 environmental concepts as measured by teacher observation and data collection on 3 separate data collection days by -18-06.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES: 4 – mastered 2 – minimal progress 3 – satisfactory progress 1 – not applicable this grading period Progress Status Date: Progress Status Date: Progress Status Date: Progress Status Date:
1. [REDACTED] will correctly identify 10 body parts by touching a given body part when asked to do so.	3 out of 4 trials	3	9-19-06	12-1-06	
2. [REDACTED] will correctly follow 15 different movement requests involving functional directions (i.e. up, down, in, out, on, under, between, next to, forward, backwards, square off with, in front of, behind, above, below).	3 out of 4 trials	3	9-19-06	2-1-07	
3. [REDACTED] will correctly identify 10 indoor environmental concepts by locating and touching an object when asked or naming the object when it is presented to him and he is asked to name it. (ie. wall, corner, tile, hallway, opening, carpet, window, counter, classroom, office)	3 out of 4 trials	3	11-01-06	2-1-07	
4. [REDACTED] will correctly identify 10 different outdoor environmental concepts by locating and touching an object when asked or naming the object when it is presented to him. (i.e. sidewalk, curb, street, grass line, field, blacktop, crosswalk, driveway, hole, slant)	3 out of 4 trials	3	2-02-07	6-01-07	

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS**PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL: Orientation & Mobility**

[REDACTED] has had no formalized orientation and mobility training. He has had no training for protective techniques, hand trailing or white cane travel. When observed walking and playing, he demonstrated good balance, strength and enjoyment of movement.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other Mobility Instructor

[REDACTED] will increase his skills from having no protective techniques to correctly using protective arm, hand trailing and 2 cane techniques (clutch & carry, and 2 point) as measured by instructor observations and data collected on 3 different data collection days by 9-17-07.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials,	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					4 – mastered	3 – satisfactory progress	2 – minimal progress	1 – not applicable this grading period
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1. [REDACTED] will correctly put up his protective forearm on request and hold it correctly positioned for 10 seconds or until making contact with an object or until being told to put it down.	3 of 4 trials	3,	9-19-06	12-1-07				
2. [REDACTED] will demonstrate correct trailing technique with his hand while traveling a wall line for up to 50 feet.	3 of 4 trials	3	9-26-06	2-01-07				
3. [REDACTED] will demonstrate correct clutch & carry cane technique for a distance of 50 feet.	3 of 4 trials	3	10-01-06	2-01-07				
4. [REDACTED] will walk a distance of 50 feet using a modified 2 point cane technique with accurate rhythm & arc positioning 70 % of his steps.	70% of steps per trial, 3 of 4 trials	3	10-17-06	6-1-07				

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS**PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:**

[REDACTED] is a four year old boy who is currently in foster care from [REDACTED] is blind due to severe injuries he sustained after being shot in the face. [REDACTED] is a very bright and sweet boy, who has had no prior training in pre-braille skills.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and "as measured by") **Person Responsible:** SE Teacher SLP OT/PT Other Teacher *the visually impaired*
 Starting 9/06 [REDACTED] will increase his pre-braille reading skills from having no prior knowledge of braille to independently completing pre-braille reading tasks as measured by teacher records over 3 data collection days by 9/07.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					4 – mastered	3 – satisfactory progress	2 – minimal progress	1 – not applicable this grading period
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1.) [REDACTED] will explore various Braille/Tactile children's books uninterrupted for 5 min by 12/06	3/5 trials, independently	2,3	9/18/06	12/15/06				
2.) [REDACTED] will use correct words to identify textures (soft, silky, bumpy, etc...) by 12/06	3/5 correct with 5 textures	2,3	9/18/06	12/15/06				
3.) [REDACTED] will identify the top and bottom of Braille books and Braille pages by 12/06.	3/5 trials, independently	1,2,3	11/18/06	3/18/07				
4.) [REDACTED] will identify left, right (including top left/top right/bottom left/bottom right) of a Braille page by 3/07	3/5 trials, independently	1,2,3	11/18/06	3/18/07				
5.) [REDACTED] will track four lines of Braille uninterrupted, with proper hand position and technique by 3/07.	3/5 trials, Independently	1,2,3	1/3/07	3/18/07				
6.) [REDACTED] will locate and count up to 10 lines of Braille on a Braille page by 9/07.	3/5 trials, independently	1,2,3	1/3/07	9/17/07				
7.) [REDACTED] will identify different tactile Braille configurations while tracking a line of Braille by 9/07.	3/5 trials, independently	1,2,3	3/18/07	9/17/07				

Student: [redacted]

Date: 9/18/06

Page 9 of 11 pages

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

[redacted] is a four year old boy who is currently in foster care from [redacted] is blind due to severe injuries he sustained after being shot in the face. [redacted] is a very bright and sweet boy, who has had no prior training in pre-braille skills.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other
Starting 9/06 [redacted] will increase his pre-braille writing skills from having no prior knowledge of braille to independently completing pre-braille writing tasks as measured by teacher records over 3 data collection days by 9/07.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1.) [redacted] will locate and identify all parts of the Perkins Brailier by 12/07	90% accuracy, independently	1, 2	9/18/06	12/15/07				
2.) [redacted] will explore and scribble with the Perkins Brailier for 5 min uninterrupted by 12/07	3/5 trials, independently	2, 3	9/18/06	12/15/07				
3.) [redacted] will Braille his name and/or initials by 9/07	3/5 trials, independently	1,2,3	1/3/07	9/17/07				

SUMMARY OF SERVICES MATRIX

Special Education and Related Services (include program and goal areas)	Projected Date for Initiation of Services	Anticipated Frequency (amount of time per week)	Location	Duration	Position(s) Responsible for Providing Instruction*	Position(s) Responsible for Monitoring Progress	Agency Provider (if other than the school district)
Developmental Preschool –Pre-Braille and Orientation/mobility	9.19.06	500 minutes	Central	1 year	Classroom teacher	Classroom teacher	
Pre-Braille	9.19.06	120 minutes	Central	1 year	Vision specialist	Vision Specialist	
Orientation and Mobility	9.19.06	60 minutes	Central	1 year	Vision specialist	Vision Specialist	

*If Special Education Endorsed Staff is not providing instruction, specify how often Special Education Staff meets each week with the person(s) providing instruction: **1:1 EA will be working with vision specialists 2-4x per week**

Total amount of time receiving special education service: 680 minutes per week

Total amount of time not receiving special education services, but in general ed: 0

An explanation of the extent, if any, to which the student will not participate with non-disabled students in the general class, including non-academics and extracurricular activities: All services will take place in the developmental preschool classroom

SUMMARY OF SERVICES MATRIX

Special Education and Related Services (include program and goal areas)	Projected Date for Initiation of Services	Anticipated Frequency (amount of time per week)	Location	Duration	Position(s) Responsible for Providing Instruction*	Position(s) Responsible for Monitoring Progress	Agency Provider (if other than the school district)
Developmental Preschool –Pre-Braille and Orientation/mobility	9.19.06	480 minutes	Central	1 year	Classroom teacher	Classroom teacher	
Pre-Braille	9.19.06	120 minutes	Central	1 year	Vision specialist	Vision Specialist	
Orientation and Mobility	9.19.06	60 minutes	Central	1 year	Vision specialist	Vision Specialist	

*If Special Education Endorsed Staff is not providing instruction, specify how often Special Education Staff meets each week with the person(s) providing instruction: **1:1 EA will be working with vision specialists 2-4x per week**

Total amount of time receiving special education service: 660 minutes per week

Total amount of time not receiving special education services, but in general ed: 0

An explanation of the extent, if any, to which the student will not participate with non-disabled students in the general class, including non-academics and extracurricular activities: All services will take place in the developmental preschool classroom

Student Name: [Redacted]

Date of IEP: 9.18.06

PARTICIPANTS IN IEP MEETING:

[Redacted]

District Representative
Andrea [Signature]
Special Education Teacher/Provider

[Signature]
District Representative
in agreement with IEP but not present at meeting

Special Education Provider
in agreement with IEP but not present at meeting

Parent

Person Knowledgeable about Evaluation Data

General Education Teacher
in agreement with IEP but not present at meeting

General Education Teacher

Person Knowledgeable about Placement Options
Mary Ann Graham (Mobility)
Other

Other

If participant did not attend IEP meeting, explain his/her participation in the development, review, and revision of the IEP or why participation was not appropriate:

Each service provider will be informed of his/her responsibilities related to implementing this IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP through participation in the IEP meeting and/or the receipt of a copy of the student's IEP.

Transfer of Rights:

This student will be age 17 prior to next annual IEP review: Yes No If yes, student and parents were informed of rights that will transfer to him/her on reaching age of majority.

Student Signature

Parent Signature

WRITTEN PARENTAL PERMISSION FOR PLACEMENT (mandatory for initial placement)

My rights and those of my child regarding procedural safeguards have been fully explained, I understand that my child has a disability and I know my child to receive special education services based on his/her eligibility determination and

[Redacted]

Date *Sept 18, 2006*



INVITATION TO ATTEND MEETING
Snohomish School District, Snohomish, WA 98290

Date: 9/15/06

Dear [REDACTED]

You are invited to attend a meeting* concerning [REDACTED] education program.
(student's name)

The purpose of this meeting is to:

develop initial IEP

The meeting has been scheduled for:

Sept. 18, 2006 at 3:30pm in the Classroom
(date/time/place)

Meetings addressing IEPs, placement, and eligibility are scheduled at a mutually agreed upon place and time by you and the school district. If you are unable to attend this meeting you may request that you would like to participate through other means such as telephone call, conference call, or videoconferencing.

Those invited to attend the meeting will be:

Andrea Ortman, Teacher

Chris Davison, OTR/L

Marian Sherwood, TOSA

Mary Ann Graham, Vision

Heidi Rothgeb, Principal

Mimi Waterhouse, SLP

*If the purpose of this meeting is to develop, review or revise an IEP, you may invite any individual who has knowledge or special expertise about the student. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed, a copy may be obtained by contacting:

Andrea Seda

563-7264

Name

Phone number

If the purpose of the meeting is to consider needed transition services, the student as well as any other agency personnel will be invited.

If you are unable to attend the meeting, please call me at: 563-4616

Sincerely,

Andrea Ortman



PRIOR WRITTEN NOTICE-IEP MEETING
Snohomish School District, Snohomish, WA 98290

SE-02

Date: 9/12/06

Dear [REDACTED]
(parent/student/guardian/surrogate parent)

Student's name: [REDACTED] Birth Date: [REDACTED]

The purpose of this prior written notice is to inform you that we are:

- proposing to
- refusing to
- initiate
- change a
- continue

(mark one of the above)

Mark all items below that apply:

- referral
- educational placement
- disciplinary action that is a change of placement
- other (specify): _____
- evaluation
- IEP
- eligibility category
- reevaluation
- transfer

Explanation: [REDACTED] qualifies for special education speech services through the Snohomish School District

The reason we are taking action is: We need to write an IEP for [REDACTED]

The evaluation procedures, tests, records, or reports we used as the basis for taking this action were the following:
See evaluation summary report for complete details - VISION Report from Dr. Gillette

The other options considered were: not to write the IEP

The reason we rejected those options was: Family wants services

Other factors that are relevant to the action: None at this time.

The evaluation procedures we propose to conduct are the following: None at this time

If you have not received a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* and you would like a copy or you would like help in understanding the content, please contact:

Meg Crossman, Secretary Special Services at 360-563-7310

Sincerely,

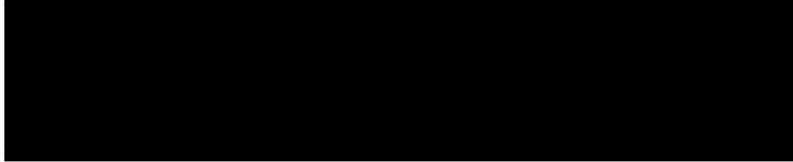
Andrea Olman

PURPOSE OF PRIOR WRITTEN NOTICE: As a parent of special education child or 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 take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you in a reasonable amount of time before the action is taken.



IEP PACKET CHECKLIST
Snohomish School District, Snohomish, WA 98290

Student:



I have included the following in this packet in the order indicated below (1 – 6):

1. IEP completed in entirety:
 - IEP is written correctly
 - IEP pages are in correct order and numbered, with the student's name on every page.
 - Last page of IEP has parent signature both as participant AND at the bottom to indicate permission for placement and acknowledgement of offer of Procedural Safeguards.
2. Invitation to Attend Meeting
3. Prior Written Notice
4. If parents did NOT attend the IEP meeting, a completed Documentation of Invitation to IEP Meeting Form.
5. This IEP Packet Checklist

****STAPLE ALL OF THE ABOVE ITEMS TOGETHER (#1 on top, #5 on bottom)****

6. *Paperclip* updated goals and objectives (date of completion, etc.) from previous IEP to the back of the above packet.
- Procedural Safeguards were offered to parents.

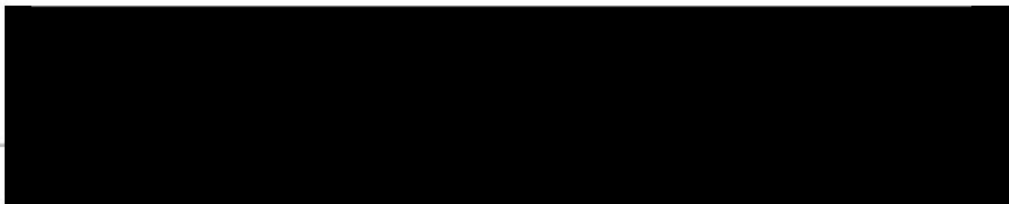
I understand that this packet will be returned to me if it is incomplete.

Signed: Andreas Ortman
(teacher/provider)



IEP PACKET CHECKLIST
Snohomish School District, Snohomish, WA 98290

Student: _____



I have included the following in this packet in the order indicated below (1 – 6):

1. IEP completed in entirety:
 - IEP is written correctly
 - IEP pages are in correct order and numbered, with the student's name on every page.
 - Last page of IEP has parent signature both as participant AND at the bottom to indicate permission for placement and acknowledgement of offer of Procedural Safeguards.
 2. Invitation to Attend Meeting
 3. Prior Written Notice
 4. If parents did NOT attend the IEP meeting, a completed Documentation of Invitation to IEP Meeting Form.
 5. This IEP Packet Checklist
- **STAPLE ALL OF THE ABOVE ITEMS TOGETHER (#1 on top, #5 on bottom)****
6. Paperclip updated goals and objectives (date of completion, etc.) from previous IEP to the back of the above packet.
 - Procedural Safeguards were offered to parents.

I understand that this packet will be returned to me if it is incomplete.

Signed: _____

Andrea J. Ortman
(teacher/provider)



INVITATION TO ATTEND MEETING
Snohomish School District, Snohomish, WA 98290

Date: 9-10-07

Dear _____

You are invited to attend a meeting* concerning _____ education program.
(student's name)

The purpose of this meeting is to: Conduct the annual review of the IEP

The meeting has been scheduled for: in the preschool classroom Sept 17, 2007
(date time place)

Meetings addressing IEPs, placement, and eligibility are scheduled at a mutually agreed upon place and time by you and the school district. If you are unable to attend this meeting you may request that you would like to participate through other means such as telephone call, conference call, or videoconferencing.

Those invited to attend the meeting will be:

- | | |
|---------------------------------|-----------------------------|
| <u>Andrea Ortman, Teacher</u> | <u>Chris Davison, OTR/L</u> |
| <u>Mimi Waterhouse, SLP</u> | <u>Stephanie Roth, COTA</u> |
| <u>Heidi Rothgeb, Principal</u> | |

*If the purpose of this meeting is to develop, review or revise an IEP, you may invite any individual who has knowledge or special expertise about the student. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed, a copy may be obtained by contacting:

<u>Meg Crossman</u>	<u>563-7308</u>
Name	Phone number

If the purpose of the meeting is to consider needed transition services, the student as well as any other agency personnel will be invited.

If you are unable to attend the meeting, please call me at: 563-4616

Sincerely,

Andrea Ortman

PURPOSE OF INVITATION TO ATTEND MEETING: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.



PRIOR WRITTEN NOTICE
Snohomish School District, Snohomish, WA 98290

Date: 9-10-07

Dear _____

Student's name: _____

Birth Date: _____

The purpose of this prior written notice is to inform you that we are:

- proposing to
- refusing to
- initiate
- change a (mark one of the above)
- continue

Mark all items below that apply:

- referral
- educational placement
- disciplinary action that is a change of placement
- other (specify):
- evaluation
- IEP
- eligibility category
- reevaluation
- transfer

Explanation:

~~Answer~~ We will conduct the annual IEP review

The reason we are taking action is:

The IEP review is due

The evaluation procedures, tests, records, or reports we used as the basis for taking this action were the following:
na

The other options considered were: na

The reason we rejected those options was: na

Other factors that are relevant to the action: na

The evaluation procedures we propose to conduct are the following: na

If you have not received a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* and you would like a copy or you would like help in understanding the content, please contact:

Meg Crossman at 536-7308

Sincerely,

Andrea Ortman

PURPOSE OF PRIOR WRITTEN NOTICE: As a parent of special education child or 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 take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education to your child.

Student: [REDACTED]

Date: 9-25-07

Page 6 of 11 pages 42

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

[REDACTED] is a 4 year old boy from [REDACTED] who was is blind due to severe injuries he sustained after being shot in the face. During the past year he has received training for protective techniques and cane travel. He now knows and can demonstrate basic forearm protection, hand trailing and beginning modified 2 point (not regularly in step) cane technique and basic clutch and carry cane techniques.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other mobility

Starting 9-25-07, [REDACTED] will go from needing verbal and physical prompts to use modified 2 point cane technique and travel to given destinations within his school to independently using appropriate 2 point, shore-lining and stair cane techniques in the school, on the playground and in the local residential community as measured on 3 consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1. [REDACTED] will use correct 2 point cane technique for a distance of 100 feet. - 20 ft by 12-07 - 50 ft. by 3-08 - 100 ft. by 6-08	90%	1,3	9-25-07	12-07 3-08 6-08				
2. [REDACTED] will travel independently to and from his class and 3 different destinations within the school. - bathroom by 12-07 - office by 3-08 - OT room by 6-08	4 of 5 trials	1,3	9-25-07	12-07 3-08 6-08				
3. [REDACTED] will independently walk the length of 1 block using correct cane techniques.	2 of 3 trials	1,4	1-08	3-08				
4. With close supervision of his mobility instructor, [REDACTED] will correctly cross 1 street and walk around 1 city block using correct cane techniques.	2 of 3 trials	1,4	2-08	6-08				

MEASURABLE ANNUAL GOALS AND OBJECTIVES/BENCHMARKS INCLUDING ACADEMIC AND FUNCTIONAL GOALS

PRESENT LEVELS OF PERFORMANCE FOR THIS GOAL:

[REDACTED] is a 4 year old boy from [REDACTED] who is blind due to severe injuries from gunshot to his face. He has developed the following pre-Braille writing skills over the past year: locate and identify all parts of the Perkins Braille and scribe with the Braille for 5 minutes.

ANNUAL GOAL BASED ON PEER-REVIEWED RESEARCH TO THE EXTENT POSSIBLE: (separate page for each goal – must include from/to, measurable criteria and “as measured by”) **Person Responsible:** SE Teacher SLP OT/PT Other TOVI

Starting 9-25-07, [REDACTED] will increase his Braille writing skills from the present pre-Braille writing skills to a beginning Kindergarten level including oral story telling while Braille scribbling, writing his name in Braille and writing 10 letters of the Braille alphabet as measured by teacher records on 3 different consecutive data collection days by 9-25-08.

Short Term Objectives: (Minimum of 2 per goal)	Criteria (75%, 80%, 4 of 5 trials, etc.)	Method 1=test 2=class work 3=charting 4=other	Projected Initiation Date (m/d/y)	Projected Mastery Date (m/d/y)	REPORT OF PROGRESS ON OBJECTIVES:			
					4 – mastered	3 – satisfactory progress	2 – minimal progress	1 – not applicable this grading period
					Progress Status Date:	Progress Status Date:	Progress Status Date:	Progress Status Date:
1. [REDACTED] will scribble write random Braille keys while verbally telling a story or information to be written in answering a question for 1 minute by 12-07 2 minutes by 3-08	4 of 5 trials	2,3	9-25-07	12-07 3-08				
2. [REDACTED] will correctly write his name in Braille.	4 of 5 trials	2,	9-25-07	3-08				
3. [REDACTED] will correctly write 10 letters of the Braille alphabet. - 2 by 12-07 - 5 by 3-08 - 10 by 6-08	4 of 5 trials	2,3	9-25-07	12-07 3-08 6-08				

Comprehensive Vision Services Needs Evaluation

Name: [REDACTED] **District:** Snohomish School District
Date of Birth: [REDACTED] **School:** Snohomish High School
Age: 16 years, 7 months **Assessment Date:** June 6 & 7, 2019
Report Date: June 17, 2019

Evaluator*: Dr. Kathryn D Botsford, Ph.D, TVI, COMS, NBPTS

Executive Director, Vision Education Research

*Assistive Technology Assessment and Update from Mr. Corey Grandstaff,
Washington State School for the Blind

Purpose of the Evaluation:

- This child has been determined to have a serious vision loss after correction by a licensed ophthalmologist
- This child has been referred by his/her school district to determine his/her functional vision.
- This child has been referred by his/her school district for an independent evaluation in preparation of the student requesting a change of service to a 504 plan.

BACKGROUND

Medical History & Background

[REDACTED] is blind secondary severe head trauma that happened to him at the age of two. [REDACTED] has had multiple surgeries to reconstruct his face, but his vision was lost at a very young age. He has post-traumatic stress which has been reported by his family and noted in his earlier evaluations. Despite these challenges, [REDACTED] is outgoing, self-confident and adventurous young person. Importantly, [REDACTED] has an internal locus of control - he sees himself as in control of his life, what happens to him and his future – and he is intrinsically motivated. At the time of this report [REDACTED] had just returned from winning three gold medals in track at State and was preparing to go to nationals.

FUNCTIONAL VISION ASSESSMENT

No tests of functional vision were conducted due to [REDACTED] not having any eyesight. Therefore, assessments for this evaluation focused on Learning Media, Expanded Core Curriculum and Orientation and Mobility assessments.

LEARNING MEDIA ASSESSMENT:

Use of Sensory Channels

The Use of Sensory Channels is an observation form that examines and documents a student's most efficient way of gathering information. Based on observations of student behaviors, student interview, parent and teacher interviews, [REDACTED] primary

sensory channel is tactile for near and hearing for distance learning. This is evidenced by his preference for taking in information tactually from his BrailleNote and his stated preference for not using auditory literacy (i.e., laptop with screen reader or other e-text options).

Access to braille is recommended, however, it is important that [REDACTED] continue to develop his skills using auditory literacy and auditory access technology. While students in primary and secondary school are afforded braille accommodations through the individuals with disabilities education act (IDEA) this is not necessarily the case in post-secondary education and/or employment. As noted in [REDACTED] 2018 Assistive Technology Assessment (included in this current report), Once [REDACTED] leaves high school he will be receiving materials in electronic formats that are often most accessible through computer screen readers. Once he is no longer receiving services from an individualized education plan (IEP) [REDACTED] will need to learn to use Braille translation software (as detailed in the Assistive Technology report) if he wants to access these materials in braille through his preferred.

Reading & Writing

[REDACTED] prefers braille for reading and writing. His literacy is at or above grade level. When given the Johns Basic Reading Inventory, [REDACTED] was at an independent reading level on the last assessment level in both braille and auditory literacy (with a human reader). His braille reading speed was 142 WPM with no miscues. It is important to note that he is able to use auditory literacy (text-reader on his brailnote, bookshare books, or JAWS) at a much faster rate. While [REDACTED] reads braille with ease, his reading speed is slower than that of print-readers in college who average between 225-300+ WPM (Carver, 1989 – Journal of Reading Behavior).

Computer/Keyboarding

These data are detailed in Assistive Technology section of this report.

Learning Media Assessment Adverse Impact: Most high school and college students are able to visually access visual information independently. [REDACTED] is unable to use his vision to access information. Therefore, he is in need of specially designed instruction in the area of Vision to gain the skills necessary to use technology to enable access to information. Without specially designed instruction in the area of Vision:

- [REDACTED] access to information will be impacted.
- [REDACTED] will be less independent in school, at work, at home, and in his community.

Learning Media Assessment Recommendations:

- [REDACTED] will benefit from developing proficiency using auditory literacy to increase his capacity for reading text at higher rates of speed.
- [REDACTED] will benefit from developing proficiency in using braille transcription software to convert text for use with his preferred braille-access format (e.g., BrailleNote)

EXPANDED CORE CURRICULUM:

The Expanded Core Curriculum includes nine sets of skills that are impacted by vision loss and may require intervention and systematic instruction. [REDACTED] skills were evaluated using the Student Performance Indicators (SPI) Assessment from Region XIII (Austin, TX). [REDACTED] has many strengths in the expanded core including his

Academic Compensatory Skills, Social Interaction Skills, Recreation and Leisure Skills, and Self-Determination Skills

- **Compensatory Skills-** This is an area of strength. [REDACTED] has received specially-designed instruction in Braille, Nemeth Code, and a wide variety of tools, devices, and techniques to support his independent success in his general education classes.
- **Sensory Efficiency Skills-** [REDACTED] uses both hearing and touch effectively to access materials in his environment at both near (touch/hearing) and distance (hearing).
- **Self-Determination-** This is another area of strength for [REDACTED]. He is confident about what he wants and is able to advocate for that.
- **Social Skills-** [REDACTED] has strengths in social interactions skills.
- **Recreation & Leisure-** This is an area of strength. [REDACTED] is very active in high school and para- sport training and events. He was on the varsity football, wrestling, and track teams as a sophomore. He recently placed 1st in the 100-, 200-, and 400- meter races respectively at state. He was invited to run in the National Ambulatory Track Meet.
- **Independent Living Skills & Personal Management-** While many of [REDACTED] experiences with chores and household management are comparable to same-age peers, it is important to note that he is not learning these skills incidentally and will require purposeful and systematic instruction in a variety of domestic skills to ensure his ability to keep his living space clean and managed after leaving home.
 - **Kitchen Skills Strengths:** [REDACTED] mother reported that [REDACTED] uses all cutlery and cuts foods with a knife. He pours from containers and prepares his own snacks including making sandwiches and using the microwave to prepare frozen meals independently.
 - **Cooking Skills Needed for Transition:** [REDACTED] mother shared that [REDACTED] has not practiced cooking skills such as measuring, use of a stove and/or oven, following a recipe, and food handling of raw foods and/or leftovers
 - **Self-Care/Health and Safety Strengths** [REDACTED] is independent in his personal care including personal hygiene and grooming, self-management of his clothing, and independent management of medication and/or vitamins. He knows the names of his doctors. He has taken first aid and knows about CPR and pool safety. He uses tools (hammer, screwdriver, he wrenches-he has not used a saw) and can independently complete

simple household repairs. He has a route to evacuate the house in an emergency and he has practiced this route

- **Self-Care/Health and Safety Needed for Transition:** [REDACTED] mother shared that [REDACTED] has not used the washing machine or dryer for laundry. He has not mopped the floor. [REDACTED] mother knows that he is familiar with climate controls in the house, but he has not operated them. [REDACTED] does not have experience with establishing a bank account or using and managing a debit card. Financial literacy is an important skill for independence. Additionally, most colleges use a debit-card system for on-campus food service.
- **Cleaning & Household Maintenance Strengths:** [REDACTED] has household chores that he performs regularly including cleaning his bathroom, keeping his own room clean, putting his dirty clothes in his hamper, taking that to the laundry room, and taking garbage up to the road. [REDACTED] and his mother shared that he has an organization system for his personal possessions in his home (except for the electronics cables).
- **Cleaning & Household Maintenance Needs for Transition:** In order to live independently [REDACTED] will benefit from learning additional house maintenance/cleaning skills including Laundry, accessing dry cleaning/drycleaner, cleaning of the kitchen, using a dishwasher, cleaning appliances (stovetop, oven, microwave, etc.) and even dusting. [REDACTED] would also benefit from learning how to use technology (i.e., apps or services) to be able to label his home environment independently.
- **Organization Strengths:** [REDACTED] and his mother both reported that [REDACTED] has a system for organizing his materials and possessions.
- **Organization Needs in Transition:** [REDACTED] teachers noted that there is some challenge with [REDACTED] submitting homework this year. When work time is available in class, [REDACTED] is able to independently complete and submit assignments, However, when task are assigned as homework the assignments do not get completed and submitted regularly. On the day of this evaluation (June 7, 2019) [REDACTED] had 43 missing assignments. It seems that there may be room here for [REDACTED] to work on time-management skills, or perhaps evaluate his course load and/or need for a study-hall in order to be able to complete homework on time.
- **Career & Vocational Education:** [REDACTED] has expressed a desire to become a counselor/psychologist. He has a solid understanding that this career path requires post-secondary education. He has expressed an interest in starting his post-secondary transition at a small college in Idaho.
 - **Career & Vocational Education areas of Need for Transition –** Research in special education and transition for youth with visual impairments reports a strong correlation between paid work experiences in high school and post-secondary employment. Additionally, the process for accessing accommodations in college and employment are different from those in K-

12 education. Washington Department of Services for the Blind offers summer programs meet these post-secondary transition needs and Humoody qualifies for these programs

- **Assistive Technology-** Detailed in a separate section.
- **Orientation and Mobility-** Detailed in separate section.

Independent Living Skills Adverse Impact: Most high school and college students are able to visually access information independently. [REDACTED] is unable to use his vision to access information. He is therefore in need of specially designed instruction in the area of independent living skills to gain the techniques and strategies necessary to live independently in post-secondary life. Without specially designed instruction in the area of Independent Living Skills:

- [REDACTED] ability to independently care for himself and his home will be impacted.
- [REDACTED] will be less independent in school, at work, at home, and in his community.

Expanded Core & Independent Living Skills Recommendations:

- Adaptation of household appliances and direct instruction in the use of household appliances to facilitate independent living skills
- Review school program to determine strategies for time-management and/or provide supports for [REDACTED] to have time to complete assigned coursework.
- Participation in Washington Department of Services for the Blind's Summer programs: YES II and BRIDGE to provide [REDACTED] with an opportunity to practice a wide variety of independent living skills including, but not limited to those listed as areas of need in this report.
- Once [REDACTED] decides on a college he should work with his vocational rehabilitation counselor at Washington Department of Services for the Blind to establish contact with the blind-services agency in the state in which he will be living.

ASSISTIVE TECHNOLOGY:

The Expanded Core Curriculum includes Assistive Technology. [REDACTED] has received specially designed instruction in computers/devices and software/apps through the Washington School for the Blind's distance learning programs. The following summary is from Mr. Corey Grandstaff

June 2019 update: Mr. [REDACTED] and I worked on various AT related skills using Windows and his JAWS screen reading program. We did some Internet web browsing in which Mr. [REDACTED] was taught how to use the quick navigation key commands, such as H for heading, f for form field, etc. Mr. [REDACTED] also worked with me on learning how to create a PowerPoint presentation, I worked with him on basic PowerPoint skills. I also worked with Mr. [REDACTED] on Excel and creating Excel spreadsheets. He learned how to edit a spreadsheet, as well as some basic formatting strategies while working in Excel. Mr.

██████████ and I also explored the virtual ribbon menus in Microsoft Word, specifically in changing the font. I also did some troubleshooting with Mr. ██████████ regarding his online coursework, as well as downloading books via the web on Bookshare. Mr. ██████████ and I also did some introductory lessons in Duxbury, specifically in creating a new document. I also taught Mr. ██████████ how to work in Perky Duck for his online math course. Mr. ██████████ and I also explored the instant OCR feature of JAWS so he would have access to PDF documents. Mr. ██████████ is quite reluctant to using his computer and prefers his Brailenote access for assignments.

May 2018 Assessment Data

Assessor: Corey Grandstaff

Title of Assessor: Teacher of the Visually Impaired/Certified Orientation and Mobility Specialist

The assessor assessed Mr. ██████████ assistive technology skills in a variety of areas. These included his access to the computer via screen-reading software, braille access via his Braille notetaking device, ability to produce his own braille documents, mobile access, access to printed materials, and access to appliances to complete tasks of daily living.

Computer Access: Mr. ██████████ currently uses a computer with Job access with Speech (JAWS), which is a screen-reading software ██████████ demonstrated excellent skills to the instructor in the area of word processing. Mr. ██████████ demonstrated the ability to navigate to his desktop; open programs using the start menu, desktop, and by first letter navigation; access the JAWS settings menus; close programs; access documents via flash drives; could change JAWS settings, such as speech rate and voice; access the time/date; and access the notification and task bar. The assessor noted Mr. ██████████ needed to learn the different help features available in JAWS, such as JAWS help, program-specific JAWS help, etc. In addition, the assessor noted Mr. ██████████ could use a review of the different options available to him in JAWS, as well as learn the Instant

Optical Character Recognition (OCR) Feature of JAWS. The assessor did teach Mr. ██████████ during the assessment how to access the title bar. Mr. ██████████ demonstrated the ability to read documents and navigate to various parts of documents; highlight and manipulate text; undo his last command; copy, paste, and cut text; bold, underline, and italicize text; align text (left, right, center, and justify); and can change the font and font size. Mr. ██████████ also demonstrated the ability to access the menus using the Virtual Ribbon feature of JAWS, as well as created a table. The assessor did note Mr. ██████████ needs additional instruction in reading tables; using the Spellcheck feature; and creating outlines. Although Mr. ██████████ has worked with Excel to create basic spreadsheets, the instructor recommends additional instruction in Excel to include properly formatting spreadsheets for visual access; creating charts/graphs in Excel; creating workbooks in

Excel; using formulas in Excel; and creating complex spreadsheets to track data. In addition, the assessor recommends Mr. [REDACTED] learn to access his e-mail using a mail client such as Outlook, which will better assist him in time management as a program such as this has access to features such as calendars and planners. The instructor recommends Mr. [REDACTED] learn to create PowerPoint presentations, although Mr. [REDACTED] has used PowerPoint once or twice, he needs to learn additional skills so he can be independent in creating presentations.

Mobile Access: Mr. [REDACTED] currently uses the iPhone for a variety of tasks, including calling/messaging, web browsing, reading money, and accessing GPS apps, such as

Microsoft Sound Scape. Mr. [REDACTED] knows the various gestures associated with using Voiceover, as well as knows how to access the Roder feature of the iPhone. Mr. [REDACTED] stated during the assessment he had customized the roder on his phone to better meet his needs. The assessor has no recommendations in this area.

Braille Access: Mr. [REDACTED] currently uses the BrailleNote Touch for a majority of his schoolwork and stated during the assessment he prefers using this device as opposed to his laptop computer. Mr. [REDACTED] uses the scientific calculator on the note-taking device, as well as writes in Nemeth braille on the device. Mr. [REDACTED] is able to print his math work brailled in Nemeth in regular math print for his teachers. Mr. [REDACTED] uses the BrailleNote Touch to word process documents, read documents, browse the web, etc. Mr. [REDACTED] did state he has previously used a braille display with his iPad. The assessor does recommend Mr. [REDACTED] learn to create, translate, and emboss his own documents into braille, using a program such as Duxbury. This is important for a student such as Mr. [REDACTED] because with his career goals, he may need to prepare notes for use in the courtroom.

Access to Printed Material: Mr. [REDACTED] did state he uses an app called Seeing AI on his iPhone, as well as accessed print documents via e-mail. The assessor recommends Mr. [REDACTED] receive instruction in the use of OCR software, such as KNFB Reader on his iPhone, or JAWS Instant OCR on his computer. In addition, the instructor recommends Mr. [REDACTED] obtain the free Money Reader from the Department of the Treasury as another option for accessing printed money.

Additional information: Mr. [REDACTED] stated at home when labeling items, such as his microwave, he requires assistance at this time. The Assessor recommends Mr. [REDACTED] learn techniques for independently labeling items, such as using braille labels or other technological devices. In addition, the instructor recommends Mr. [REDACTED] explore apps for obtaining sighted

assistance when needed, such as Area or Be My Eyes. As Mr. [REDACTED] transitions into adulthood, he will need to learn how to access appliances at home and independently use them, such as the alarm system, washer/dryer, dishwasher, coffee maker, etc. Mr. [REDACTED] did state he can access his television at home using the on-screen Voice Guidance feature provided by Comcast. In addition, Mr. [REDACTED] stated he uses the alarm clock on his phone to wake himself each day.

Assistive Technology Adverse Impact: Most 10th graders are able to visually access visual information independently. [REDACTED] is unable to use his vision to access information. He is therefore in need of specially designed instruction in the area of Vision to gain the skills necessary to use technology to enable access to information. Without specially designed instruction in the area of Vision:

- [REDACTED] access to information will be impacted.
- [REDACTED] will be less independent in school, at work, at home, and in his community.

Assistive Technology Recommendations:

- Instruction in the use of PowerPoint to create presentations.
- Instruction in the use of Excel to create, edit, and format spreadsheets
- Instruction in the use of a desktop-based Mail Client, such as Outlook, to manage e-mail, a calendar, and a daily planner.
- Daily use of the laptop to complete classwork 90% of the time.
- Instruction in OCR scanning software to access printed documents.
- Instruction in braille translation software.
- Instruction in techniques of organization, such as learning to label items.
- Instruction in advanced word processing skills, such as using spellcheck, navigating tables, creating outlines, and unprotecting documents.

Corey Grandstaff, TVI/COMS

ORIENTATION AND MOBILITY:

Transition Readiness Skills: [REDACTED] O&M skills were evaluated in May 2018 by his school team. During the current assessment those skills were observed for any changes. In Addition [REDACTED] overall O&M proficiency was assessed in relation to O&M Career, College, and Community Readiness Standards (O&M CCCRS) (Tellefson, Koehler, Botsford, & Cook, - Journal of Visual Impairment and Blindness; In Press). There are five O&M Domains: 1. Concept Development; 2. Sensory Development; 3. Orientation and Mapping; 4. Travel Techniques; and 5. Communication, Personal Safety, and Advocacy. The O&M CCCRS are aligned to Common Core Standards and based on skills and proficiency found to correlate to post-secondary success and

independence in general education students.

1. Concept Development: [REDACTED] has strong body and spatiotemporal concepts. His environmental concepts hover between the *End of 7th Grade* and *End of 12th Grade* levels of the O&M CCCRS. This is primarily the difference between being able to identify features in a familiar environment (*End of 7th Grade*) and being able to generalize environmental information to plan routes and navigate in unfamiliar environments (*End of 12th Grade*)

2. Sensory Development: [REDACTED] use of auditory and tactile information (he does not use visual information) is also at that *End of 7th Grade* level of the O&M CCCRS. He is able to use sensory input to confirm, contrast, and construct mental maps of familiar travel environments. The next step, the *End of 12th Grade* skill level, would be for him to generalize these skills to execute routes in unfamiliar areas.

3. Orientation and Mapping: As with the other O&M Domains, [REDACTED] skills are at the *End of 7th Grade* level— he can use a variety of skills to orient and re-orient in familiar environments and he can apply these skills in novel environments with support. Indication of mastery of this Domain would be where [REDACTED] could generalize and explain task-specific orientation and mapping skills to execute a safe and independent route across all environments and under all conditions.

4. Travel Techniques: [REDACTED] would be at the *End of 12th Grade* level in his selection and use of Travel Techniques across all environments if he had the capability of using a variety of transposition options independently (i.e., public bus, light rail, or ride-share). Without these skills he is limited to traveling by foot. He is at the *End of 7th Grade* level of the O&M CCCRS in the subdomains of Route Navigation, Traffic Pattern Concepts and Street Crossing Skills. He clearly understands the concepts in all areas and has had practice in the skills but the difference between the middle-school skill-level and post-secondary skill level is the ability to use all of those subdomain skills to travel independently in familiar and unfamiliar environments. [REDACTED] needs more practice in order to be a safe and independent traveler.

5. Communication, Personal Safety, and Advocacy. This is an area of strength and [REDACTED] is at the *End of 12th Grade* level in all subdomains: Communication, Personal Safety, and advocacy.

Review of Observed O&M Skills.

Basic Cane Skills: [REDACTED] is able to use his cane to perform constant contact and two-point touch. He is also able to use his cane to trail and shoreline. [REDACTED] is proficient in holding his cane at a diagonal when waiting to cross the street and can store his cane properly and safely when not in use. [REDACTED] stays in step independently 100% of the time when creating a proper arc. He is proficient at maintaining an appropriately-sized arc. [REDACTED] safely used escalators for ascending and descending.

Seeking Assistance from the Public: [REDACTED] was asked to travel in an unfamiliar mall environment from the sidewalk adjacent to a parking lot (simulating being dropped off by ride share) to Nordstrom's (a direct L-shaped route without any intersecting

pathways). He was told that he could employ any strategies: including seeking assistance. [REDACTED] was outside of his comfort zone with this task and reflected that it would be easier with practice. When asked why he selected (or did not select) people in the environment to approach for assistance, [REDACTED] reflections demonstrated solid social intelligence about things like not interrupting people who were clearly otherwise engaged or picking up on conversations that made him believe his request would be ignored.

Indoor Orientation and Route Travel: [REDACTED] transitioned to Snohomish High School in the fall of 2017 and is completing his second year at this school. He was able to take the assessor to all areas requested and travels independently throughout his school day. According to his vision teacher there are still buildings to which he has not needed to travel and therefore he has not been oriented. He is able to travel in and between his classrooms, the vision office, the gym, the cafeteria, the library, the bathroom, the office, and the counseling office.

[REDACTED] is also independent in traveling throughout his house and does so without a cane. He relies on spatial memory and echolocation to plan and execute routes at home and in his neighborhood.

Residential and Business Area Travel: [REDACTED] has received specially designed instruction in both residential and business travel, however, he and his family elected to not continue with orientation and mobility during this school year. During his last three-year evaluation (2018) [REDACTED] was "able to perform route travel outdoors. He easily memorizes routes when using a tactile map. He is able to use traffic lull and auditory information from parallel traffic to cross non-lighted street crossings."

During the current assessment [REDACTED] was asked to travel in a residential area to a small-business area in which he and his O&M instructor had worked previously. It is important to note that [REDACTED] was asked to perform a very challenging task under stressful conditions (he clearly wanted to demonstrate his O&M skills and knew he was being evaluated by a stranger). [REDACTED] demonstrated many strengths with this challenging task. He was able to use auditory and traffic-flow to cross a variety of streets in the residential area. He walked a fast pace, but accurately judged curbs and corner cut-outs. He did not inadvertently walk into traffic. He did ask the assessor about how some intersections were controlled (stop signs or traffic lights). It is the assessor's opinion that if [REDACTED] had been traveling a route with which he was familiar in that same business area he would have been able to do so with minimal to no assistance from the community.

[REDACTED] noted that he thought the travel would have been easier for him if he had more practice. He demonstrated the need for continued practice to cross at lighted intersections using traffic surge to determine when it is safe to travel.

Using Auditory Information from Traffic: in 2018, [REDACTED] O&M reported that [REDACTED] is able to orient himself at the edge of the crosswalk, but needs occasional

reminders to double check his alignment. He often veers slightly when crossing streets, which is a concern for his safety [REDACTED] can use the sun to orient himself.” This was evident during the current assessment. Additionally, [REDACTED] used *passive echolocation* in that he used reflective sound to identify elements of his travel environment, but he did not click while traveling. [REDACTED] was able to use this skill to avoid obstacles along the travel path including overhanging bushes/limbs and a trash-can lid on the sidewalk in front of him.

Orientation and Routes Inside Businesses: During his 2018 assessment [REDACTED] was able to locate the cashier in familiar stores and restaurants. He was able to locate the counter, place an order, pay, receive his drink and find a seat at the Java Haus, where he has worked for the past year. During the current observation [REDACTED] was able to locate the door to the Snohomish Bakery without assistance but did need verbal cuing to locate the counter. Knowing that [REDACTED] had not been in the bakery for a couple of years, the assessor took the opportunity to evaluate [REDACTED] use of human guide for leaving the establishment. [REDACTED] reported that he often choses to travel holding onto a guide’s wrist. This is typically a modification taught to younger children who are traveling with an adult guide. It is also used when traveling with a taller guide where the height difference does not enable the traveler to grasp the guide’s arm above the elbow and maintain the 90-degree arm bend recommended for human guide travel.

GPS: [REDACTED] is able to use GPS to plan and execute routes. During the assessment he used Google Maps to locate a coffee shop and get walking directions.

Public Transportation: [REDACTED] O&M instructor and prior reports indicate that [REDACTED] has been introduced to public transportation, however, his family had previously asked that instruction not be provided in taking the bus. [REDACTED] indicated that he believed he could execute a bus route if provided orientation and if needed, but he did not want to demonstrate this during our assessment. [REDACTED] and his family have indicated that they would prefer he use ride-share services, such as Uber or Lyft.

Orientation and Mobility Adverse Impact: Most high school and college students are able to visually access their environment to travel safely, efficiently, and independently. [REDACTED] is unable to use his vision to access information in his environment and is therefore in need specially designed instruction in the area of Orientation and Mobility to gain these necessary skills. [REDACTED] has many strengths with community travel. But lack of consistent practice limits him to being a route traveler (someone who travels routes to which he has been oriented by another person). He appears to have made little if any progress in his independent travel skills since electing to drop O&M from his program. [REDACTED] would increase his personal safety in the community if he practiced the full spectrum of travel skills – including street crossings, route planning, use of orientation apps or devices, and using public transportation (and/or ride share) his independent travel opportunities are boundless. Without specially designed instruction in the area of Orientation and Mobility:

- [REDACTED] ability to travel safely, efficiently, and independently will be impacted.
- [REDACTED] will have difficulty orienting to new schedules, classroom arrangements,

and environments.

- [REDACTED] will be unable to be independent in the school setting.
- [REDACTED] will be unable to safely and independently travel in his community

Orientation and Mobility Recommendations:

- [REDACTED] needs to receive orientation and mobility as a specially designed instruction.
- [REDACTED] needs instruction in outdoor travel in business settings at lighted crossings.
- [REDACTED] needs to continue to work on maintaining a straight line of travel when crossing streets.
- [REDACTED] needs to continue working on orientation when executing a novel route.
- [REDACTED] needs to continue working on using traffic surge to determine when it is safe to cross a lighted street crossing.
- [REDACTED] needs orientation to new routes at the beginning of each school year and when a new route at school is necessary.
- [REDACTED] needs more instruction in learning the layout of a variety of businesses.
- [REDACTED] needs instruction in the use of public transportation, including ride-shares.
- [REDACTED] would benefit from feedback on the social messages sent from wrist/hand-holding during travel with peers and options for adapting human-guide grip when traveling with a guide who is significantly taller or shorter than himself.

SUMMARY AND EDUCATIONAL IMPACT:

Summary

[REDACTED] is an exceptional young man with many strengths and who has a very bright future. Because [REDACTED] has so many clear skills and talents he has many more opportunities for social, recreation, leisure, and community interactions than are often the case for youth with severe visual impairments. [REDACTED] family is striving to ensure he has an enriched educational experience that includes participation in general education classes, general education and competitive sports teams, social, and travel opportunities.

Additionally, much of the concern from [REDACTED] and his mother appears to be around time conflicts with the times specially designed instruction can be provided (during or after school) and [REDACTED] sports and extra-curricular commitments. Research in special education in general, and in the area of transition for youth with visual impairments or blindness in particular, all support the benefits of participating in general education with general-education peers. While it can be argued that [REDACTED] is benefitting from the choice to focus on sports and extra-curricular activities, there are future costs of which he and his family should be aware. These include, potential delays in independence and safety after graduation.

[REDACTED] and his mother both recognize that taking time to work on many of the Vision and O&M skills in or after takes time away from other beneficial activities such as general education elective courses, after-school activities, sports activities, and summer activities. There are certainly programs to help [REDACTED] gain missing skills after he

leaves high school, and [REDACTED] mother was very knowledgeable of outside resources that the family believes would benefit [REDACTED] including: private instruction in Echolocation through World Access for the Blind in California, and Washington Services for the Blind for in-home instruction in independent living techniques.

While [REDACTED] and his family may elect to delay training to facilitate [REDACTED] independence or not participate in specially designed instruction to practice and refine needed skills, [REDACTED] school team has an obligation to recommend IEP services that assessment data indicate are needed in order to facilitate his participation in school and prepare him for transition to post-secondary college, career, or community life. [REDACTED] current educational team is qualified to and capable of addressing all areas of need identified in this report.

Educational Impact:

The Washington Administrative Code defines "visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness" (WAC 392-172A-01035[2][n]). [REDACTED] qualifies as a student with a visual impairment on the basis that his assessment data indicate his vision loss has a significant impact on his access to the learning environment and community. At this time [REDACTED] would continue to benefit from specially designed instruction in the areas of Orientation and Mobility, Assistive Technology, and Independent Living Skills to ensure his safety and independence as he transitions from high school to post-secondary college, career and community.

Recommendations

Due to the length of this report, summary impact statements and specially designed instruction recommendations have been provided at the end of each evaluation section.

Please let me know if there are any questions.

Sincerely

Dr. Kathryn D Botsford, Ph.D, COMS, TVI – NBPTS
Executive Director
Vision Education Research, L.L.C.

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Comprehensive Vision Services Needs Evaluation

Name: [REDACTED] District: Snohomish School District
Date of Birth: [REDACTED] School: Snohomish High School
Age: 16 years, 7 months Assessment Date: June 6 & 7, 2019
Report Date: June 17, 2019

Evaluator*: Dr. Kathryn D Botsford, Ph.D, TVI, COMS, NBPTS

Executive Director, Vision Education Research

*Assistive Technology Assessment and Update from Mr. Corey Grandstaff,
Washington State School for the Blind

Purpose of the Evaluation:

- This child has been determined to have a serious vision loss after correction by a licensed ophthalmologist
- This child has been referred by his/her school district to determine his/her functional vision.
- This child has been referred by his/her school district for an independent evaluation in preparation of the student requesting a change of service to a 504 plan.

BACKGROUND

Medical History & Background

[REDACTED] is blind secondary severe head trauma that happened to him at the age of two. [REDACTED] has had multiple surgeries to reconstruct his face, but his vision was lost at a very young age. He has post-traumatic stress which has been reported by his family and noted in his earlier evaluations. Despite these challenges, [REDACTED] is outgoing, self-confident and adventurous young person. Importantly, [REDACTED] has an internal locus of control - he sees himself as in control of his life, what happens to him and his future - and he is intrinsically motivated. At the time of this report [REDACTED] had just returned from winning three gold medals in track at State and was preparing to go to nationals.

FUNCTIONAL VISION ASSESSMENT

No tests of functional vision were conducted due to [REDACTED] not having any eyesight. Therefore, assessments for this evaluation focused on Learning Media, Expanded Core Curriculum and Orientation and Mobility assessments.

LEARNING MEDIA ASSESSMENT:

Use of Sensory Channels

The Use of Sensory Channels is an observation form that examines and documents a student's most efficient way of gathering information. Based on observations of student behaviors, student interview, parent and teacher interviews, [REDACTED] primary

sensory channel is tactile for near and hearing for distance learning. This is evidenced by his preference for taking in information tactually from his BrailleNote and his stated preference for not using auditory literacy (i.e., laptop with screen reader or other e-text options).

Access to braille is recommended, however, it is important that [REDACTED] continue to develop his skills using auditory literacy and auditory access technology. While students in primary and secondary school are afforded braille accommodations through the individuals with disabilities education act (IDEA) this is not necessarily the case in post-secondary education and/or employment. As noted in [REDACTED] 2018 Assistive Technology Assessment (included in this current report), Once [REDACTED] leaves high school he will be receiving materials in electronic formats that are often most accessible through computer screen readers. Once he is no longer receiving services from an individualized education plan (IEP) [REDACTED] will need to learn to use Braille translation software (as detailed in the Assistive Technology report) if he wants to access these materials in braille through his preferred.

Reading & Writing

[REDACTED] prefers braille for reading and writing. His literacy is at or above grade level. When given the Johns Basic Reading Inventory [REDACTED] was at an independent reading level on the last assessment level in both braille and auditory literacy (with a human reader). His braille reading speed was 142 WPM with no miscues. It is important to note that he is able to use auditory literacy (text-reader on his brailnote, bookshare books, or JAWS) at a much faster rate. While [REDACTED] reads braille with ease, his reading speed is slower than that of print-readers in college who average between 225-300+ WPM (Carver, 1989 – Journal of Reading Behavior).

Computer/Keyboarding

These data are detailed in Assistive Technology section of this report.

Learning Media Assessment Adverse Impact: Most high school and college students are able to visually access visual information independently. [REDACTED] is unable to use his vision to access information. Therefore, he is in need of specially designed instruction in the area of Vision to gain the skills necessary to use technology to enable access to information. Without specially designed instruction in the area of Vision:

[REDACTED] access to information will be impacted.

[REDACTED] will be less independent in school, at work, at home, and in his community.

Learning Media Assessment Recommendations:

[REDACTED] will benefit from developing proficiency using auditory literacy to increase his capacity for reading text at higher rates of speed.

[REDACTED] will benefit from developing proficiency in using braille transcription software to convert text for use with his preferred braille-access format (e.g., BrailleNote)

EXPANDED CORE CURRICULUM:

The Expanded Core Curriculum includes nine sets of skills that are impacted by vision loss and may require intervention and systematic instruction. [REDACTED] skills were evaluated using the Student Performance Indicators (SPI) Assessment from Region XIII (Austin, TX). [REDACTED] has many strengths in the expanded core including his **Academic Compensatory Skills, Social Interaction Skills, Recreation and Leisure Skills, and Self-Determination Skills**

- **Compensatory Skills-** This is an area of strength. [REDACTED] has received specially-designed instruction in Braille, Nemeth Code, and a wide variety of tools, devices, and techniques to support his independent success in his general education classes.
- **Sensory Efficiency Skills** [REDACTED] uses both hearing and touch effectively to access materials in his environment at both near (touch/hearing) and distance (hearing).
- **Self-Determination-** This is another area of strength for [REDACTED]. He is confident about what he wants and is able to advocate for that.
- **Social Skills-** [REDACTED] has strengths in social interactions skills.
- **Recreation & Leisure-** This is an area of strength. [REDACTED] is very active in high school and para- sport training and events. He was on the varsity football, wrestling, and track teams as a sophomore. He recently placed 1st in the 100-, 200-, and 400- meter races respectively at state. He was invited to run in the National Ambulatory Track Meet.
- **Independent Living Skills & Personal Management-** While many of [REDACTED] experiences with chores and household management are comparable to same-age peers, it is important to note that he is not learning these skills incidentally and will require purposeful and systematic instruction in a variety of domestic skills to ensure his ability to keep his living space clean and managed after leaving home.
 - **Kitchen Skills Strengths:** [REDACTED] mother reported that [REDACTED] uses all cutlery and cuts foods with a knife. He pours from containers and prepares his own snacks including making sandwiches and using the microwave to prepare frozen meals independently.
 - **Cooking Skills Needed for Transition:** [REDACTED] mother shared that [REDACTED] has not practiced cooking skills such as measuring, use of a stove and/or oven, following a recipe, and food handling of raw foods and/or leftovers
 - **Self-Care/Health and Safety Strengths:** [REDACTED] is independent in his personal care including personal hygiene and grooming, self-management of his clothing, and independent management of medication and/or vitamins. He knows the names of his doctors. He has taken first aid and knows about CPR and pool safety. He uses tools (hammer, screwdriver, he wrenches-he has not used a saw) and can independently complete

- simple household repairs. He has a route to evacuate the house in an emergency and he has practiced this route
- **Self-Care/Health and Safety Needed for Transition:** [REDACTED] mother shared that [REDACTED] has not used the washing machine or dryer for laundry. He has not mopped the floor. [REDACTED] mother knows that he is familiar with climate controls in the house, but he has not operated them. [REDACTED] does not have experience with establishing a bank account or using and managing a debit card. Financial literacy is an important skill for independence. Additionally, most colleges use a debit-card system for on-campus food service.
 - **Cleaning & Household Maintenance Strengths:** [REDACTED] has household chores that he performs regularly including cleaning his bathroom, keeping his own room clean, putting his dirty clothes in his hamper, taking that to the laundry room, and taking garbage up to the road. [REDACTED] and his mother shared that he has an organization system for his personal possessions in his home (except for the electronics cables).
 - **Cleaning & Household Maintenance Needs for Transition:** In order to live independently [REDACTED] will benefit from learning additional house maintenance/cleaning skills including Laundry, accessing dry cleaning/drycleaner, cleaning of the kitchen, using a dishwasher, cleaning appliances (stovetop, oven, microwave, etc.) and even dusting. [REDACTED] would also benefit from learning how to use technology (i.e., apps or services) to be able to label his home environment independently.
 - **Organization Strengths:** [REDACTED] and his mother both reported that [REDACTED] has a system for organizing his materials and possessions.
 - **Organization Needs in Transition:** [REDACTED] teachers noted that there is some challenge with [REDACTED] submitting homework this year. When work time is available in class, [REDACTED] is able to independently complete and submit assignments, However, when task are assigned as homework the assignments do not get completed and submitted regularly. On the day of this evaluation (June 7, 2019) [REDACTED] had 43 missing assignments. It seems that there may be room here for [REDACTED] to work on time-management skills, or perhaps evaluate his course load and/or need for a study-hall in order to be able to complete homework on time.
- **Career & Vocational Education-** [REDACTED] has expressed a desire to become a counselor/psychologist. He has a solid understanding that this career path requires post-secondary education. He has expressed an interest in starting his post-secondary transition at a small college in Idaho.
 - **Career & Vocational Education areas of Need for Transition** – Research in special education and transition for youth with visual impairments reports a strong correlation between paid work experiences in high school and post-secondary employment. Additionally, the process for accessing accommodations in college and employment are different from those in K-

12 education. Washington Department of Services for the Blind offers summer programs meet these post-secondary transition needs and [REDACTED] qualifies for these programs

- **Assistive Technology-** Detailed in a separate section.
- **Orientation and Mobility-** Detailed in separate section.

Independent Living Skills Adverse Impact: Most high school and college students are able to visually access information independently. [REDACTED] is unable to use his vision to access information. He is therefore in need of specially designed instruction in the area of independent living skills to gain the techniques and strategies necessary to live independently in post-secondary life. Without specially designed instruction in the area of Independent Living Skills:

- [REDACTED] ability to independently care for himself and his home will be impacted.
- [REDACTED] will be less independent in school, at work, at home, and in his community.

Expanded Core & Independent Living Skills Recommendations:

- Adaptation of household appliances and direct instruction in the use of household appliances to facilitate independent living skills
- Review school program to determine strategies for time-management and/or provide supports for [REDACTED] to have time to complete assigned coursework.
- Participation in Washington Department of Services for the Blind's Summer programs: YES II and BRIDGE to provide [REDACTED] with an opportunity to practice a wide variety of independent living skills including, but not limited to those listed as areas of need in this report.
- Once [REDACTED] decides on a college he should work with his vocational rehabilitation counselor at Washington Department of Services for the Blind to establish contact with the blind-services agency in the state in which he will be living.

ASSISTIVE TECHNOLOGY:

The Expanded Core Curriculum includes Assistive Technology. [REDACTED] has received specially designed instruction in computers/devices and software/apps through the Washington School for the Blind's distance learning programs. The following summary is from Mr. Corey Grandstaff

June 2019 update: Mr. [REDACTED] and I worked on various AT related skills using Windows and his JAWS screen reading program. We did some Internet web browsing in which Mr. [REDACTED] was taught how to use the quick navigation key commands, such as H for heading, f for form field, etc. Mr. [REDACTED] also worked with me on learning how to create a PowerPoint presentation, I worked with him on basic PowerPoint skills. I also worked with Mr. [REDACTED] on Excel and creating Excel spreadsheets. He learned how to edit a spreadsheet, as well as some basic formatting strategies while working in Excel. Mr.

██████████ and I also explored the virtual ribbon menus in Microsoft Word, specifically in changing the font. I also did some troubleshooting with Mr. ██████████ regarding his online coursework, as well as downloading books via the web on Bookshare. Mr. ██████████ and I also did some introductory lessons in Duxbury, specifically in creating a new document. I also taught Mr. ██████████ how to work in Perky Duck for his online math course. Mr. ██████████ and I also explored the instant OCR feature of JAWS so he would have access to PDF documents. Mr. ██████████ is quite reluctant to using his computer and prefers his Brailenote access for assignments.

May 2018 Assessment Data

Assessor: Corey Grandstaff

Title of Assessor: Teacher of the Visually Impaired/Certified Orientation and Mobility Specialist

The assessor assessed Mr. ██████████ assistive technology skills in a variety of areas. These included his access to the computer via screen-reading software, braille access via his Braille notetaking device, ability to produce his own braille documents, mobile access, access to printed materials, and access to appliances to complete tasks of daily living.

Computer Access: Mr. ██████████ currently uses a computer with Job access with Speech (JAWS), which is a screen-reading software ██████████ demonstrated excellent skills to the instructor in the area of word processing. Mr. ██████████ demonstrated the ability to navigate to his desktop; open programs using the start menu, desktop, and by first letter navigation; access the JAWS settings menus; close programs; access documents via flash drives; could change JAWS settings, such as speech rate and voice; access the time/date; and access the notification and task bar. The assessor noted Mr. ██████████ needed to learn the different help features available in JAWS, such as JAWS help, program-specific JAWS help, etc. In addition, the assessor noted Mr. ██████████ could use a review of the different options available to him in JAWS, as well as learn the Instant

Optical Character Recognition (OCR) Feature of JAWS. The assessor did teach Mr. ██████████ during the assessment how to access the title bar. Mr. ██████████ demonstrated the ability to read documents and navigate to various parts of documents; highlight and manipulate text; undo his last command; copy, paste, and cut text; bold, underline, and italicize text; align text (left, right, center, and justify); and can change the font and font size. Mr. ██████████ also demonstrated the ability to access the menus using the Virtual Ribbon feature of JAWS, as well as created a table. The assessor did note Mr. ██████████ needs additional instruction in reading tables; using the Spellcheck feature; and creating outlines. Although Mr. ██████████ has worked with Excel to create basic spreadsheets, the instructor recommends additional instruction in Excel to include properly formatting spreadsheets for visual access; creating charts/graphs in Excel; creating workbooks in

Excel; using formulas in Excel; and creating complex spreadsheets to track data. In addition, the assessor recommends Mr. [REDACTED] learn to access his e-mail using a mail client such as Outlook, which will better assist him in time management as a program such as this has access to features such as calendars and planners. The instructor recommends Mr. [REDACTED] learn to create PowerPoint presentations, although Mr. [REDACTED] has used PowerPoint once or twice, he needs to learn additional skills so he can be independent in creating presentations.

Mobile Access: Mr. [REDACTED] currently uses the iPhone for a variety of tasks, including calling/messaging, web browsing, reading money, and accessing GPS apps, such as

Microsoft Sound Scape. Mr. [REDACTED] knows the various gestures associated with using Voiceover, as well as knows how to access the Roder feature of the iPhone. Mr. [REDACTED] stated during the assessment he had customized the roder on his phone to better meet his needs. The assessor has no recommendations in this area.

Braille Access: Mr. [REDACTED] currently uses the BrailleNote Touch for a majority of his schoolwork and stated during the assessment he prefers using this device as opposed to his laptop computer. Mr. [REDACTED] uses the scientific calculator on the note-taking device, as well as writes in Nemeth braille on the device. Mr. [REDACTED] is able to print his math work brailled in Nemeth in regular math print for his teachers. Mr. [REDACTED] uses the BrailleNote Touch to word process documents, read documents, browse the web, etc. Mr. [REDACTED] did state he has previously used a braille display with his iPad. The assessor does recommend Mr. [REDACTED] learn to create, translate, and emboss his own documents into braille, using a program such as Duxbury. This is important for a student such as Mr. [REDACTED] because with his career goals, he may need to prepare notes for use in the courtroom.

Access to Printed Material: Mr. [REDACTED] did state he uses an app called Seeing AI on his iPhone, as well as accessed print documents via e-mail. The assessor recommends Mr. [REDACTED] receive instruction in the use of OCR software, such as KNFB Reader on his iPhone, or JAWS Instant OCR on his computer. In addition, the instructor recommends Mr. [REDACTED] obtain the free Money Reader from the Department of the Treasury as another option for accessing printed money.

Additional information: Mr. [REDACTED] stated at home when labeling items, such as his microwave, he requires assistance at this time. The Assessor recommends Mr. [REDACTED] learn techniques for independently labeling items, such as using braille labels or other technological devices. In addition, the instructor recommends Mr. [REDACTED] explore apps for obtaining sighted

assistance when needed, such as Area or Be My Eyes. As Mr. [REDACTED] transitions into adulthood, he will need to learn how to access appliances at home and independently use them, such as the alarm system, washer/dryer, dishwasher, coffee maker, etc. Mr. [REDACTED] did state he can access his television at home using the on-screen Voice Guidance feature provided by Comcast. In addition, Mr. [REDACTED] stated he uses the alarm clock on his phone to wake himself each day.

Assistive Technology Adverse Impact: Most 10th graders are able to visually access visual information independently [REDACTED] is unable to use his vision to access information. He is therefore in need of specially designed instruction in the area of Vision to gain the skills necessary to use technology to enable access to information. Without specially designed instruction in the area of Vision:

- [REDACTED] access to information will be impacted.
- [REDACTED] will be less independent in school, at work, at home, and in his community.

Assistive Technology Recommendations:

- Instruction in the use of PowerPoint to create presentations.
- Instruction in the use of Excel to create, edit, and format spreadsheets
- Instruction in the use of a desktop-based Mail Client, such as Outlook, to manage e-mail, a calendar, and a daily planner.
- Daily use of the laptop to complete classwork 90% of the time.
- Instruction in OCR scanning software to access printed documents.
- Instruction in braille translation software.
- Instruction in techniques of organization, such as learning to label items.
- Instruction in advanced word processing skills, such as using spellcheck, navigating tables, creating outlines, and unprotecting documents.

Corey Grandstaff, TVI/COMS

ORIENTATION AND MOBILITY:

Transition Readiness Skills: [REDACTED] O&M skills were evaluated in May 2018 by his school team. During the current assessment those skills were observed for any changes. In Addition [REDACTED] overall O&M proficiency was assessed in relation to O&M Career, College, and Community Readiness Standards (O&M CCCRS) (Tellefson, Koehler, Botsford, & Cook, - Journal of Visual Impairment and Blindness; In Press). There are five O&M Domains: 1. Concept Development; 2. Sensory Development; 3. Orientation and Mapping; 4. Travel Techniques; and 5. Communication, Personal Safety, and Advocacy. The O&M CCCRS are aligned to Common Core Standards and based on skills and proficiency found to correlate to post-secondary success and

independence in general education students.

1. Concept Development [REDACTED] has strong body and spatiotemporal concepts. His environmental concepts hover between the *End of 7th Grade* and *End of 12th Grade* levels of the O&M CCCRS. This is primarily the difference between being able to identify features in a familiar environment (*End of 7th Grade*) and being able to generalize environmental information to plan routes and navigate in unfamiliar environments (*End of 12th Grade*)

2. Sensory Development [REDACTED] use of auditory and tactile information (he does not use visual information) is also at that *End of 7th Grade* level of the O&M CCCRS. He is able to use sensory input to confirm, contrast, and construct mental maps of familiar travel environments. The next step, the *End of 12th Grade* skill level, would be for him to generalize these skills to execute routes in unfamiliar areas.

3. Orientation and Mapping: As with the other O&M Domains [REDACTED] skills are at the *End of 7th Grade* level– he can use a variety of skills to orient and re-orient in familiar environments and he can apply these skills in novel environments with support. Indication of mastery of this Domain would be where [REDACTED] could generalize and explain task-specific orientation and mapping skills to execute a safe and independent route across all environments and under all conditions.

4. Travel Techniques. [REDACTED] would be at the *End of 12th Grade* level in his selection and use of Travel Techniques across all environments if he had the capability of using a variety of transposition options independently (i.e., public bus, light rail, or ride-share). Without these skills he is limited to traveling by foot. He is at the *End of 7th Grade* level of the O&M CCCRS in the subdomains of Route Navigation, Traffic Pattern Concepts and Street Crossing Skills. He clearly understands the concepts in all areas and has had practice in the skills but the difference between the middle-school skill-level and post-secondary skill level is the ability to use all of those subdomain skills to travel independently in familiar and unfamiliar environments. [REDACTED] needs more practice in order to be a safe and independent traveler.

5. Communication, Personal Safety, and Advocacy. This is an area of strength and [REDACTED] is at the *End of 12th Grade* level in all subdomains: Communication, Personal Safety, and advocacy.

Review of Observed O&M Skills.

Basic Cane Skills [REDACTED] is able to use his cane to perform constant contact and two-point touch. He is also able to use his cane to trail and shoreline. [REDACTED] is proficient in holding his cane at a diagonal when waiting to cross the street and can store his cane properly and safely when not in use. [REDACTED] stays in step independently 100% of the time when creating a proper arc. He is proficient at maintaining an appropriately-sized arc. [REDACTED] safely used escalators for ascending and descending.

Seeking Assistance from the Public [REDACTED] was asked to travel in an unfamiliar mall environment from the sidewalk adjacent to a parking lot (simulating being dropped off by ride share) to Nordstrom's (a direct L-shaped route without any intersecting

pathways). He was told that he could employ any strategies: including seeking assistance. [REDACTED] was outside of his comfort zone with this task and reflected that it would be easier with practice. When asked why he selected (or did not select) people in the environment to approach for assistance [REDACTED] reflections demonstrated solid social intelligence about things like not interrupting people who were clearly otherwise engaged or picking up on conversations that made him believe his request would be ignored.

Indoor Orientation and Route Travel: [REDACTED] transitioned to Snohomish High School in the fall of 2017 and is completing his second year at this school. He was able to take the assessor to all areas requested and travels independently throughout his school day. According to his vision teacher there are still buildings to which he has not needed to travel and therefore he has not been oriented. He is able to travel in and between his classrooms, the vision office, the gym, the cafeteria, the library, the bathroom, the office, and the counseling office.

[REDACTED] is also independent in traveling throughout his house and does so without a cane. He relies on spatial memory and echolocation to plan and execute routes at home and in his neighborhood.

Residential and Business Area Travel: [REDACTED] has received specially designed instruction in both residential and business travel, however, he and his family elected to not continue with orientation and mobility during this school year. During his last three-year evaluation (2018) [REDACTED] was "able to perform route travel outdoors. He easily memorizes routes when using a tactile map. He is able to use traffic lull and auditory information from parallel traffic to cross non-lighted street crossings."

During the current assessment [REDACTED] was asked to travel in a residential area to a small-business area in which he and his O&M instructor had worked previously. It is important to note that [REDACTED] was asked to perform a very challenging task under stressful conditions (he clearly wanted to demonstrate his O&M skills and knew he was being evaluated by a stranger) [REDACTED] demonstrated many strengths with this challenging task. He was able to use auditory and traffic-flow to cross a variety of streets in the residential area. He walked a fast pace, but accurately judged curbs and corner cut-outs. He did not inadvertently walk into traffic. He did ask the assessor about how some intersections were controlled (stop signs or traffic lights). It is the assessor's opinion that if [REDACTED] had been traveling a route with which he was familiar in that same business area he would have been able to do so with minimal to no assistance from the community.

[REDACTED] noted that he thought the travel would have been easier for him if he had more practice. He demonstrated the need for continued practice to cross at lighted intersections using traffic surge to determine when it is safe to travel.

Using Auditory Information from Traffic: in 2018, [REDACTED] O&M reported that [REDACTED] is able to orient himself at the edge of the crosswalk, but needs occasional

reminders to double check his alignment. He often veers slightly when crossing streets, which is a concern for his safety. [REDACTED] can use the sun to orient himself.” This was evident during the current assessment. Additionally [REDACTED] used *passive echolocation* in that he used reflective sound to identify elements of his travel environment, but he did not click while traveling. [REDACTED] was able to use this skill to avoid obstacles along the travel path including overhanging bushes/limbs and a trash-can lid on the sidewalk in front of him.

Orientation and Routes Inside Businesses: During his 2018 assessment [REDACTED] was able to locate the cashier in familiar stores and restaurants. He was able to locate the counter, place an order, pay, receive his drink and find a seat at the Java Haus, where he has worked for the past year. During the current observation [REDACTED] was able to locate the door to the Snohomish Bakery without assistance but did need verbal cuing to locate the counter. Knowing that [REDACTED] had not been in the bakery for a couple of years, the assessor took the opportunity to evaluate [REDACTED] use of human guide for leaving the establishment. [REDACTED] reported that he often choses to travel holding onto a guide's wrist. This is typically a modification taught to younger children who are traveling with an adult guide. It is also used when traveling with a taller guide where the height difference does not enable the traveler to grasp the guide's arm above the elbow and maintain the 90-degree arm bend recommended for human guide travel.

GPS [REDACTED] is able to use GPS to plan and execute routes. During the assessment he used Google Maps to locate a coffee shop and get walking directions.

Public Transportation: [REDACTED] O&M instructor and prior reports indicate that [REDACTED] has been introduced to public transportation, however, his family had previously asked that instruction not be provided in taking the bus. [REDACTED] indicated that he believed he could execute a bus route if provided orientation and if needed, but he did not want to demonstrate this during our assessment. [REDACTED] and his family have indicated that they would prefer he use ride-share services, such as Uber or Lyft.

Orientation and Mobility Adverse Impact: Most high school and college students are able to visually access their environment to travel safely, efficiently, and independently. [REDACTED] is unable to use his vision to access information in his environment and is therefore in need specially designed instruction in the area of Orientation and Mobility to gain these necessary skills. [REDACTED] has many strengths with community travel. But lack of consistent practice limits him to being a route traveler (someone who travels routes to which he has been oriented by another person). He appears to have made little if any progress in his independent travel skills since electing to drop O&M from his program. [REDACTED] would increase his personal safety in the community if he practiced the full spectrum of travel skills – including street crossings, route planning, use of orientation apps or devices, and using public transportation (and/or ride share) his independent travel opportunities are boundless. Without specially designed instruction in the area of Orientation and Mobility:

- [REDACTED] ability to travel safely, efficiently, and independently will be impacted.
- [REDACTED] will have difficulty orienting to new schedules, classroom arrangements,

and environments.

- [REDACTED] will be unable to be independent in the school setting.
- [REDACTED] will be unable to safely and independently travel in his community

Orientation and Mobility Recommendations:

- [REDACTED] needs to receive orientation and mobility as a specially designed instruction.
- [REDACTED] needs instruction in outdoor travel in business settings at lighted crossings.
- [REDACTED] needs to continue to work on maintaining a straight line of travel when crossing streets.
- [REDACTED] needs to continue working on orientation when executing a novel route.
- [REDACTED] needs to continue working on using traffic surge to determine when it is safe to cross a lighted street crossing.
- [REDACTED] needs orientation to new routes at the beginning of each school year and when a new route at school is necessary.
- [REDACTED] needs more instruction in learning the layout of a variety of businesses.
- [REDACTED] needs instruction in the use of public transportation, including ride-shares.
- [REDACTED] would benefit from feedback on the social messages sent from wrist/hand-holding during travel with peers and options for adapting human-guide grip when traveling with a guide who is significantly taller or shorter than himself.

SUMMARY AND EDUCATIONAL IMPACT:

Summary

[REDACTED] is an exceptional young man with many strengths and who has a very bright future. Because [REDACTED] has so many clear skills and talents he has many more opportunities for social, recreation, leisure, and community interactions than are often the case for youth with severe visual impairments. [REDACTED] family is striving to ensure he has an enriched educational experience that includes participation in general education classes, general education and competitive sports teams, social, and travel opportunities.

Additionally, much of the concern from [REDACTED] and his mother appears to be around time conflicts with the times specially designed instruction can be provided (during or after school) and [REDACTED] sports and extra-curricular commitments. Research in special education in general, and in the area of transition for youth with visual impairments or blindness in particular, all support the benefits of participating in general education with general-education peers. While it can be argued that [REDACTED] is benefitting from the choice to focus on sports and extra-curricular activities, there are future costs of which he and his family should be aware. These include, potential delays in independence and safety after graduation.

[REDACTED] and his mother both recognize that taking time to work on many of the Vision and O&M skills in or after takes time away from other beneficial activities such as general education elective courses, after-school activities, sports activities, and summer activities. There are certainly programs to help [REDACTED] gain missing skills after he

leaves high school, and [REDACTED] mother was very knowledgeable of outside resources that the family believes would benefit [REDACTED] including: private instruction in Echolocation through World Access for the Blind in California, and Washington Services for the Blind for in-home instruction in independent living techniques.

While [REDACTED] and his family may elect to delay training to facilitate [REDACTED] independence or not participate in specially designed instruction to practice and refine needed skills, [REDACTED] school team has an obligation to recommend IEP services that assessment data indicate are needed in order to facilitate his participation in school and prepare him for transition to post-secondary college, career, or community life. [REDACTED] current educational team is qualified to and capable of addressing all areas of need identified in this report.

Educational Impact:

The Washington Administrative Code defines "visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness" (WAC 392-172A-01035[2][n]). [REDACTED] qualifies as a student with a visual impairment on the basis that his assessment data indicate his vision loss has a significant impact on his access to the learning environment and community. At this time [REDACTED] would continue to benefit from specially designed instruction in the areas of Orientation and Mobility, Assistive Technology, and Independent Living Skills to ensure his safety and independence as he transitions from high school to post-secondary college, career and community.

Recommendations

Due to the length of this report, summary impact statements and specially designed instruction recommendations have been provided at the end of each evaluation section.

Please let me know if there are any questions.

Sincerely

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August 31, 2006

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BRIAN R. MCKILLOR, MD

FAX: (360) 563-7303
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GLAUCOMA
A. BLAIR EVANS, MD

Re:



PEDIATRICS & STRABISMUS
K. DAVID EPLEY, MD
KRISTA A. HEIDAR, MD

[Redacted] is a 3-year-old who is legally blind in both eyes.
He has no light perception in both eyes. If there are any questions regarding his status, please feel free to call our office.

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Sincerely,

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From [redacted] to Seattle: a little boy's journey of hope

By Nancy Bartley
Seattle Times staff reporter

His wails ring through the clinic long before doctors touch the thick scars on his face or peer into his remaining eye. [redacted] is blind, only 3, and speaks no English, but somehow he knows from the moment he sits in his foster mother's lap in the examination chair that the wound left by a bullet is once again going to be probed.

[redacted] foster mother, [redacted] offers him his favorite snack, Raisinets.

"He can go from sad to happy really fast," she says as he seizes the box and happily shakes it.

The chocolate-covered treat would offer only temporary relief.

After months in hospitals in his native [redacted] has come to dread visits to the doctor, even those half a world away in Seattle. The touch of rubber gloves, cold metal on his skin or the pressure of fingers on his face triggers an indelible fear and a reminder of the day 13 months ago when he was shot from close range with an AK-47 assault rifle.

The international language of a hug: Foster mother [redacted] comforts 3-year-old [redacted] during a visit to a doctor's office. "He can go from sad to happy really fast," she says. He now can recite his ABCs, count to 10 and say "I love you," [redacted] says.

Healing the Children

Founded in 1981 by a Spokane woman who lost her adopted daughter to an easily curable illness because early care wasn't available in her native South Korea, Healing the Children has 14 chapters throughout the United States. Some 5,000 children from 65 countries and the United States have been helped through the program, which matches children who have medical needs that can't be met where they live, with volunteer doctors, hospitals and foster families.

[redacted] odyssey from 2-year-old boy living in a war-ravaged country has led him to an examination room at Seattle's Swedish Medical Center through the work of Healing the Children, a Spokane-based organization that aids sick and injured children from foreign countries.

Back home in [redacted] his family prays daily for him and hopes his vision will be restored in one eye and the misshapen flesh transformed into the nose, forehead and cheeks of a little boy. But doctors here are hesitant to promise much. The months that have passed since the shooting and some of the early medical procedures have made the boy's condition only worse.

"My guess is he's not seeing very much," says Seattle eye surgeon Thomas Gillette as he shines a bright light into [redacted] filmy

Healing the Children also sends medical teams around the world to screen children, train local doctors and provide on-site surgeries.

For more information, contact Healing the Children at 425-252-4505 or www.wa.healingthechildren.org

eye.

"We do have some hurdles," adds fellow physician David Epley.

█████ story has become a common one in ██████ a country roiling in violence that increasingly makes victims of children. According to UNICEF, militants have widened their targets to include schools, often kidnapping, maiming and killing children.

From the U.S. invasion in 2003 through March 2005, nearly 25,000 civilians have been killed, more than 9 percent of them children. From November 2005 to February 2006, 64 children died and 57 were injured in 417 attacks on ██████ schools.

To be young in ██████ — 50 percent of the population is younger than 18 — means growing up in a violent, unstable society where playing in the neighborhood is risky and attending school could invite death.

When ██████ and his grandmother arrived at Seattle-Tacoma International Airport on May 17, the first sounds of his new world — English, a language unfamiliar to him — soared over his head. After his grandmother returned to ██████ he slipped into the arms of ██████ easily adapting to the woman who would be his foster mother during the coming months.

When ██████ cries, it's the words from ██████ whom he calls "Auntie," that soothe him. The jingle of her earrings, the scent of her perfume, the brush of her unveiled hair against his face and feel of her denim jacket are constant reminders he is in a new and different world.

The ██████ youngest victims

From the ██████ in 2003 through March 2005, nearly 25,000 civilians were killed. Of them, 9.3 percent were children ages 2 through 17. Fifty-one were 2 years old or younger. From November 2005 to February 2006, 64 children died and 57 were injured in 417 attacks on ██████ schools.

- A large percentage of the children are injured by bombs dropped from aircraft or by explosive devices such as cluster bombs they find unexploded on the ground.

- In the third year of the occupation — March 2005 to March 2006 — 12,617 civilians were killed.

- Of 22,000 homes surveyed in 2005 as part of a United Nations-sponsored project, one-third of all children were malnourished and 9 percent were acutely malnourished,

At the Snohomish home where ██████ lives with her husband, ██████ and daughters ██████ 20, and ██████ 18, ██████ stops to listen for a new sound, walks with hands outstretched to feel his way around. He navigates through a forest of gilt end-tables and the trunks of wood furniture, slips on sleek oak floors and listens with trepidation to the barking of the poodles, ██████ and ██████. Pet dogs are unheard of in ██████.

At first, he rejected the strange food like pizza and salad, but once he found favorites, he hoarded them — stuffing his mouth and pockets full of pistachio nuts and trying to hide a bag of Cheerios.

It took only a few days before ██████ slowly relaxed into his new surroundings, becoming fond of Chicken McNuggets, Mexican food and discovering Raisinets. He is learning English words: "good boy," "thank you" and "go home," which he says with a child's earnestness as he pulls ██████ hand whenever an outing becomes tedious.

In an Izod jacket, striped rugby shirt and brown leather sandals, he's as stylish as ██████ who pushes him in a stroller through shopping malls. She talks proudly of how he can sing his ABCs, count from one to 10 and say "I love you."

a condition severe enough to affect childhood development.

- Six percent of [redacted] children ages 10 to 14 have lost their fathers, as have 13 percent of youths ages 15 to 19.

Source: UNICEF and [redacted] a nonprofit

"Love you, love you, love you," the family tells him.

"Love you," he repeats.

[redacted] was brought to Seattle by Healing the Children, which connects children who need medical care unavailable in their native countries with U.S. physicians, hospitals and foster parents who volunteer their services.

The [redacted] heard about Healing the Children a year ago and offered to host a child needing temporary foster care. When the organization contacted them about [redacted] 46, a Boeing systems analyst, says he was hesitant, but "we prayed about it" and now he calls [redacted] presence a blessing.

For [redacted] 47, an interior decorator, "He's made me see what's beautiful differently. I don't really notice the scars on his face anymore. His personality shines through."

No one knows just how long [redacted] will be here or how many surgeries he will require. Little was known about his condition before [redacted] arrived in Seattle, and doctors are finding more damage than they initially thought.

While [redacted] neurological functions remain normal, his face and sinuses are so damaged he has sleep apnea, which means he stops breathing momentarily in his sleep. His right eye was shattered, and doctors in [redacted] removed it. The left eye has been traumatized and will, at a minimum, need a cornea transplant, but even then doctors say he is unlikely to have much vision.

For [redacted] who live with the fear of kidnappings and bombings and often keep their children home from school for safety, it is difficult not to despair. The years of violence have also resulted in a loss of jobs and increased poverty.

"It's not wise to get married and give birth to a child during these times," says [redacted] uncle [redacted] 27, by telephone from [redacted] "Look what happened."

For 15 years, [redacted] extended family of grandparents, six uncles, their wives and all their children — 19 in all — have lived together in [redacted] supporting themselves on the combined incomes as auto mechanics and from an uncle's car dealership.

"We are blessed to all be together," [redacted] said. The family are [redacted] which was suppressed under [redacted] They believe they were targeted on the afternoon of May 7, 2005, because they are [redacted]

[redacted] and five other family members, including his mother and sister, were driving home from visiting a relative when [redacted] militants stopped his uncle's SUV northeast of [redacted]

One by one the unarmed occupants of the vehicle were shot as [redacted] then 2, and his 4-year-old sister watched. Then they shot [redacted] the bullet carving a deep path across his face.

[redacted] uncle — [redacted] brother — died, and four others — including [redacted] and his

mother — suffered life-threatening injuries. Only his sister escaped unscathed. A year later, his mother is still in the hospital; his father stays at her bedside.

After the shooting, the ambulances bearing [REDACTED] and his family were turned away at the nearest hospital because militants had threatened the staff.

[REDACTED] the youngest of six boys in the [REDACTED] family and a University of [REDACTED] graduate student majoring in literature, confronted the war that day as he never had before. He arrived at the hospital to the "worst day of my life."

His brother was dead, his sister-in-law — [REDACTED] mother — was critically wounded. As for [REDACTED] "His facial condition was indescribable. He had no recognizable features."

[REDACTED] took his nephew to [REDACTED] and for 10 weeks stayed with him, reassuring him, telling him his favorite story of the "Wolf and the Hen," reminding him of his mother's song, "The moon is rising. We must welcome the moon." [REDACTED] prayed and tried to answer [REDACTED] question: Why can I no longer see?

"I did not want to tell him what happened but ... he is very clever," [REDACTED] recalled.

When doctors there said there was no hope of correcting [REDACTED] blindness, [REDACTED] turned to the Internet and found Healing the Children and Swedish Medical Center.

"I heard the desperation and the pain in [REDACTED] voice, my heart went out to him and his family," said Rebecca Snyders, executive director of Healing the Children's Western Washington and Oregon Chapter. "Then I saw the photos; I knew we had to do whatever we could to help this child."

May 24, a little more than one year after the attack, [REDACTED] tiny body lay sedated on a gurney at Swedish Medical Center and images of the interior of his skull were projected onto monitors. Eye surgeon Gillette and plastic surgeon Jenifer Henderson felt the bones of his face, looked up his nose in dismay at the sinus damage, peered into his eye with a special microscope and tested the pressure in his eye.

[REDACTED] eye has shrunk from the trauma — not a favorable sign, Gillette says. But at this point no one knows how many surgeries the little boy may require, or how much time it will take.

"Back home he's ruined if he can't see," said Raffi Ohanian, the [REDACTED] hospital interpreter.

In [REDACTED] the blind are outcasts, never sent to school or trained for jobs. Often they beg on the streets. Like [REDACTED] the interpreter wants more for [REDACTED]

"From time to time [REDACTED] used to ask me, saying with innocence, 'When will I recover? When I grow up, will I go to school with my sister [REDACTED]?' [REDACTED] said.

Consultations are planned. Scans will be reviewed. And on both sides of the world — in different cultures, languages and religions — the many people who love [REDACTED] pray and wait.

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